



Youth Workbook

Supplemental Edition

Sessions 9-14

Health & Wellness Workbook 2

Dustianne North, M.S.W., Ph.D.

Jerry Sherk, M.A.

Sarah E. Kremer, MA, ATR-BC

Andrea Barrera

Siobhan Stofka



The California Mental Health Services Authority (CalMHSA) is an organization of county governments working to improve mental health outcomes for individuals, families and communities. Prevention and Early Intervention programs implemented by CalMHSA are funded through the voter-approved Mental Health Services Act (Prop 63). Prop. 63 provides the funding and framework needed to expand mental health services to previously underserved populations and all of California's diverse communities.



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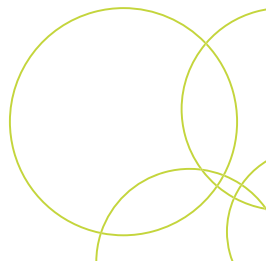
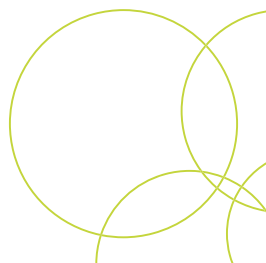


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Session 9

Wellness and Self-Care

Why Should I Learn About Wellness and Self-Care?

California Foster Youth: Wellness and Health Concerns

- **Sex:** Learn how to recognize STDs, deal with sex, and practice safe sex.
- **Mental Health/Illness:** Recognize and cope with depression, bipolar disorder, anxiety, insomnia, suicidal thoughts, and self-harm.
- **Self-Image, Self-Worth, and Body Image:** Learn about eating disorders and weight insecurities, how to love yourself, and how to find your inner strength.
- **Drugs and Alcohol:** Discover how to recognize addiction, deal with abuse by family members, and overcome peer pressure.
- **Violence:** Learn strategies for responding to bullying, gangs, violence at home, and feeling like you are “always in survival mode.”
- **Relationships:** Learn how to recognize healthy and toxic relationships, set boundaries, build trust, cope with “drama,” and deal with cliques.
- **Fitness:** Discover techniques for dieting, exercise, staying fit, and eating well.
- **Physical Health Issues:** Know when it’s time to see a doctor and how to self-advocate.
- **Counseling/Support:** Figure out how to find a good therapist or doctor, discover resources for support, and find people to support you.
- **Life in the System:** Learn about living in a group home, defining your personal space at home, recognizing poor living arrangements, finding new housing options, and being home-schooled or schooled at a group home versus a regular high school.
- **Finances:** Learn how to cope with financial difficulties, work stress, and employment or unemployment.
- **Personal Care/ Hygiene:** Figure out what you need to do every day to stay healthy and clean.
- **Emotional Stability and Stress:** Find ways to handle abandonment, manage emotions, cope with feeling overwhelmed, and calm down when stressed.
- **Decision Making:** Learn to understand the past and make good decisions now.
- **Time Management:** Manage how you spend your time—including school, work, and social commitments—and how to deal with having too much free time or partying too much.
- **Interpersonal Skills:** Develop better communication, social, and conversational skills; manage conflicts with others, including authority figures; and learn to be more aware of others’ feelings and manage your emotions.
- **Diversity:** Learn how to celebrate differences, create a more inclusive environment, and understand racism and ageism.
- **The Future:** Manage uncertainty about the future, set goals, and address a lack of goals.
- **Legal Issues:** Discuss strategies for staying out of trouble.
- **Parenting Issues:** Learn about having your own children in the system.
- **Supporting Each Other:** Share success stories with other foster youth.

Focus group results, Spring 2013, YESS-ILP program youth

Who Is Your Hero?

Think about someone you look up to as a hero. It could be someone in your personal life, a famous person, or even an imaginary hero. Now, let's get to know each other:

- What is your name?
- Who is your hero?
- What qualities does this person have that makes him or her a hero?
- Name one way in which this hero inspires you to become a better person.

Our purpose here: Why should we learn about wellness and self-care?

- Wellness and health are important life skills.
- You are in transition! Physical and mental health are key concerns.

The goals of this course are:

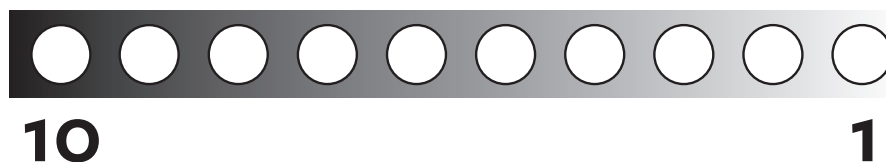
- To increase your knowledge and awareness of physical and mental health and their importance to your life.
- To increase your access to support and resources.

This supplemental course:

- Allows you to learn more about the topics that are most important to you.
- Gives you an opportunity to lead and shape the course to make it more meaningful.

Wellspring Wellness

On a scale of 1 (poor) to 10 (optimum), mark your current health level in these seven essential areas:



Social Health

How well do you interact with others? Are you able to maintain long-term friendships? Are you comfortable in new social situations and the company of others?

Mental Health

Are you open to new ideas? Do you seek out new experiences and learn new skills? What is the quality of the information and entertainment you allow into your mind?

Spiritual Health

How connected do you feel to the higher power in your life? Do you enjoy a sense of purpose and peace? Do you regularly study, meditate, pray or worship?

Physical Health

What is your physical condition? Are you receiving good nutrition, drinks plenty of water, getting regular exercise and enjoying the proper weight for your height?

Career Health

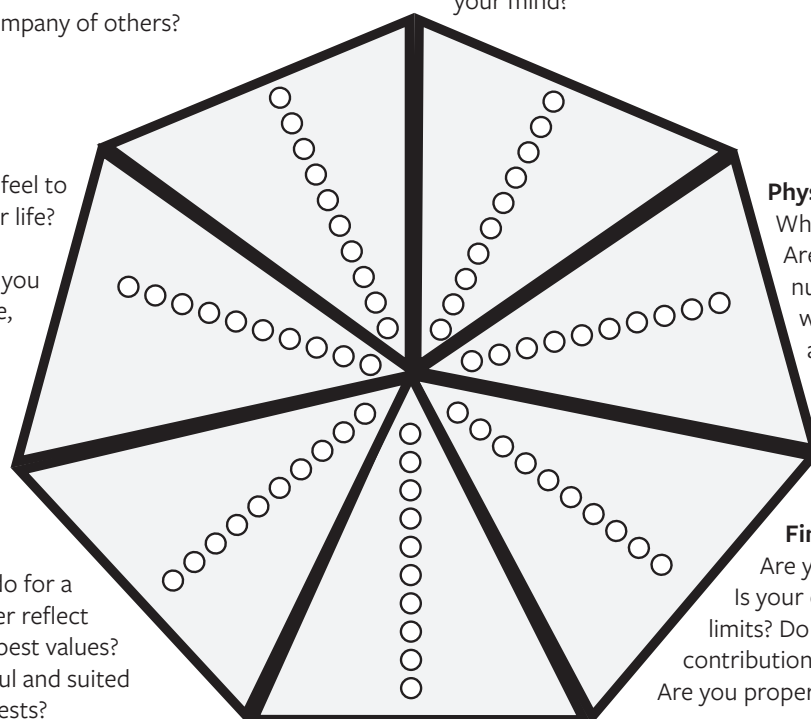
Do you like what you do for a living? Does your career reflect and advance your deepest values? Is your work meaningful and suited to your skills and interests?

Financial Health

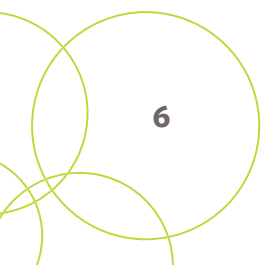
Are you living within your means? Is your debt within manageable limits? Do you make charitable contributions and save for the future? Are you properly insured?

Family Health

Are you in a loving relationship with shared values? Do you give your family time and attention? Do you have a close connection with children, parents, and relatives?



Adapted from www.wellspringdaily.com



Guideposts of the Hero's Journey

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Everyone is the hero, the main figure, and the character of his or her own life story. Each person embarks on his or her own hero's journey. A hero starts this journey in an "ordinary world," and while on this trek, tries to make it to the "special world" where the hero can do and experience something extraordinary. Those that have studied the hero's journey also know that there are common "guideposts" on this journey or path. These guideposts include:

- **Call to Adventure:** This is the voice that consistently speaks to the hero to explain the heart's desire. The call could be: getting a college degree, finding true love, understanding oneself more fully, getting a well-paying job, buying a car or house, finding ways of helping others, and so forth.
- **Fear of the Call:** Fear is what consistently makes heroes hesitate. These fears often take the form of "I'm not..." Heroes might believe they are not smart enough, strong enough, tough enough, smooth enough, good enough, good looking enough, lucky enough, etc.
- **Mentor:** Mentors are people the hero finds along the way, who see something within the hero and take an interest in the hero's journey. Mentors often see strengths that the heroes don't see in themselves; this support helps the heroes to move beyond any fears that get in the way of success.
- **Threshold:** The threshold is the place where heroes begin to understand that they have one foot in the ordinary world and one foot in the special world. For example, in your own life, a threshold might have been on your first day of college, when you were sitting in class thinking, "These people are smarter than me. Can I really do this level of work?"
- **Practice:** These are the things the hero needs to do every day to be successful. For a student, it is "studying." For an athlete it is "working out." For a person who has a job where they interact with the public, it could be "providing good customer service."
- **Test:** Tests are the difficult things that the hero runs into on the journey, and consist of both "inner" and "outer" tests. For college students this could literally mean "passing exams." Everyone experiences tests that have to do with the "fear of the call" addressed earlier... "Am I big enough, tough enough, good enough, smart enough?" and so forth.
- **Fulfillment/Disappointment:** A hero's sense of fulfillment comes from the rewards experienced along the way to reaching the journey's goal. This could take the form of a diploma, money, enhanced feelings of self-worth, and respect from others. Disappointment comes if the hero does not reach his or her goal, or if the hero reaches it and experiences the feeling of, "is that all there is?"
- **Return:** The guidepost "return" reminds the hero that it is necessary to return back to the ordinary world at some point. Nothing lasts forever and everyone must return to the beginning in some way, if for no other reason than to seek the next challenge or the next "call to adventure." When it is time to set new goals, all heroes must become beginners all over again.

The Wizard of Oz—Guideposts of the Hero's Journey

The Hero's Journey pattern can be found not only in real life, but in many popular books and movies as well. Let's look at "The Wizard of Oz."

Note: In real life and in stories, these guideposts sometimes appear in a different order. For example, you can meet a mentor during any part of your journey.

- **Call to Adventure:** Dorothy's dog Toto is kidnapped, and as she gets him back, both she and Toto are lifted up by a cyclone and they go over the rainbow. Landing in the magical world of Oz, Dorothy quickly understands that her "calling" is to find her way back home.
- **Fear of the Call:** Dorothy has much to fear. To begin with, she isn't sure where she is or how to get home. The people of Oz, including witches, munchkins, and wizards, have unusual powers, and there are such creatures as evil-looking flying monkeys. To top it off, the Wicked Witch of the West wants to destroy Dorothy.
- **Mentor:** Glenda the Good Witch is a mentor to Dorothy both at the start and the end of the story. The Scarecrow, Lion, and Tin Man are also mentors, and they help Dorothy to see her own qualities of intellect, courage, and heart.
- **Threshold:** The threshold is very clear in "The Wizard of Oz": when the house hits down in Oz, the film goes from black and white to color. Dorothy opens the door and looks out at a very different environment, exclaiming, "Toto, I don't think we're in Kansas anymore!"
- **Practice:** Dorothy's practice is her act of staying the course on the Yellow Brick Road and working through all the obstacles that the Wicked Witch throws her way.
- **Test:** Dorothy experiences many tests in her story, including when the Wizard of Oz asks her to bring him the broomstick of the Wicked Witch of the West. As Dorothy seeks out the broomstick, the Wicked Witch tries to destroy Dorothy and her friends. Dorothy passes her final test when she realizes that she has had the ability within herself to return home the whole time. All she has to do is click her heels together three times and repeat, "There's no place like home."
- **Fulfillment/Disappointment:** Throughout her hero's journey, Dorothy experiences the disappointment of having her dog stolen, finding herself in a foreign land, and discovering that the great Wizard of Oz is a fraud. Her fulfillment includes making friends, overcoming tests, and finding that she has great strength within herself—including the knowledge of what it takes to return home.
- **Return:** Upon her return to her beginning point, like in the journeys of so many heroes, Dorothy brings wisdom back with her. As she wakes up in her bed on her aunt and uncle's farm in Kansas, she looks up at her friends and family and says, "If I ever go looking for my heart's desire again, I won't look any further than my own backyard, because if it isn't there, I never really lost it to begin with!"

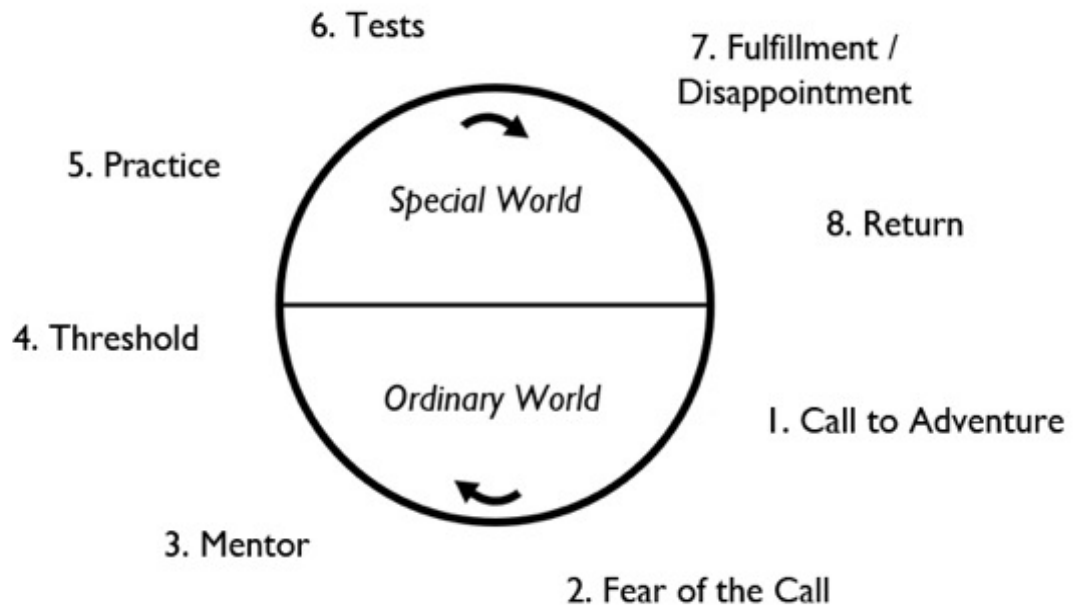
Set Your Goals the CHAMP Way

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C hallenge	What is the challenge I am facing (what is my goal)?	
H urdles	What is stopping me from reaching my goal?	
A chievement	What do I get for reaching my goal?	
M entors	Who can mentor me and help me reach my goal?	
P lan	What is my plan (the steps I will take to reach my goal)?	1) 2) 3) 4)

The following diagram is another way to visualize and work with your own Hero's Journey. The steps or "guideposts" are described on other worksheets within this workbook. You will probably want to familiarize yourself with the guideposts, and then use this diagram to track your own journey.

The Hero's Journey



There are many options for working with this Hero's Journey diagram. They include:

- Beneath and around each of the terms, begin free-writing about where you are with each of the guideposts. For example, under “Call to Adventure” you could write: “I have been called to go to school to study _____ so that I can eventually become a _____ and help others by _____.” Or: “My calling is to experience more of the world so that I can eventually find something that I love to do.”
- Around each of the terms, you might draw images or symbols of what you are doing in this area, or what you need to do. For example, if you are a writer, under “Practice” you could draw an image of books, or someone writing.
- Write in your journal using each term as a topic. For instance, you could write about what you’ve learned from the mentors in your life thus far, and which types of mentors would be helpful now or in the future.
- Paint or do artwork using one or more themes as an idea starter. You could create a painting or a sculpture describing your tests or sense of fulfillment. When you are finished, put your artwork in a place where you can see it every day—this way you will think of your journey often.
- After you become familiar with the diagram and the terms, show it to a friend. Point out that every book or movie has these elements, and that they can be found in your friend’s life as well. Talk about one of your favorite books or movies in relation to the guideposts. The Wizard of Oz and both the Harry Potter and Star Wars series feature all of the distinct elements of the Hero’s Journey.
- If you are in a peer-to-peer group at school, suggest that your group use concepts from the diagram to create a sculpture or other piece of artwork that expresses your combined journey. For example, each student in the group could create a piece of art that represents a specific guidepost.

However you use the Hero’s Journey Diagram, remember to have fun. As many wise people have pointed out, “The actual journey is the reward!”

One Big Thing I Learned Today:

--

My plans for putting the big thing I learned today into action:

<p>What I will do:</p>
<p>By the following date:</p> <p>_____</p>
<p>Signed,</p> <p>_____</p>

Session 10

Wellness and Self-Care

Wellness Puzzle

Organize yourselves into these six groups:

1. Diet and Nutrition
2. Lifestyle
3. Exercise
4. Sleep
5. Personal Hygiene
6. Accessing Medical Care

Each group selects an issue they would like to discuss in more detail.

As a group, complete the corresponding worksheet found in the following pages.

You are now experts on one piece of a wellness puzzle!

Share your findings with the rest of the class so we can complete the puzzle.

Diet and Nutrition

1. What role do vitamins and minerals play in wellness?
2. Can you give some examples of some vitamin-rich foods and their benefits?
3. What are some mineral-rich foods and their function?
4. What are some easy ways that you can think of to replenish your store of water-soluble vitamins on a daily basis?
5. With your group, brainstorm some foods that contain the necessary vitamins and minerals you should be eating on a daily basis. How can you incorporate them into your diet?

Lifestyle

1. What are some healthy ways to have fun?
2. Imagine having a friend who only calls you to drink or do drugs. List some ways you can offer fun and safe alternatives to drug and alcohol use.
3. What are some more nutritious alternatives to soda that actually quench your thirst?
4. Think of five ways to make your lifestyle healthier.

Exercise

1. Share your favorite ways to exercise and list them below.
2. What is the link between exercise and emotional health?
3. What are the three elements of a balanced exercise routine and why are they important?
4. Can you think of some creative ways to both exercise and fulfill your social needs (such as, playing kickball at the park with friends)?
5. How can having a workout buddy be beneficial?
6. Why is stretching important and how does it contribute to flexibility?

Sleep

1. How is the circadian rhythm of adolescents different from adults and kids?
2. What are the benefits of getting enough sleep? What are the drawbacks of getting too much or too little?
3. What is the link between sleep and emotions?
4. What are some ways to get a healthy sleep schedule?
5. In a group, imagine an ideal bedtime ritual. List the steps you would take to get to sleep, starting from one hour before your bedtime. Do you put on some calming music, hum a tune, brush your teeth, close the computer, and turn down the lights as you reflect on the day? How does this ideal ritual compare to what you are doing now?

Personal Hygiene

1. What are some of the functions of your skin, and why might it be a good idea to keep it clean?
2. What is hair made of and what are some of its functions?
3. List three ways to reduce germs in your household and on your body.
4. Why is dental hygiene an important part of daily wellness?
5. What role does sugar play in tooth decay?
6. What is the point of flossing?
7. Brainstorm what an ideal daily hygienic routine would look like: How many times do you brush your teeth, and when? Shower in the morning or night? How often do you wash your hands, and when? Think to yourself about how this ideal routine compares to your current one; is there room for improvement?

Accessing Medical Care

1. A majority of foster youth in California have Medi-Cal health benefits. Who would you call to find out information about accessing your health benefits?
2. Can you list at least three other resources available to foster youth to help navigate the health care system?
3. List some of the different kinds of doctors and write next to their names some reasons why one would need to see them. It might be fun to try to do this starting with the ones least familiar to you.
4. List some health care related rights guaranteed to California foster youth.
5. Think about what it would look like step-by-step to recognize or identify an issue with your health and get yourself to the doctor for an examination. What information do you need to make an appointment? Who do you call? What steps should you take to prepare for this possible scenario in real life?

Sessions 9 and 10

Take It Home Activities

Change a Habit for 7 Days!

1. Learn a new physical activity

This could be a new sport, like soccer or tennis; a new exercise routine, walking, running, skipping, hiking; or some other activity that gets your body moving in new ways. Try doing this activity every day, or every other day, for one week. See if it becomes a new habit or hobby. If not, try something else!

2. Add one new food and take one food away

Choose a highly nutritious food that you haven't eaten much of before and try adding it to your diet every day, or every other day, for seven days. Meanwhile, select one food that you eat a lot of that is *not* so nutritious and try to cut it out of your diet for that same week. What changes do you notice in how you feel and how you look at your body and self from just these two simple changes?

Assemble your Medical and Mental Health File

Did you know that you have a *right* to view and keep copies of your own medical records and mental health files? And did you know that it is critical to your health that you and your current doctors know both your individual and family medical history?

This can be easier said than done. In order to access your records, you must contact your doctors and other providers directly. Perhaps you have moved a lot and seen several different doctors. Perhaps you haven't seen a health care provider in some time. Perhaps you are out of touch with your family members and don't know their medical histories.

See how far you can get with piecing together your medical file and history by following these steps:

1. Write below the names of any and all doctors and healthcare providers you remember visiting and what city or area they were in.
2. Write any medical or mental health problems you remember having at any time in your life. Note the problem, how old you were and when it was, what treatment you remember receiving, and whether the problem was resolved.
3. Write below any and all medications you remember taking.
4. Note any hospitalizations.

5. What do you know about the medical histories of your biological parents, aunts, uncles, grandparents, and siblings?

6. Were there any particularly positive or negative experiences you had with doctors and other providers? Write down all you can remember about these: the problem being addressed, the name of the provider, what went right or wrong, and whether and how it was resolved.

Now that you have captured what you remember about your medical and mental health history, let's see what additional information you can find.

Try to locate as many providers you have seen as possible. You can look online, in local yellow pages, or by asking family members and social workers.

Contact each provider and request a copy of your medical or mental health file. They may mail these documents to you or they may ask you to pick them up in person. You may not get a hold of everything, but the more you have, the better! Create a three-ring binder with this worksheet at the front and all other documents behind. Put them in order by date, starting with the most recent first. You can also separate mental health from physical health files if you like. From now on, request copies of your files from every provider and add these documents to your binder.

If there are any particular medical or mental health experiences or treatments you have had that you are concerned about, you may want to research these further. Look for online reviews of any doctors you have interacted with (for example, on [yelp.com](https://www.yelp.com)), to see whether others have had negative or positive experiences. Do a search for the provider's name and the word "malpractice" to see if they have had other formal complaints filed. If you feel actions need to be taken regarding an experience you had, seek assistance from your YESS program coordinator or another ally.

Now, assemble your own medical file:

- Get a three-ring binder (One-half to one inch thick is probably sufficient to start) and a three-hole punch.
- Keep this document at the front so all the basics are there for easy reference.
- Behind it keep copies of all insurance and MediCal cards, policies, and other info.
- Next, place all of the medical records and other info you have been able to collect.
- Keep this binder handy but secure. It could be very useful in an emergency, when you go to a new doctor, have an insurance claim, etc., but at the same time it contains your private and personal information, so don't leave it lying around.
- Continue to add to the binder when you get new information, make insurance claims, and see new doctors.

Session 11

Stress and Trauma, Coping and Recovery

The Work of Byron Katie

It is called “The Work,” and also “Inquiry.” It can be found at: www.thework.com

Ms. Katie is also featured on [YouTube.com](https://www.youtube.com) and there are examples of her working with individuals who have had negative childhoods, trouble with significant others, and other stressful experiences.

Three books by Byron Katie on the subject include:

1. *Loving What Is*
2. *A Thousand Names for Joy*
3. *I Need Your Love: Is That True?*

“The Work” tests stressful beliefs and is based on the philosophy that people create their own realities. The world just is, and individuals project meaning on everything and everybody.

Ms. Katie asks the questions, “Who would you be without your story?” and “Who would others be without your story about them?”

Byron Katie says that we can do one of three things in life: sit, stand, or lie down, and we can do it either comfortably or uncomfortably.

Her method of working with stressful beliefs is called “The Work,” or “Inquiry,” and follows a pattern.

State a stressful thought or belief, and then ask:

- Is it true?
- Can you absolutely know that it’s true?
- How do you react or feel when you believe that thought?
- Who would you be without that thought?

Turnaround: Find at least three opposite thoughts that are as true as the original.

Eckhart Tolle: The Power of Now

Eckhart Tolle (pronounced “toll-eh”) is a spiritual teacher and widely read author. In a recent survey, he was named the most influential spiritual teacher in the world (the Dalai Lama was the second). Mr. Tolle believes that we are stressed and that we don’t align with our true selves because our thoughts are almost always on the past and in the future, but rarely in the “now.”

Tolle contends that the now is the only moment you can really ever experience. He believes that the past is a memory trace of a “past now,” and that the future is an expectation of a “future now.”

When you excessively think about the past, it often comes with feelings of guilt, regret, anger, etc., and when you excessively think about the future, it comes with worry and anxiety. Tolle points out that when we are able to live in the now we are almost always free of troubling emotions. In his books and talks, he gives numerous suggestions on how we can learn to live in the now, leading to happier and freer lives.

Some of his quotations include:

Ask yourself what “problem” you have right now, not next year, tomorrow, or five minutes from now. What is wrong with this moment? (There is usually nothing in the now that is bothering you—only thinking about the past and future brings uncomfortable feelings and thoughts.)

If there is no joy, ease, or lightness in what you are doing, it does not necessarily mean that you need to change what you are doing. It may be sufficient to change the how. “How” is always more important than “what.” See if you can give much more attention to the doing than to the result that you want to achieve through it.

Whereas before you dwelt in time and paid brief visits to the Now, have your dwelling place in the Now and pay brief visits to past and future.

-- *The Power of Now*, Eckhart Tolle

Eckhart Tolle has written a number of best sellers, including *The Power of Now* and *A New Earth*. He also conducted a 10-part series on Oprah, where he discussed concepts from *A New Earth*. Mr. Tolle’s talks can be found on YouTube.

Homework Options:

- Purchase or check out and read a book by Eckhart Tolle.
- Do some online research about Eckhart Tolle and his teachings.
- Look up “Eckhart Tolle” on YouTube.

A Tale of Two Women

About 150 years ago, somewhere out in the West, two young women set out alone on horseback from their homes to find a new place to live. These two ladies didn't set out together—they didn't even know each other—but what they had in common was that they were each looking for a new job, a new town, and new relationships.

At the crest of the hill overlooking a large town lived a wise elderly lady who would sit on her porch in a rocking chair and greet travelers as they passed the road right next to her house. Legend had it that this lady had traveled to many foreign lands, run successful businesses, had outlived three husbands, and had been blessed with many grandchildren.

This particular evening, the first young traveler came over the hill and when she saw the woman rocking on her porch, she said, "Hello Ma'am! I have heard that you are the wisest woman in the territory, and I have a question. Please tell me, what kind of people live in the next town?"

The elderly woman smiled and stopped rocking for a moment as she said, "Let me ask you first—how were the people in the town that you came from?" The traveler responded, "Why, they were terrible! You wouldn't believe it. I worked at several jobs there but nobody could be trusted— everyone was out for themselves. Such terrible, cold-hearted people you have never seen!"

"Funny you should say that," said the wise woman, "That's exactly the type of folk that lives down in the next valley."

Just as the young woman departed the second traveler crested the hill on horseback. Soon, she approached the elderly lady and asked the same question, "Ma'am, if you would be so kind, could you please tell me what kind of people live in the next town?"

And again, the woman from the rocking chair responded, "What were people like where you came from?" "People were wonderful! Such sense of teamwork and appreciation for each other you wouldn't believe! Everyone had hearts of gold."

The wise woman immediately replied, "Funny you should say that. The people in the town below are the same kind of folks!"

1. What does this story reveal about these two young women?
2. What lesson does this story have for all of us?

The Rorschach Inkblot Test

“What is inside of you, you see in the world.”

The Rorschach test is an instrument that psychologists use to help them view their clients' inner worlds. The image is merely a blot of ink that was dropped into the middle of a white book, and when the book was closed it formed a symmetrical image.

The image does not represent anything—it's just an inkblot. So, what you see is what's in your mind.



Question: What does this have to do with a person's attitude about their circumstances, or with things that each individual experiences in his or her life (including their stress)?



What does this image have to do with an individual's attitude?

Session 12

Stress and Trauma, Coping and Recovery

Music that Makes Me Feel Better

We can learn a lot about ourselves and each other from the music that speaks to us, especially when we are having a hard time. What makes one person feel soothed might make another angry or sad. What describes one person's experience may seem alien and false to someone else. Yet are there elements of music we all find comforting or helpful? Let's find out!

Write below at least three songs or pieces of music that speak to you when you are having a hard day. If you completed the Playlist for My Health activity, you can use some of the songs you identified there.

1. _____
2. _____
3. _____

As we go around in a circle, share with each other one of your songs, and try to describe what it is about the song (lyrics, tone, rhythm, mood) that makes you feel good or helps you process and release negative emotions. A few participants may play their song for the group if time and equipment allow.

As you listen and share, jot down some notes about the songs people discuss.

Looking back at the above list of songs, what do they have in common, if anything? What do you think makes them helpful to people?

What does this tell us about our emotions and the value of music in our lives?

Strength Finder Exercise

“It’s not what happens to you; it’s how you handle what happens to you.”

– Epectetus, Greek Scholar, 135 A.D.

“Forces beyond your control can take away everything you possess except one thing: your freedom to choose how you will respond to the situation.”

– Viktor Frankl, Man’s Search for Meaning

Obstacle or Negative Experience	Possible Strength (or How to Use This to Your Advantage)
Breaking up with your significant other Best friend blows up at you for no reason You feel unhealthy and out of shape Feelings of self-doubt and not being worthy Abused or neglected as a young child	
Obstacle or Negative Experience	Possible Strength (or How to Use This to Your Advantage)

Your Group's Quote:

Sessions 11 and 12

Take It Home Activities

Byron Katie's "The Work" Worksheet

"The Work" tests stressful beliefs and is based on the philosophy that people create their own realities. The world just is, and individuals project meaning on every single thing and everybody.

Ms. Katie asks the questions, "Who would you be without your story?" and "Who would others be without your story about them?"

Byron Katie says that we do one of three things in life: sit, stand, or lie down, and we can do it either comfortably or uncomfortably.

State the stressful thought or belief:

Now ask:

- Is it true?
- Can you absolutely know that it's true?
- How do you react or feel when you believe that thought?
- Who would you be without that thought?

Turnaround: Find at least three opposite thoughts that are as true as the original.

State the stressful thought or belief: _____

Now ask:

- Is it true?
- Can you absolutely know that it's true?
- How do you react or feel when you believe that thought?
- Who would you be without that thought?

Turnaround: Find at least three opposite thoughts that are as true as the original.

State the stressful thought or belief: _____

Now ask:

- Is it true?
- Can you absolutely know that it's true?
- How do you react or feel when you believe that thought?
- Who would you be without that thought?

Turnaround: Find at least three opposite thoughts that are as true as the original.

My Eco-Map: Resources, Relationships, and Support

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Everyone needs help sometimes, and it's good to know where to turn when these moments come.

Use the worksheet on the following page to map out the resources, relationships, and support networks you already have. This worksheet will also allow you to reflect on how supportive, weak, or stressed your connections are.

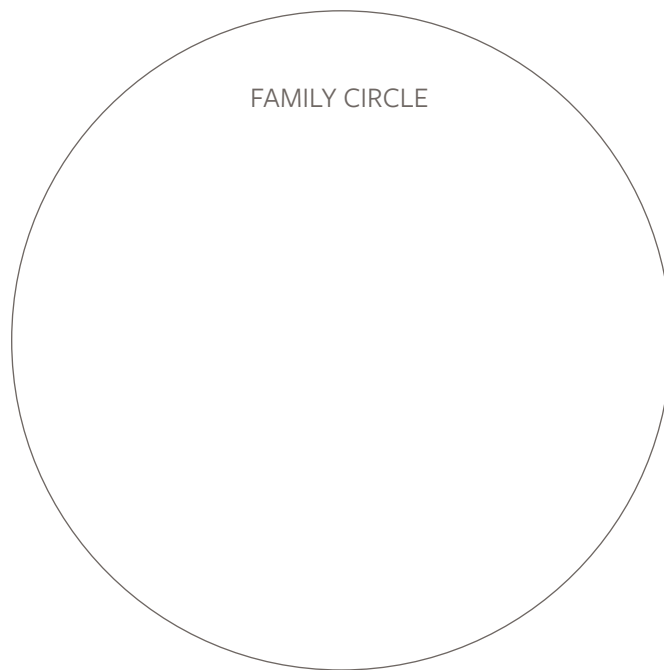
First, draw a small circle that represents YOU inside the “Family Circle” in the middle. Now consider who you feel is in that family circle with you and add circles for them. This circle typically represents the people with whom you share a household, but perhaps you don't feel a sense of family with those under the same roof as you. It might be that the people you feel closest to don't live with you. The family circle should represent people who you feel are dealing with the same day-to-day reality you are, who share your everyday experiences with you, and with whom you share a sense of family. It's okay if you are the only person in your family circle.

Now consider others in your life. These can be individuals or groups. Make circles representing family and friends in the upper left side of the page, outside the family circle. Make circles representing any helping professionals (teachers, social workers, etc.) in the upper right. The lower left side should contain circles for any groups or networks that you are a member of (youth groups, sports teams, etc.) On the lower right, make circles for your sources of financial support and income (could be DCFS/foster family funds, a job you have, financial aid, etc.).

My Eco-Map

Friends & Family

Helping Professionals



Voluntary Groups/Networks

Take a look at your drawing and write or draw your thoughts about the following:

- Are there a lot of circles, or very few?
- Do you have a shared family circle or do you feel alone inside that inner circle?
- Which of the four parts of the page has the most circles, and which the fewest?
- What new supports do you feel you need?

Now think about the *quality* of those relationships. Draw lines connecting your own circle to other circles, according to the following:



A *solid thick line* represents a strong, consistent, and close relationship.



A *dashed line* represents a weak or distant relationship.



A *solid line with slashes* through it represents an important but stressed relationship.

Take another look at your eco-map. Again, write or draw some thoughts:

- Do you have mainly strong relationships, weak ones, or ones that involve a lot of stress? Or is it a mix?
- How would you like to change those relationships?
- What new kinds of relationships would you like to build?
- What steps can you make to improve your relationships or make less stressful ones?

Thoughts about my Eco-Map:

Find or Create Your Own Relaxation Exercise

Now that you have tried a few relaxation, yoga, and meditation exercises, try finding or creating your own!

Here are some ideas:

- Look online for yoga sites that have live-stream classes or slide routines for you to follow.
- Download a meditation app on your smartphone. There are a lot of different options, and it's a fun and convenient way to be able to meditate anywhere!
- Sit quietly with your eyes closed for 10 breaths. See what images come to mind. What do you think these images mean? See if you can create a meditation using those images.
- Look online for other meditation or relaxation exercises.
- When you have found or created an activity that you like, try it for a week and see if it helps you.

Session 13

Empowering Ourselves and the Foster Care Community

Scenarios: How to Talk with Providers

Consider the following scenarios and how you would go about getting the help you need from medical and mental health providers. In small groups, answer the discussion questions. Then you can try role playing these scenarios.

1. Yesterday, you started getting a strong pain in your lower right abdomen. You know you should check with a health care provider about it since the pain is unexplained and hasn't gone away quickly. You decide to call the urgent care facility near your home. What do you say on the phone?

Questions for discussion:

- What information do you need to share?
 - What answers do you need?
 - What do you want to get out of the call?
 - What else should you say on the phone to make sure you get what you need?
 - What other information are you likely to give when you go to the clinic?
What else will you want to know after they examine you?
2. You have been feeling really down. Each day is a struggle. You find it hard to connect with people. You are afraid to tell people and aren't sure what kind of help you need. Since it is not getting better on its own, you are starting to feel concerned. A counselor at your school notices that you aren't your usual self. He asks you how things are going. How do you answer?

Questions for discussion:

- What concerns might you have about answering honestly?
- What might be helpful about sharing what you are going through?
- How might this counselor be able to help you?
- What might you want from him so that you feel safe in sharing with him?
- How can you ask him to meet those needs?
- What might be important for you to share with him in order for him to help you?

3. Several months ago when your aunt died, you became very anxious. You were prescribed an anti-anxiety medication. You were since able to say goodbye to your aunt and are feeling a bit better these days. But you don't really like how life feels on your medication. You don't feel like yourself and your body is having some reactions to the drug. You visit your psychiatrist for a regular visit, and she asks how you are doing. What do you say?

Questions for discussion:

- What are your biggest concerns?
- What do you want to know?
- How might you communicate your concerns and get answers to your questions?
- What if your psychiatrist disagrees with your assessment of where you are at? How will you deal with that?

Steps to Wellness

1. Self-care: Build a healthy life from the start.

Cultivate a healthy diet, exercise regularly, and get enough sleep and relaxation. Make wise lifestyle choices and surround yourself with healthy people.

2. Self-monitor: Notice changes and problems early.

Pay attention to how you feel each day. Make note of small changes or new symptoms or problems. Check in with yourself regularly—emotionally, mentally, and physically. Don't ignore it when that little voice tells you something is wrong. Ask someone knowledgeable if you are wondering whether something is a problem.

3. Seek help and support.

Don't be afraid to ask for help. Build relationships with mentors and friends who care about your well-being. Make sure you have a doctor on file and know where to seek assistance and treatment if necessary. Go to the doctor regularly. Seek out counselors and other professionals if you are unhappy or having mental health or life problems.

4. Self-advocate: You have the right and responsibility to decide what is best for you.

Learn to take charge of your health. Do research on any issues you are having so you know what to ask. Know your rights! Learn to speak with confidence to care providers and authorities in your life.

5. Provide assistance and work with others for mutual benefit.

Reach out to your peers at school or work, and other foster youth. How can you be of assistance to others? How can they help you? How can you work together to address problems that affect all of you? Learn how to lead a social action or a community service project, or join an existing one. Notice if someone is having trouble and offer to help. Think of other ways to build community!

Walk in These Shoes: “Steps to Wellness” Scenarios

Marisol is 17 years old and is getting ready to emancipate from the group home she lives in. She hopes she will graduate high school this year but is behind because she has switched schools a lot over the past three years. She hopes to attend a community college in the fall and she is interested in teaching, but she is under a lot of stress. Things are tough at her group home, because she doesn't get along with two of the other girls who live there. She also misses her mother who was her only family and died when she was 14, which is why she was placed in foster care. She frequently feels anxious, and sometimes feels an urge to make herself bleed, or even considers suicide. It is hard to sleep sometimes, and she is easily irritated.

How can we help Marisol take steps toward wellness? What are some ways she could...

- Cultivate daily wellness and health:
- Monitor her well-being and employ self-care:
- Seek help or treatment:
- Advocate for herself when seeking help and resources:
- Work together with others or assist those in need:

Byron is 20 years old, attends community college, and lives in an apartment with two roommates. He mostly likes his roommates, but they party too much for him and he is worried he will not succeed in school or will relapse –he did a lot of drugs when he was in his early teens and developed some real problems. He had to go to rehab and has been sober ever since, except that once or twice in the last few months he has had a drink or smoked a joint at parties. He grew up in the system and does not remember living with his own family. He is also diabetic, and sometimes he has a hard time controlling his temper. He likes to work out and often uses the college’s facilities for this purpose. He is a bit fed up with his medical problems though, and so he hasn’t been to the doctor in some time.

How can we help Byron take steps toward wellness? What are some ways he could...

- Cultivate daily wellness and health:
- Monitor his well-being and employ self-care:
- Seek help or treatment:
- Advocate for himself when seeking help and resources:
- Work together with others or assist those in need:

Session 14

Empowering Ourselves and the Foster Care Community

Set Your Goals the CHAMP Way

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Challenge	What is the challenge I am facing (what is my goal)?	
Hurdles	What is stopping me from reaching my goal?	
Achievement	What do I get for reaching my goal?	
Mentors	Who can mentor me and help me reach my goal?	
Plan	What is my plan (the steps I will take to reach my goal)?	1) 2) 3) 4)

What Empowers Me, What I'd Like to See

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Activity Question #1

Imagine what it is like when you feel powerful, confident, and masterful over your own life affairs. What situations in your life make you feel this way? Jot down a few notes or pictures.

Activity Question #2

Consider a situation in your life where you would like to feel more empowered. Jot down a few notes or draw a picture about what is and is not empowering about the situation. What would it be like if you were more empowered?

Activity Question #3

Consider those in the world who lack empowerment. Who would you like to see more empowered, and how so?

Activity Question #4

In pairs, share what you learned. Are there any overlaps or commonalities? What do you notice about the differences?

Question for the class:

What are some ways we could all work together as a class, or as the larger community of people raised or working in foster care, to empower ourselves and each other?

Mental Health First Aid Five Step Plan: ALGEE

How to help someone going through a mental health crisis

The Action Plan

Mental Health First Aid teaches a five-step action plan, **ALGEE**, for individuals to provide help to someone who may be in crisis:

Assess for risk of suicide or harm

Listen non-judgmentally

Give reassurance and information

Encourage appropriate professional help

Encourage self-help and other support strategies

1. **Assess for Risk of Suicide or Harm:** When helping a person going through a mental health crisis, it is important to look for signs of suicidal thoughts and behaviors and/or non-suicidal self-injury.

Some Warning Signs of suicide include:

- Threatening to hurt or kill oneself
- Seeking access to means to hurt or kill oneself
- Talking or writing about death, dying, or suicide
- Feeling hopeless
- Acting recklessly or engaging in risky activities
- Increased use of alcohol or drugs
- Withdrawing from family, friends, or society
- Appearing agitated or angry
- Having a dramatic change in mood

Always seek emergency medical help if a person's life is in immediate danger. If you have reason to believe someone may be actively suicidal, call the National Suicide Prevention Lifeline:

1-800-273-TALK (8255).

2. **Listen Non-judgmentally:** It may seem simple, but the ability to listen and have a meaningful conversation with an individual requires skill and patience. It is important to make an individual feel respected, accepted, and understood. Mental Health First Aid teaches individuals to use a set of verbal and nonverbal skills to engage in appropriate conversation – such as open body posture, comfortable eye contact, and other listening strategies.
3. **Give Reassurance and Information:** It is important for individuals to recognize that mental illnesses are real, treatable illnesses from which people can and do recover. When having a conversation with someone whom you believe may be experiencing symptoms of a mental illness, it is important to approach the conversation with respect and dignity for that individual and to not blame the individual for his or her symptoms.

- 4. Encourage Appropriate Professional Help:** There are a variety of mental health and substance use professionals who can offer help when someone is in crisis or may be experiencing the signs of symptoms of a mental illness.

Types of Professionals:

- Doctors (primary care physicians or psychiatrists)
- Social workers, counselors, and other mental health professionals
- Certified peer specialists

Types of Professional Help:

- “Talk” therapies
- Medication
- Other professional supports

- 5. Encourage Self-Help and Other Support Strategies:** There are many ways individuals who may be experiencing symptoms of a mental illness can contribute to their own recovery and wellness.

These strategies may include:

- Exercise
- Relaxation and meditation
- Participating in peer support groups
- Self-help books based on Cognitive Behavioral Therapy (CBT)
- Engaging with family, friends, faith, and other social networks

Content from: http://www.mentalhealthfirstaid.org/cs/first_aid_strategies

Mental Health First Aid Scenarios

Consider the following scenarios. Using what you know from the Mental Health First Aid, answer the questions that follow each hypothetical situation.

Scenario #1: Suicidal Friend

Ever since Alisa's traumatic car accident in high school, she hasn't been the same. She used to be the class clown and was a part of your circle of friends, but Alisa isn't cracking jokes anymore. Her body is in pain all the time so she takes pain medication on a daily basis. Over time, she has needed more and more pain medication. Lately she has taken to drinking alcohol almost all day, every day. She has stopped returning her phone calls from friends, including yours, and posts things on Facebook like, "Don't want to be here anymore, the pain is just too much," and "I'll miss you guys when the day comes." One day, you run into Alisa staring at the bottles of alcohol in the grocery store. She looks pale, malnourished, and has some scars on her wrists. She cracks a smile as you walk over to say hello, and as her eyes well up in tears she tells you that she just wants to die. '

- What do you do or say?
- Do you think Alisa is at risk for harming herself or others? How can you tell?
- How do you think you can respond to Alisa in a way that will help her open up to you?
- What can you say to communicate that you understand her position and are willing to help?
- What kind of resources can you share with Alisa?
- Can you identify with where Alisa is at in her mental health crisis? Do you have any tips you can share with her to help pull her through?

Using the list below, try to brainstorm some ways you can use mental health first aid to help:

Assess for risk of suicide or harm:

Listen non-judgmentally:

Give reassurance and information:

Encourage appropriate professional help:

Encourage self-help and other support strategies:

Scenario #2: A Traumatic Event

You are at the hospital with your pal Horatio. You were at home doing some reading when he called. He could barely talk but asked if you could come see him—he said he just came out to his brother as being gay and that his brother has beaten him badly. Horatio’s foster parents are not supportive of him, and they have always treated him badly because they suspected he might be homosexual. He has always been there for you, so you decided to go support him. At the hospital, Horatio tells you his brother used to molest him when he was little, and that he always teases him about “the ladies.” He says he isn’t exactly sure why his response was to tell his brother the truth about his sexuality. He is crying really hard through his swollen eyes and his bleeding lips and nose.

- What do you say to Horatio?
- What about Horatio’s story signals that he is dealing with recent and past trauma?
- What can you do to give Horatio some space to talk through his feelings without feeling judged?
- What can you say to Horatio to make him feel supported and reassured?
- What kind of resources could you share with Horatio, for help once he gets out of the hospital?
- Can you empathize with Horatio? What are some self-care tips you can share with him to help him care for himself when he gets out of the hospital?

Using the list below, brainstorm some ways you can use mental health first aid to help:

Assess for risk of suicide or harm:

Listen non-judgmentally:

Give reassurance and information:

Encourage appropriate professional help:

Encourage self-help and other support strategies:

Scenario #3: Eating Disorder

Josepha is a dance major because she loves dancing. You both became friends in your hip-hop dance class, where she was the one with the slimmest body and sharpest dance moves. She was so good because she practiced so much, spending hours in the dance studio on campus when she wasn't working or in her other classes. You'd sometimes catch her after your last night class coming out of the studio drenched in sweat, ready to go to the gym. Once in a while, the two of you would take a break together at a local café. You noticed that she would either eat nothing, or eat a whole one-pound burrito in one sitting. Now that you two don't have any classes together, you try to meet up to grab some lunch at least once a week. Today you have just finished eating at your favorite Mexican food place, and you realize that Josepha has raced to the bathroom after her one pound burrito binge. She's been doing that a lot. Her skin is pale, her fingernails are weak and chipping, and she is getting thinner and thinner, even though she always says she feels fat. She comes back from the bathroom saying she needs to get her "fat butt" to the gym.

- What do you do?
- What about Josepha's behavior suggests that she might have an eating disorder?
- How can you ask Josepha about it without making her feel attacked?
- What can you say to Josepha to give her reassurance and make her feel safe to share with you?
- What kind of resources can you share with Josepha to help her get treatment for her eating disorder?
- Can you share any self-care tips with Josepha, so she knows what she can do to start living healthier?

Using the list below, try to brainstorm some ways you can use mental health first aid to help:

Assess for risk of suicide or harm:

Listen nonjudgmentally:

Give reassurance and information:

Encourage appropriate professional help:

Encourage self-help and other support strategies:

Sessions 13 and 14

Take It Home Activities

Resources in My Community

Help identify resources in your area that can help you and your peers thrive!

You can work alone or in a group with other students.

First, make a list of problems or needs you think are most pressing among your friends and peers:

Now select three problems or issues you identified and do an online search. You can also try combining the issue you have selected with words like:

- Your city or geographical area
- Foster
- Youth
- College
- Services
- Treatment
- Nonprofit
- Voluntary
- Peer

If you are working in a group, you can each take one or more search terms to explore. If you are working alone, you can either:

- Try to get a broad sense of the kinds of resource that are available without getting too deep into any one kind of resource; OR
- Choose one kind of resource and research all of what is available in that area.

In a simple word processor document, keep track of the ones that would be helpful if you or a friend were in need of help with the wellness or health issue(s) you have selected.

When reviewing sites, be open to different kinds of help, but be picky about whether the organization looks helpful and friendly. You might even try calling a few, to see how helpful they are. If you don't find a lot of good results, try different search words or be less selective about which resources you will consider. If you have too many, find new ways to be selective.

Now go back through the links that you found most helpful. Do they fall into categories? Do some seem more or less helpful the second time around? Are there holes you'd like to fill? It can be helpful to put a large piece of butcher paper on the wall where you can map the resources you've found (by category, an actual geographical map of your area, etc.). This may help you identify gaps and overlaps.

Organize the resources you have located and deemed helpful into a list with several categories. If several people compiled lists, merge them into a single one.

Provide copies of your resource map to your fellow students; your coordinator will also add it to a growing list of local resources and organizations that are youth-approved. This list can be updated with each Wellness and Self-Care class and provided to future classes. You have contributed to a real resource of benefit to your peers and those who come after you. Great work!

Envisioning a Social Action

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According to Tips for Youth Empowerment (TIPSYE), posted February 14, 2007 (<http://tipsfaye.blogspot.com>), planning of youth empowerment efforts revolves around five questions. Use these questions to envision your project.

1. The What:

This seeks to clarify the goal or the target to be accomplished.

This is like determining the end from the beginning.

2. The How:

This is a question of methodology. There may be a hundred ways of going about the same goal.

When faced with this question, seek to choose the best option from all the alternatives open to you.

3. The Where:

This is a location problem. When you have decided on an approach to take towards reaching your goal, state the place(s) where they are to be carried out.

4. The When:

A plan is incomplete without a time tag, as progress will be difficult to measure. Create a time fixture to the action steps you have outlined.

5. The Wherewithal:

Reaching a set goal requires a lot of resources. The bigger the goal, the larger the resources necessary for accomplishment. Plan to set aside necessary finances or other resources that may be required.

Now determine sequenced action steps and tasks to carry out your project. Be sure to assign tasks to specific people, and to determine completion dates for each:

What

Who

by When

STEP 1:

STEP 2:

STEP 3:

STEP 4:

STEP 5:

STEP 6:

Turning Your Inner Critic into Your Inner Cheerleader

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Life is full of messages from others and yourself—some are helpful, some are hurtful. Figuring out which ones to listen to, especially from your own mind, can be challenging. Negative messages about your body, skills, choices, or circumstances you tell yourself regularly are from your Inner Critic.

When we hear messages from our Inner Critics, it becomes difficult to make better choices and it increases our stress levels. For example, if you tell yourself, “I’m no good at doing this,” you’re more likely to not do well at that particular task. Inner critics are often most prominent when you feel insecure about something you’re doing or saying.

Spend some time thinking about negative messages you tell yourself. Then, on a chalkboard or dry erase board, write or draw images of your negative self-talk. Then erase these thoughts and revise the message with a more positive spin. Ask for help and support from others if you’re experiencing difficulty for all of your Inner Critic contributions.

Glossary of Terms

Coping: The thoughts and actions we use to deal with stress. In large part, feeling stressed or not depends on whether we believe we have the coping resources to deal with the challenges facing us (Owen Kelly, Ph.D.).

Development: The acquisition of skills through integration of experience (Denise Johnston, M.D.).

Disease/illness: a disordered or incorrectly functioning organ, part, structure, or system of the body resulting from the effect of genetic or developmental errors, infection, poisons, nutritional deficiency or imbalance, toxicity, or unfavorable environmental factors; illness; sickness; ailment (dictionary.com).

Empowerment: both a process and an outcome, by which people gain mastery over their own lives and affairs. Can refer to a psychological or emotional sense of empowerment, as well as actual power and influence.

Health: Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organization).

Physical health: Good body health, which is healthy because of regular physical activity (exercise), good nutrition, and adequate rest. Also can be called “Physical Well-Being” (Medical News Today).

Mental health: a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (World Health Organization). The emotional and spiritual resilience that enables us to enjoy life and survive pain, disappointment, and sadness; a positive sense of well-being and an underlying belief in our own and other’s self-worth. (Health Education Authority, UK, 1997)

Emotional health: the degree to which you feel emotionally secure and relaxed in everyday life. An emotionally healthy person has a relaxed body, an open mind and an open heart. The more emotional health you possess, the more self-esteem you have. Emotionally healthy people feel safe and secure with their own emotions and feelings. They feel their feelings and emotions instead of avoiding them or trying to control them (Doris Jeanette, Psy.D.).

Sexual health: freedom from sexual diseases or disorders and a capacity to enjoy and control sexual behavior without fear, shame, or guilt (World Health Organization).

Social Health: The ability to interact well with others and maintain long-term friendships, as well as feeling comfortable in new situations and in the company of other people (wellspring.org).

Mental Health Problems: The more common struggles and adjustment difficulties that affect everybody from time to time. These problems tend to happen when people are going through difficult times in life, such as a relationship ending, the death of someone close, conflict in relations with family or friends, or stresses at home, school or work. Feeling stressed or having the blues is a normal response to the psychological or social challenges most people encounter at some time or another. Mental health problems are usually short-term reactions to a particular stressor, such as a loss, painful event, or illness. (Mental Illness Foundation, 2003).

Mental illness: A variety of psychiatric (emotional, thinking and behavioral) problems that vary in intensity and duration, and may recur from time to time. Major mental illnesses include Anxiety, Mood, Eating, and Psychotic Disorders. Mental illnesses are diagnosable conditions that require medical treatment as well as other supports. (www.cmha.ca)

Mutual aid/assistance: Efforts in which individuals are both recipients and providers of help, in a group or community setting where other people are also providing and receiving support and services, such as sharing information or skills (Shulman, 2006; Steinberg, 2004).

Recovery (from trauma or mental illness): the process in which people are able to live, work, learn, and participate fully in their communities... For some, this is the ability to live a fulfilling and productive life despite a disability... For others, recovery implies the reduction or complete remission of symptoms (President's New Freedom Commission on Mental Health, 2003).

Self-advocacy: an individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions (VanReusen et al., 1994).

Self-care: Decisions and actions that one can take to cope with a health problem or to improve his or her health (Gale Encyclopedia of Public Health).

Self-esteem: a realistic respect for or favorable impression of oneself; self-respect (Dictionary.com)

Self-Monitoring: Paying attention to changes in your body, in your feelings, and in your life to notice when something might be going wrong.

Social Action: a group/collective/organized effort to change social and economic conditions (S. Rengasamy Madurai, Institute of Social Sciences); the realization of human responsibility and acting upon it for the betterment of society and the world in whole (Student Volunteer Connections).

Stress: The body's reaction to change that requires a physical, mental or emotional adjustment or response. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous, or anxious (Angela Morrow, R.N.).

Transition: the internal process people go through when adjusting to and coping with external change. Transition is thought to consist of three phases: a period of “letting go” of the past, a neutral or awkward period of in-between, and a time of “new beginnings”.

Trauma: An experience that is emotionally painful, distressful, or shocking, which [when unhealed can] result in lasting mental and physical effects (Psychologytoday.com, Diagnosis Dictionary).

Well-being : preventing illness and raising the quality of life; includes ability to function well in school, career, relationships, etc.

Wellness: A life-long process of moving towards enhancing your physical, intellectual, emotional, social, spiritual, and environmental well-being; A state of optimal health and maximized potential (McKinley Health Center, University of Illinois).