

TRAINEES' WORKBOOK

LEARNING OBJECTIVES

By the end of this training you should be able to:

1. Use communication skills and the ACT map to guide you when discussing concerns with patients.
2. Help your patient to identify their values (what is important to them).
3. Teach your patient mindful breathing and thought 'de-fusion' exercises to manage difficult thoughts and feelings and focus on what is important to them.
4. Work with your patient to set a simple goal to help them achieve what is important to them.



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VALUES: KNOWING WHAT IS IMPORTANT TO YOU (2)

To clarify what is important to you, it can help to first choose an area of life to work on. Within each life area, a list of suggested values are given. You can also add your own.

Circle up to 3 values (or add your own) in each life area that reflect:

1. How you would like to act in your life (e.g. "I would like to act with Courage").
2. What gives your life purpose.

<p>Life area: Relationships (for example: with partner, children, parents, friends and relatives)</p> <p>Suggested Relationship Values:</p> <table> <tbody> <tr> <td>Fun and humour</td> <td>Intimacy</td> </tr> <tr> <td>Genuineness</td> <td>Respect</td> </tr> <tr> <td>Gratitude</td> <td>Responsibility</td> </tr> <tr> <td>Creativity</td> <td>Loyalty</td> </tr> <tr> <td>Love</td> <td>Courage</td> </tr> <tr> <td>Wisdom</td> <td>Compassion</td> </tr> </tbody> </table> <p>Your own ideas for Relationship Values:</p> <p>_____</p>	Fun and humour	Intimacy	Genuineness	Respect	Gratitude	Responsibility	Creativity	Loyalty	Love	Courage	Wisdom	Compassion	<p>Life area: Work / Education (for example: paid work, studying, domestic duties, volunteering)</p> <p>Suggested Work / Education Values:</p> <table> <tbody> <tr> <td>Learning</td> <td>Helpfulness</td> </tr> <tr> <td>Wisdom</td> <td>Loyalty</td> </tr> <tr> <td>Courage</td> <td>Self-discipline</td> </tr> <tr> <td>Persistence</td> <td>Skilfulness</td> </tr> <tr> <td>Creativity</td> <td>Adventure</td> </tr> <tr> <td>Ambition</td> <td>Open-mindedness</td> </tr> </tbody> </table> <p>Your own ideas for Work / Education Values:</p> <p>_____</p>	Learning	Helpfulness	Wisdom	Loyalty	Courage	Self-discipline	Persistence	Skilfulness	Creativity	Adventure	Ambition	Open-mindedness
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<p>Life area: Leisure (for example: rest and relaxation, hobbies, sport, entertainment)</p> <p>Suggested Leisure Values:</p> <table> <tbody> <tr> <td>Fun and humour</td> <td>Spirituality</td> </tr> <tr> <td>Adventure</td> <td>Persistence</td> </tr> <tr> <td>Courage</td> <td>Helpfulness</td> </tr> <tr> <td>Skilfulness</td> <td>Wisdom</td> </tr> <tr> <td>Learning</td> <td>Open-mindedness</td> </tr> <tr> <td>Creativity</td> <td>Ambition</td> </tr> </tbody> </table> <p>Your own ideas for Leisure Values:</p> <p>_____</p>	Fun and humour	Spirituality	Adventure	Persistence	Courage	Helpfulness	Skilfulness	Wisdom	Learning	Open-mindedness	Creativity	Ambition	<p>Life area: Health (physical, psychological, emotional, or spiritual health and wellbeing)</p> <p>Suggested Health Values:</p> <table> <tbody> <tr> <td>Wisdom</td> <td>Spirituality</td> </tr> <tr> <td>Self-care</td> <td>Self-discipline</td> </tr> <tr> <td>Courage</td> <td>Learning</td> </tr> <tr> <td>Humour</td> <td>Open-mindedness</td> </tr> <tr> <td>Gratitude</td> <td>Ambition</td> </tr> <tr> <td>Persistence</td> <td>Compassion</td> </tr> </tbody> </table> <p>Your own ideas for Health Values:</p> <p>_____</p>	Wisdom	Spirituality	Self-care	Self-discipline	Courage	Learning	Humour	Open-mindedness	Gratitude	Ambition	Persistence	Compassion
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PATIENT EXAMPLES - STARTING A CONVERSATION WITH A PATIENT (4)

The following are suggestions, you can also use an example based on your experience with your patients, or use these ideas to make up your own story:

- **Example 1:** You are a carer for an elderly man with dementia, which causes you significant stress and worries.
- **Example 2:** You are an elderly woman with Parkinson's disease, which prevents you from playing with your grandchildren as you used to do.
- **Example 3:** You are a female patient who has had a mastectomy (breast removal) after a diagnosis of cancer.
- **Example 4:** You are a young male patient who has alopecia (hair loss).
- **Example 5:** You are a female patient who has had facial surgery for cancer of the jaw. This has left a large scar and an unusual shaped jaw and mouth. Your smile is now crooked.



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CASE STUDIES (5)

John

- 25 years-old
- Born with a cleft lip and palate that has been repaired.
- Attending a dental appointment.
- Works as an administrative assistant in a small printing office, which he finds very boring, but he feels safe because he knows and trusts his colleagues. He would love to study graphic design at university but has not yet applied, as he is worried about being around so many new people, and being rejected by his peers. He gets very caught up with these worries, and thinks they reflect the absolute truth of what would happen if he went to university.
- Would like to have a girlfriend but gets very anxious interacting with women, and when he does meet someone he likes romantically, he does not have the confidence to ask them out on a date. He hates feeling anxious around women, so tries to avoid situations where he will meet women. And when he is in such situations, he often leaves early to get rid of anxiety. He thinks that no women will be interested in dating him.

Mary

- 50 years-old.
- Six months ago underwent cardiac surgery for life-threatening condition. This was traumatic for Mary, as it involved spending time in the intensive care unit. The surgery caused visible scarring along sternum.
- Attending a routine check-up.
- Loved swimming with granddaughter. A few months after surgery, when she went with her granddaughter, she thought that people were staring at her scarring at the pool. She felt embarrassed, and now spends a lot of time and energy worrying that people think she looks “damaged” and “unfeminine”. She has always taken great care over her appearance, and now often compares herself unfavourably to other women of a similar age she passes on the street. Since that one experience she has not been swimming with her granddaughter again, because she hated feeling embarrassed. She tells her granddaughter she cannot go because of her heart.
- Mary has also started to cover her scar with clothes (even when it’s very hot) out of her strongly held belief that people may notice it and negatively judge her appearance, which she couldn’t bear.
- Mary attends hospital with her daughter, but asks her daughter to stay in the waiting room when she is called for her appointment. When the cardiologist / cardiac nurse asks to look at the scar, Mary asks why and is very reluctant to show it. Mary also moves her chair away from a mirror.



ACT MAP – FOR JOHN & MARY’S EXAMPLES (6)

3. Actions to stay safe but **away** from values.

5 Actions **towards** values.

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2. **Getting hooked** by difficult thoughts & feelings.



4 Helpful skills
Mindfulness & valued action

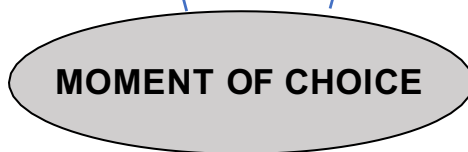
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1. Difficult Situations

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PATIENT EXAMPLES – USING THE ACT MAP WITH PATIENTS (7)

The following are suggestions, you can also use an example based on your experience with your patients, or use these ideas to make up your own story:

- **Example 1:** You are a male patient with psoriasis (a scaly skin condition) on your stomach and back. The condition is not obvious to others when you are wearing clothes. **Difficult situation:** letting other people see your skin. **Getting hooked:** you feel dirty, embarrassed, you get caught up in thinking your skin feels and looks disgusting and other people will think your condition is contagious (catching). **Actions to stay safe:** You will not remove your top in front of anyone, including your partner. **Values:** Intimacy, love, courage, fun and humour.
- **Example 2:** You are a young person born with a cleft lip and palate waiting for orthodontic surgery (to correct the position of the teeth). **Difficult situation:** seeing your reflection in the mirror, making new friends. **Getting hooked:** you are convinced that your mouth is ugly and your speech unclear, you constantly compare your appearance to others your age, you think no-one will want you as friend and definitely not as a boy/girlfriend. Whenever you feel anxious around the opposite sex, you leave the situation. **Actions to stay safe:** avoiding social situations like parties and shopping trips, refusing to join school clubs, you don't put your hand up in class (if you do people might notice you), you cover your mouth when talking and eating, you never have your photo taken. **Values:** Learning, creativity, ambition, loyalty, humour.
- **Example 3:** You are a female patient who has had a mastectomy (breast removal) after a diagnosis of cancer, you now have a prosthetic breast. **Difficult situation:** shopping for clothes as this requires both looking in the mirror and handling your prosthetic. **Getting hooked:** You get caught up in thoughts that you are no longer feminine or sexually attractive. You are desperate to avoid feeling unlovable or damaged, which are strong fears. **Actions to stay safe:** wearing oversized old clothes that conceal your shape. Avoiding social events with family and friends that might lead to revealing your mastectomy e.g.: a beach holiday with the family. **Values:** self-care, spirituality, creativity, adventure.
- **Example 4:** You are a young single male patient who has alopecia (hair loss). **Difficult situation:** revealing your condition to others. **Getting hooked:** You get caught up in thoughts that you appear old and unattractive, thinking that your body is damaged. This makes you feel embarrassed and self-conscious, and you are desperate to get rid of these feelings. **Actions to stay safe:** you wear a hat all the time even when it is hot, you avoid romantic relationships. **Values:** love, self-care, humour, ambition
- **Example 5:** You are a female patient who has had facial surgery for cancer of the jaw. This has left a large scar and an unusual shaped jaw and mouth. Your smile is now crooked. You have a large family. **Difficult situation:** Eating out with friends and family because you sometimes dribble when eating and struggle with chewing. **Getting hooked:** You strongly believe your thoughts that you will upset other people and put them off their food, you think your face is ugly and will cause people to stare. You are desperate to avoid embarrassment from other people staring. **Actions to stay safe:** avoid social activities with friends and family, conceal your lower face with clothing and by holding your head down and to one side. **Values:** responsibility, compassion, loyalty, courage.



ACT MAP – FOR USE WITH PATIENTS (8)

Actions to stay safe but **away** from values.

When you are caught up in the thoughts and feelings you described, what do you find yourself doing differently compared to the times when you are not caught up with them?

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Costs of these actions

Are there any costs of these actions to you or anyone you care about?

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Getting 'hooked' by difficult thoughts and feelings

1. What difficult thoughts and feelings do you notice?
2. How much do you believe these thoughts?
3. How much do you want to avoid or get rid of these thoughts and feelings?

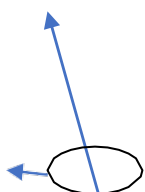
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Actions towards values.

1. What activities would you like to be doing more, if you could?
2. What is important to you in life, that you have not been connecting to recently?

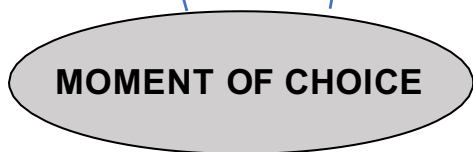
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4 Helpful skills Mindfulness & valued action



Difficult situation

1. What is happening in your life right now that is difficult?
2. What situations do you find difficult?

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MINDFULNESS BREATHING EXERCISE (9)

To start with, please put aside any pens, paper, laptops or phones...*[5 seconds gap]* ...

Sit up with your back straight, your legs not crossed, and your feet on the floor...*[10 seconds gap]* ...

Place your hands on your legs...*[5 seconds gap]* ...

When you feel ready, you can start opening up your hands fully on the in-breath, and closing them on the out-breath. Like they are your lungs, or flowers opening and closing. The movement of your hands opening and closing should follow the natural rhythm of your breath, rather than your breath following the movement of your hands. Because we're not trying to change what is happening, we are just paying attention to our real experience in a curious, kind way. Closing your eyes if that feels OK .. And continuing to open and close your hands in rhythm with your breath ... *[30 seconds gap]* ...

As you do this, notice the sensations in your hands. There may be light sensations, or more intense sensations... *[5 seconds gap]* ...

Some sensations may feel pleasant, some may feel unpleasant. You may notice a desire to get rid of any unpleasant sensations. This is totally normal. Just see if you can be open, curious about those sensations. Like you are looking at it with a wide, soft beam of light from your torch of attention... *[30 seconds gap]* ...

Whenever your mind wanders to thinking about other things, worrying about the future, or re-living things from the past, remember this is totally normal, and just returning gently to the sensations in your hands... *[30 seconds gap]* ...

Now widening your attention to sensations across your whole body, as if your whole body was breathing in, and breathing out... *[20 seconds gap]* ...

Now widening your attention further to include any sounds you hear, as if you were a microphone just receiving sounds without rejecting anything... *[10 seconds gap]*...

Now, if your eyes are closed, slowly opening the eyes and returning your attention to everything around you.



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THOUGHT DE-FUSION EXERCISE (10)

1. Ask patient if they would be interested in trying a technique which can give their difficult thoughts about appearance less influence over their actions. This is a technique they can use in any situation. And explain they can stop at any point if they do not want to continue for any reason.
2. [If patient agrees to try technique, give patient a paper and pen]. Ask patient to draw a horizontal line in the middle of the page. Then ask them to try to bring to mind a thought they have about their appearance that they have been noticing recently. It may be best not to choose a thought that is highly distressing, and instead choose a thought that is about 5 out of 10 for how distressing it is. Ask the patient to write down the thought on the line.
3. Now, ask the patient to hold the paper close up to their face, and read the thought as if it was a fact. [wait 5 seconds]. Ask patient how it makes them feel, in their mind and in their body?
4. [Acknowledge the patient's feelings] Continuing to hold the paper where it is, ask the patient to imagine that the people and activities they care about are directly in front of them, about a metre ahead. Ask if they can see those things, with the thought so close to their face.
5. Explain how being so close to their distressing thought is also getting in the way of the things they care about.
6. Explain to patient that one very understandable way to try and deal with the distressing thoughts is to try to push them away. To show what this is like, ask them to push the paper out in front of them, with their arms stretched out straight. [wait 5-10 seconds]. Ask the patient how their arms feel, and whether they can see the things they care about directly in front of them (a metre ahead)?
7. Now ask the patient to rest their arms and place the paper on their lap (or table). For the next step of the exercise, ask them to write the words **in front** of their thought: **"I'm noticing the thought that"**. You can also ask them to draw a speech bubble around the phrase. Ask them to take a few seconds to read it, and notice how it makes them feel in their body and mind [wait 5-10 seconds]. Ask if there is any difference in how it feels now compared to before, and how easy is it to see the people and activities that they care about now.
8. Explain that this exercise shows us is that sometimes just by reminding ourselves that these are thoughts, and not necessarily facts, it gives us some healthy psychological distance from the thoughts. And this also allows us to use less energy in trying to push away the distressing thoughts.
9. Explain to patient that in any situation, when they notice a distressing thought, they can just say in their mind "I'm having the thought that..."

For patients with literacy difficulties

- You can ask the patient to say the thought out loud, rather than writing it on the paper.
- You can still use the paper, and ask them to imagine that their thought is on the paper. This way, you can still ask them whether they can see the things they care about in front of them, and to hold their arms stretched out.



SETTING A VALUES-BASED GOAL (11)

Life area: _____

Value(s): _____

Long-term goal:

(one thing you would really like to do to bring you towards your value(s) in this life area)

Short-term goal:

*(something you can do **within a week** that gets you closer to your long-term goal)*

How important is the short-term goal to you?

Not at all important

Moderately important

Very important

1

2

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(if under 7, perhaps choose another goal that is 7 or more – so it is something worth doing!)

How willing are you to meet the short-term goal?

Not at all important

Moderately important

Very important

1

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(if under 7, perhaps choose another goal that is 7 or more – so you feel able to achieve it!)

If any difficult thoughts or feelings come up in the process of meeting your short-term goal, how will you manage these? *(e.g. mindful breathing; thought de-fusion; bringing values to mind).*

When exactly will you do the short-term goal? _____



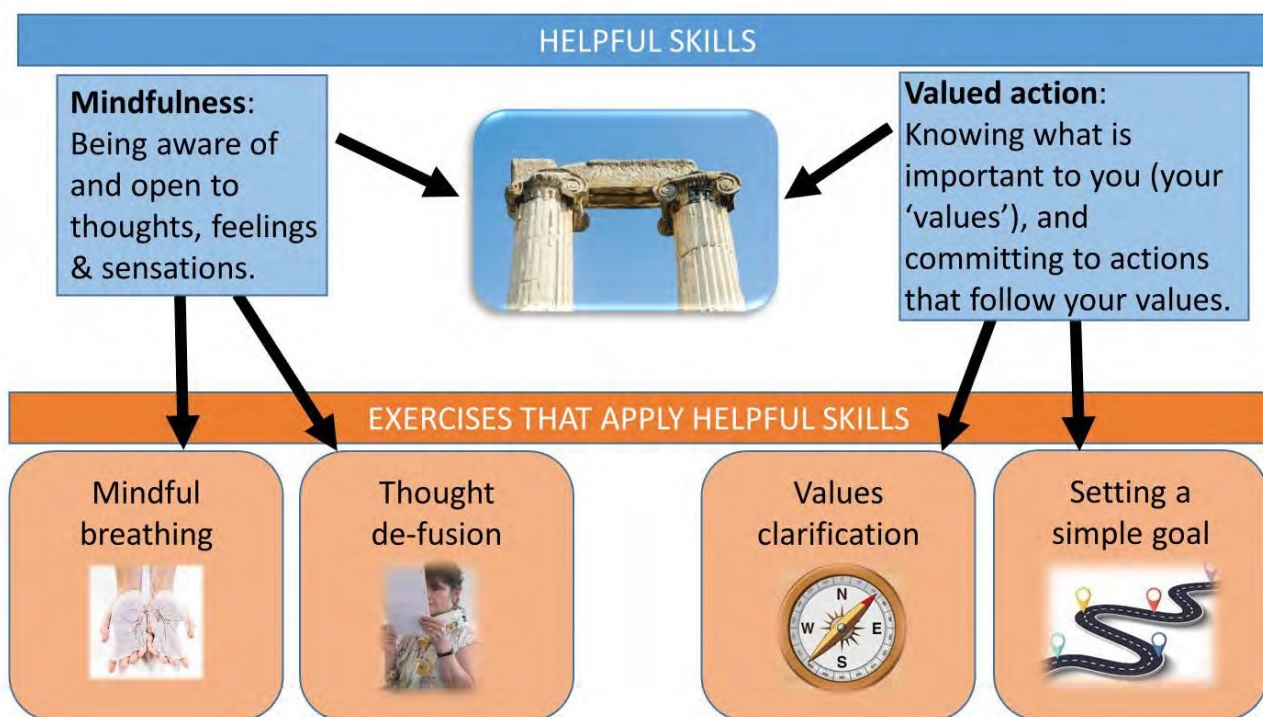
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SUMMARY OF HOW TO APPLY THE HELPFUL SKILLS WITH PATIENTS

A summary of how to apply the Helpful Skills with patients



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HANDOUTS



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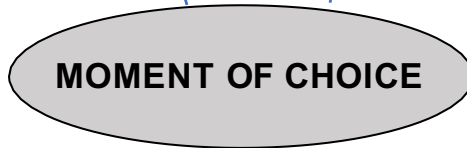
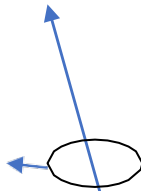
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THOUGHT DE-FUSION EXERCISE

1. Are you interested in trying a technique which can give your difficult thoughts less influence over your actions? This is a technique you can use in any situation. You can stop at any point if you do not want to continue for any reason.
2. If you would like to try the technique, start by getting a piece of paper and a pen. First, draw a horizontal line in the middle of the page. Then try to bring to mind a thought you have that you have been noticing recently. It may be best not to choose a thought that is highly distressing, and instead choose a thought that is about 5 out of 10 for how distressing it is. Then write down the thought on the line.
3. Now, hold the paper close up to your face, and read the thought as if it was a fact. [wait 5 seconds]. How does it make you feel, in your mind and in your body?
4. Continuing to hold the paper where it is, imagine that the people and activities you care about are directly in front of you, about a metre ahead. Can you see those things, with the thought so close to your face.
5. Not being able to see these things shows how being so close to your distressing thought is also getting in the way of the things you care about.
6. One very understandable way to try and deal with the distressing thoughts is to try to push them away. To show what this is like, try to push the paper out in front of you, with your arms stretched out straight. [wait 5-10 seconds]. How do your arms feel, and can you see the things you care about directly in front of you (a metre ahead)?
7. Now rest your arms and place the paper on your lap (or table). For the next step of the exercise, write the words **in front** of your thought: **“I’m noticing the thought that”**. You can also draw a speech bubble around the phrase. Take a few seconds to read it, and notice how it makes you feel in your body and mind [wait 5-10 seconds]. Is there any difference in how it feels now compared to before, and how easy is it to see the people and activities that you care about now?
8. This exercise shows us that sometimes just by reminding ourselves that these are thoughts, and not necessarily facts, it gives us some healthy psychological distance from the thoughts. And this also allows us to use less energy in trying to push away the distressing thoughts.
9. In any situation, when you notice a distressing thought, you can just say in your mind “I’m having the thought that...”



VALUES: KNOWING WHAT IS IMPORTANT TO YOU

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1. How you would like to act in your life (e.g. "I would like to act with Courage").
2. What gives your life purpose.

<p>Life area: Relationships (for example: with partner, children, parents, friends and relatives)</p> <p>Suggested Relationship Values:</p> <table> <tr><td>Fun and humour</td><td>Intimacy</td></tr> <tr><td>Genuineness</td><td>Respect</td></tr> <tr><td>Gratitude</td><td>Responsibility</td></tr> <tr><td>Creativity</td><td>Loyalty</td></tr> <tr><td>Love</td><td>Courage</td></tr> <tr><td>Wisdom</td><td>Compassion</td></tr> </table> <p>Your own ideas for Relationship Values:</p> <p>_____</p>	Fun and humour	Intimacy	Genuineness	Respect	Gratitude	Responsibility	Creativity	Loyalty	Love	Courage	Wisdom	Compassion	<p>Life area: Work / Education (for example: paid work, studying, domestic duties, volunteering)</p> <p>Suggested Work / Education Values:</p> <table> <tr><td>Learning</td><td>Helpfulness</td></tr> <tr><td>Wisdom</td><td>Loyalty</td></tr> <tr><td>Courage</td><td>Self-discipline</td></tr> <tr><td>Persistence</td><td>Skilfulness</td></tr> <tr><td>Creativity</td><td>Adventure</td></tr> <tr><td>Ambition</td><td>Open-mindedness</td></tr> </table> <p>Your own ideas for Work / Education Values:</p> <p>_____</p>	Learning	Helpfulness	Wisdom	Loyalty	Courage	Self-discipline	Persistence	Skilfulness	Creativity	Adventure	Ambition	Open-mindedness
Fun and humour	Intimacy																								
Genuineness	Respect																								
Gratitude	Responsibility																								
Creativity	Loyalty																								
Love	Courage																								
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Wisdom	Loyalty																								
Courage	Self-discipline																								
Persistence	Skilfulness																								
Creativity	Adventure																								
Ambition	Open-mindedness																								
<p>Life area: Leisure (for example: rest and relaxation, hobbies, sport, entertainment)</p> <p>Suggested Leisure Values:</p> <table> <tr><td>Fun and humour</td><td>Spirituality</td></tr> <tr><td>Adventure</td><td>Persistence</td></tr> <tr><td>Courage</td><td>Helpfulness</td></tr> <tr><td>Skilfulness</td><td>Wisdom</td></tr> <tr><td>Learning</td><td>Open-mindedness</td></tr> <tr><td>Creativity</td><td>Ambition</td></tr> </table> <p>Your own ideas for Leisure Values:</p> <p>_____</p>	Fun and humour	Spirituality	Adventure	Persistence	Courage	Helpfulness	Skilfulness	Wisdom	Learning	Open-mindedness	Creativity	Ambition	<p>Life area: Health (physical, psychological, emotional, or spiritual health and wellbeing)</p> <p>Suggested Health Values:</p> <table> <tr><td>Wisdom</td><td>Spirituality</td></tr> <tr><td>Self-care</td><td>Self-discipline</td></tr> <tr><td>Courage</td><td>Learning</td></tr> <tr><td>Humour</td><td>Open-mindedness</td></tr> <tr><td>Gratitude</td><td>Ambition</td></tr> <tr><td>Persistence</td><td>Compassion</td></tr> </table> <p>Your own ideas for Health Values:</p> <p>_____</p>	Wisdom	Spirituality	Self-care	Self-discipline	Courage	Learning	Humour	Open-mindedness	Gratitude	Ambition	Persistence	Compassion
Fun and humour	Spirituality																								
Adventure	Persistence																								
Courage	Helpfulness																								
Skilfulness	Wisdom																								
Learning	Open-mindedness																								
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Self-care	Self-discipline																								
Courage	Learning																								
Humour	Open-mindedness																								
Gratitude	Ambition																								
Persistence	Compassion																								



SETTING A VALUES-BASED GOAL

Life area: _____

Value(s): _____

Long-term goal:

(one thing you would really like to do to bring you towards your value(s) in this life area)

Short-term goal:

*(something you can do **within a week** that gets you closer to your long-term goal)*

How important is the short-term goal to you?

Not at all important

Moderately important

Very important

1

2

3

4

5

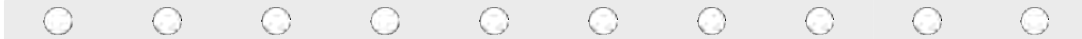
6

7

8

9

10



(if under 7, perhaps choose another goal that is 7 or more – so it is something worth doing!)

How willing are you to meet the short-term goal?

Not at all important

Moderately important

Very important

1

2

3

4

5

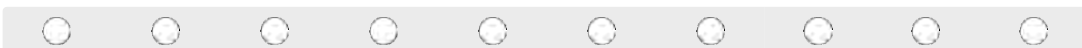
6

7

8

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(if under 7, perhaps choose another goal that is 7 or more – so you feel able to achieve it!)

If any difficult thoughts or feelings come up in the process of meeting your short-term goal, how will you manage these? *(e.g. mindful breathing; thought de-fusion; bringing values to mind).*

When exactly will you do the short-term goal? _____



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