

My Health My Choice My Responsibility

Trainer's Manual

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A collaborative project between the
Westchester Institute for Human Development
and Self-Advocacy Association of New York State
Supported by the New York State Developmental Disabilities
Planning Council



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Seminar Overview

Structure of Seminar

My Health, My Choice, My Responsibility requires a minimum of eight sessions. You will need at least one-and-one-half hours to cover the material in each session. You may also plan for two-hour sessions if you feel that your group will be attentive for that length of time. You should plan to have a five-to-ten minute break during each session. You also have the option of covering some sessions in two meetings if necessary. For example, you may plan on having a community resource person speak to the group, or you may plan a community activity to occur at a second meeting on a particular topic. You may also find that there is too much material to cover in one session on a particular topic. The seminar seems to work best if sessions occur either weekly or every other week.

One important aspect of the seminar is that a trainer and a self-advocate trainer serve as facilitators. Participants in the group are adults with developmental disabilities who have the interest and ability to advocate for their own health care. The size of the group can range from four to eight people.

Each session begins with the list of “Things We’ll Do Today” that is reviewed with the group. For each session, there is also a list of “Things to Remember,” suggested activities, and a Goal Form to be complete and followed until the next meeting. At the end of each session, trainers review the chart “After this session I will...” to see if you covered everything and then ask group for feedback on the session.

Trainers

There are a number of things that you should bring to the role of trainers. First, you should have an interest in promoting healthy lifestyles. Second, you should be a healthy role model for the group. Third, you should also have a strong commitment to making a difference in the lives of the participants in the seminar.

Specific skills that trainers should bring to the group are:

- Comfort and some experience in working with groups
- Willingness and ability to share your experiences or personal stories
- Ability to work with your co-trainer, to understand each other’s strengths and potential contributions to the group
- Commitment to attend every session and to make time for planning meetings
- Respect for each other and willingness to share responsibilities for leading the group

Plan ahead. It is essential that both trainers understand the material ahead of time. Read and review the material for each session beforehand; then meet to discuss it. Review the **Session Guidelines** for the session. The guidelines suggest various techniques and activities that coincide with each item on the “**Things We’ll Do Today**” list. Discuss who will do what in each

part of the session. Practice what each of you will be saying. It is important that you both understand the curriculum clearly and present the material as a team. Other points to keep in mind are:

- Show enthusiasm for the topic.
- Keep the discussion moving since there is a lot of material to cover. If participants start to talk about areas that are not part of the topic, you must bring them back to the topic of discussion. You can do this directly by acknowledging the importance of the topic, but by stating that, "Today, we're scheduled to talk about ____." You may also want to add when (if ever) you will be addressing the issue that the participant is raising, for example, "We'll have a chance to talk about that in Session Six."
- Encourage participants who are not speaking to do so. You can ask what they think about the topic. Make sure they understand the material. If you're not certain, ask questions about the content. Some participants may be shy and need you to ask them to speak. However, if they do not want to speak, it is their choice.

Goal Form

Each session begins with a brief summary of the previous session's contents and a review of the session **Goal Form**. Goals that were written and worked on between sessions can be added to **My Health Plan** before the new session content is begun. Each **Goal Form** contains a general Goal for the group. In the first three sessions, there is one general goal that is the same for everyone. Review the steps that are to be completed before the next session. Sessions Four through Seven contain a general goal, but each person also chooses specific ways to achieve that goal. Possible choices are included, but the individual can write his or her own goal as well. Explain that they only have to pick one choice. After the participants choose a goal, it is important to discuss what the next steps must be. Have them write this in on the form. Finally, discuss whether or not they need support to complete their goals. This is reflected on the **Goal Form** by having them answer the questions under responsibility and support. If someone feels the need for help with a goal, discuss how to ask for help. The follow-up section on the bottom is completed at the beginning of the next session.

The purpose of the **Goal Form** is to give the person an opportunity to practice what was discussed before the next session. It must, therefore, be done at the end of the session and not held over to the next session. If you feel that you need to run a session in two time periods, then hold over the **Goal Form** until the end of the topic. You will need at least fifteen minutes to complete the session's **Goal Form**. If a participant is having a great deal of trouble filling in the **Goal Form**, arrange to have someone assist that person at each session. This may include writing for the person if that is the difficulty. Make sure that the person agrees to having the assistance (whatever it might be) provided. It is more important that the person understands what the goals are than spending too much time with the actual writing of it.

Health Tools

During the seminar, participants will be introduced to three health tools: the **Health Information Form**, **My Health Plan**, and **My Medical Appointment**. The Health Information Form is explained using a sample form in Session Two. Participants are to gather the information they need to complete this form throughout the weeks of the seminar. The **Health Information Form** offers a format for summarizing a person's medical history. Trainers should help participants identify where they can get the information and who can help them get it. At the end of the seminar they should have a completed Health Information Form.

The goals on My Health Plan are to be added in at the beginning of each session, starting with Session Four. At the end of the seminar each participant should have a completed form. My Medical Appointment is a form that participants will use only when they see a doctor or therapist. They should complete a sample form as part of Session Three. At the end of the seminar participants should have blank copies of My Medical Appointment to be used for future medical visits.

Trainers should refer to these health tools throughout the seminar since they are an essential part of the program. If participants are not following through on completion of forms, trainers might want to speak to support people about the benefits of using these forms.

Layout and Tools

- The room should be wheelchair accessible.
- The best room layout includes a large table that would fit all group participants and any necessary support people. A second table in the room is helpful when the group breaks out into smaller groups for discussion.
- Every room should have an easel, blackboard, or flip chart to record responses. Laptops can be used to assist in the presentation of material.
- Trainers should have a supply of blank paper and extra pens or pencils.

Power Point Presentation

The power point presentation is an additional tool to enhance the session. Highlights from each session as listed on the “**Things to Remember**” sheets are included. You can present this on a screen at the appropriate time during the session.

Training Techniques

- Written material from the book. The written training materials should be read and understood by the trainer and self-advocate trainer before each session. Trainers should then present the material to the group through activities, stories, and discussion. **It is never a good technique to have trainers or group members read long passages of the material aloud.** Trainers can refer to specific sections of the material during discussion. Sometimes it is helpful to have a group member read a certain section aloud, but this should not be done too often. Group members should be encouraged to read over the material before and after a session at home. Ideally, they will also have opportunities to discuss contents with others before the next session. After the seminar is completed, they will hopefully use the text as a resource reminding them of how to use the skills learned. Suggest to the group that they keep it in a place where they can refer to it often.
- Group discussion. Trainers should encourage all group members to participate. Start by asking questions (see **Session Guidelines**). Have one member record responses in front of the group for all to read. Trainers should add any points that were not mentioned and should summarize the topic.
- Things to Remember. These are bulleted summaries of certain parts of the text. After the group brainstorms ideas on a topic, review the “Things to Remember” sheet with the group to make sure all points were covered.
- Pair and share. The group is broken up into pairs to discuss the topic. Give the pairs a few minutes to talk together, and then bring the whole group back together. Have the pairs share their ideas with the whole group. The group can be divided in other ways depending on the amount of people. For example, the group can be divided in half when discussing pros and cons, good and bad, or benefit and risk.
- Stories. Trainers can tell and encourage group members to tell personal stories related to the topic. Trainers can refer to personal stories that are highlighted in the text.

Trainers can follow up stories with the question, “What should he or she do now?” or “What could he or she have done?”

- **Role-play.** Trainers set up role-plays by stating what the roles are and what the situation is. Ask for volunteers or select members who would feel comfortable doing it. Trainers can also role-play themselves first in order to model how to do it. There is a scripted role-play in Session Three, but you can also ad-lib ones by setting up a scenario. Have the group add to the details of the scene.
- **Photographs.** The photos included in the text are useful starting points for discussion. Sessions Six and Seven also have activities using photographs, which are lots of fun. You can bring in your own photos or encourage members to bring in photos related to the topic.
- **Activities.** Plan fun activities and games that are a change from discussion or provide members with the opportunity to move around the room. Some activities are included in the text in Sessions Six and Seven. Others are described in the Session Guidelines section of this manual. Activities that can be geared toward any of the topics include cutting out pictures from magazines, looking at video clips, using appropriate props, and planning a related field trip. You can also devise your own question and answer type games.

Community Resources

Make contact with persons from the community who can add their knowledge and skill to the content of the various sessions. Examples include physicians, nurses, physical trainers, nutritionists, psychologists, or social workers. Representatives from agencies or organizations that deal with issues covered in the seminar can also be invited to speak about what they do. Since each session has a time limit, it is important to set guidelines for the speakers. Have the speaker read the text ahead of time to determine how much of the material can be covered within the speaker’s presentation. You can then decide how much time the speaker should have. Suggest that the speaker use activities that engage the participants. It is important that you plan the session carefully so that you will have time to work on the **Goal Form** at the end.

Support Persons

It is important for participants to have persons who will support them during this seminar. These may be staff persons, family members, or friends. Support persons may or may not attend the sessions, depending on the needs of the participants. Support persons who attend the seminar should provide participants with whatever assistance they need. For example, participants who have difficulty writing may need an assistant to scribe for them. All support persons should be familiar with the content of the session and encourage the participant to follow through with the goals between sessions.

Support persons can help arrange for transportation and help with any other problems participants may have in getting to the seminar. It is important that support persons and participants understand that by joining the seminar, they are making a commitment to attend all the sessions.

The key role of the support persons is to encourage the participants. They should be familiar with the material, and be enthusiastic and willing to help the participants reach their goals.

Pre and Post Testing

It is important to assess gains made by participants in the group. This program contains a **Pre Survey/Post Survey** that was developed to measure improvement in understanding content or change in behavior in a few areas of each session. Although the survey is written in simple terms, some participants may need assistance with it. It is important that the persons who are assisting *do not provide* the answers to the participant. They can explain how to complete the survey or the meaning of a particular item, but not what an answer should be. Both participants and those assisting them may have a tendency to answer items in a positive light. It is important that the items be answered honestly and accurately, however, in order for the survey to be an effective measurement tool. The trainer should emphasize that neither the participant nor an agency whose staff person may be assisting the participant is being judged on the answers to the survey. It is only to measure individual gains made in each of the areas from the beginning of the seminar to the end. Finally, the survey must be completed accurately. Check to see that all items are answered, that one question does not have more than one answer, and that the check marks are clearly in the box.

Assessment Tools

There are assessment tools included in this manual that will help you keep track of your progress and will provide valuable feedback. A *Trainer/Participant Information Sheet* needs to be completed at the beginning of the seminar for reporting purposes. As you proceed through the seminar the following should be completed: **Participant Attendance, Instructor Session Implementation Survey, Reflections of Instructor on Sessions, and DDPC Consumer Satisfaction Survey.**

Follow Up

It is important to follow up participants six months after the end of the seminar. Find out if they are working on the goals they wrote on **My Health Plan**. Ask if they are using **My Medical Appointment**, and if it is helping them speak up in the doctor's office. Participants may be interested in getting together again. This offers an opportunity to assess directly how they are doing and to motivate them once again to continue working on their health goals. Ask them to complete the **Six-Month Follow-Up Survey** at this get-together session.

Things to Remember

- Trainers must read the material and plan the session ahead of time. Decide on the roles each trainer will take during the session.
- Plan activities and discussion rather than reading the material during the session. Suggest that group members read the session at home and keep it as a resource.
- Encourage participants to use the Health Tools. Check whether they are using them throughout the seminar. If not, get support persons to help.
- Promote the idea of including My Health Plan in their individualized service plans so that it remains viable after the seminar ends.
- Refer to the Session Guidelines for ideas on activities and discussion.
- Focus on behavior more than knowledge.

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- Have support persons understand the program and their role in encouraging participants.
- Maintain contact with group members and support persons after the seminar ends.

Session Guidelines

Session 1 - Take Charge of Your Health

Things we'll do today	Activities/Discussion
Introduce ourselves.	<ul style="list-style-type: none"> Review Things we'll do today (you may want to post this in front of the room). Ask participants to say their names and something brief about themselves.
Discuss what it means to be healthy.	<ul style="list-style-type: none"> Pair group members together and ask each person to share what being healthy means with his or her partner. Ask each person to share ideas with whole group, record on easel. Discuss difference between not being sick and being healthy. Review "Things to remember" - Being Healthy.
Talk about all of the topics in this seminar.	<ul style="list-style-type: none"> Review Seminar Topics. Point out which of the ideas recorded on the easel will be covered by the session topics.
Review how we take responsibility for our own health.	<ul style="list-style-type: none"> Review structure of sessions: organized around Topic, Choice, Responsibility, Support, and Follow Through.
Review Group Rules .	<ul style="list-style-type: none"> Discuss importance of rules, especially not talking about what others say outside the group. Refer to "Things to remember" - Group Rules.
Review Goal Form .	<ul style="list-style-type: none"> Introduce idea of having a goal to work on between sessions. Review parts of the form. Explain that there will be more choice in ways to achieve their goal in later sessions. Explain that a medical history is any health information that is written down. Have them check with support persons.
Give feedback on our first session.	<ul style="list-style-type: none"> Ask if we covered everything on the list. Ask for examples of new information that they learned, if it was interesting, any comments.

Session 2 - Develop a Health Plan

Things we'll do today	Activities/ Discussion
Review last session's Goal Form .	<ul style="list-style-type: none"> Ask group if they found a health information or medical history written down. If not, say they can use the Health Information Form.
Review Health Information Form .	<ul style="list-style-type: none"> Review parts of form. Discuss how each section is important to understanding their health. Can ask for examples of when one of the categories such as an allergy, medical problem, or immunization affected their health. Explain that this form can be completed with help from a support person and should be kept on file.
How much do you know about your health?	<ul style="list-style-type: none"> Ask if they were able to get their heights and weights.
Activity: How much do you know about your own health?	<p>Have participants stand up. Read questions from the list below one at a time. Each person answers yes or no. If the answer is no, he or she must sit down. Those left standing are applauded for leading a healthy lifestyle.</p> <ol style="list-style-type: none"> Do you do some physical activity every day? Do you plan fun and active things to do with your friends? Can you name foods that are good for you? (If yes, name one.) Can you name foods that are not good for you? (If yes, name one.) Do you keep your kitchen clean, especially the counters? Do you keep your home neat and not cluttered? Do you wash yourself every day? Do you brush and floss your teeth every day? Do you do things to help others? Do you know what to do when you feel sad? At your last doctor's appointment, were you able to tell the doctor why you were there? At your last doctor's appointment, did you write

	down your questions for the doctor?
Discuss developing a health plan. Review sections of My Health Plan .	<ul style="list-style-type: none"> • Explain how to add goals to My Health Plan. • Point out that My Medical Appointment listed under the Health Self-Advocacy goals is a form that they will learn about in the next session. • Review the Health Information Form and My Health Plan on “Things to Remember.”
Review Goal Form .	<ul style="list-style-type: none"> • The goal will be to have a completed Health Information Form. • Explain that they should look at the Example and complete the form during the course of the seminar.
Give feedback on our second session.	<ul style="list-style-type: none"> • Ask if we covered everything on the posted list. • Ask for examples of new information that they learned, if it was interesting, and any other comments.

Session 3 - Be a Health Self-Advocate

Things we'll do today	Activities/Discussion
Review last session's Goal Form .	<ul style="list-style-type: none"> • Ask if they were able to get information for their Health Information Form. • Remind them to continue working on this form for the rest of the seminar.
<p>Discuss visits to doctors and other health care providers.</p> <p>Activity: Risks and Benefits.</p>	<ul style="list-style-type: none"> • Ask group members about their experiences during doctor's visits. • Record responses on easel or board. • Show pictures to group of exam procedures. • Divide group in two to discuss if anyone ever had their tonsils removed. If someone says yes, ask that person why and what happened. If no one has had tonsils removed, explain that tonsils are in the throat, and sometimes the doctor needs to remove them because you are getting sore throats all the time. <p>Ask one half group how the surgery makes the person more healthy (benefits) and ask the other half what problems the person may have (risks). Write benefits and risks on the easel or board.</p> <p>Benefits include:</p> <ul style="list-style-type: none"> • Fewer sore throats • Fewer ear infections • Less breathing through the mouth • Fresher breath <p>Risks include:</p> <ul style="list-style-type: none"> • Too much bleeding • Infection and need to take antibiotics • Make sure you emphasize that risks may not happen, but that you should know about them so you won't be afraid or upset if they do. <p>Review points on "Things to remember" - The Doctor's Visit.</p>
Discuss how to talk to doctors	<ul style="list-style-type: none"> • Ask group about experiences talking with doctors.

and other medical persons. Activity: Steps to Help you Talk with Your Doctor.	<ul style="list-style-type: none"> • Trainers can model a role-play between doctor and patient using Activity: Steps to Help you Talk with Your Doctor located in text. • Have volunteers from group role-play.
Discuss My Medical Appointment form.	<ul style="list-style-type: none"> • Review all the parts of the My Medical Appointment form using the sample in the text. • Explain how form helps in talking with doctor. • Review “Things to remember” – Talking with Your Doctor.
Review Goal Form.	<ul style="list-style-type: none"> • Have group members complete My Medical Appointment for their next doctor visit. Tell them to write down what might be bothering them and the questions they might want to ask the doctor. • Have them practice asking the questions with a support person.
Give feedback on our third session.	<ul style="list-style-type: none"> • Ask if we covered everything on the posted list. • Ask for examples of new information that they learned, if it was interesting, and any other comments.

Session 4 - Get Moving

Things we'll do today	Activities/ Discussion
Review points from last session on speaking to doctor. Review Goal Form .	<ul style="list-style-type: none"> Ask group if they remember what we said about speaking to the doctor. Refer to Talking with Your Doctor. Ask if they completed My Medical Appointment. What questions did they write down? Ask if they want to add goals on My Health Plan under Health Self-advocacy.
Learn how being more active can help me.	<ul style="list-style-type: none"> Have group move to music 10 minutes. Ask how they feel, why exercise is important.
Talk about ways to become more active.	<ul style="list-style-type: none"> Ask group to name activities they do in their home and in their community. List on blackboard or easel. Show pictures of physical activities. Review "Things to remember" - Activities List. Have a fitness person from the community come and talk about resources available.
Discuss getting started when things get in my way.	<ul style="list-style-type: none"> Ask group for some reasons why they don't exercise or join in activities. List obstacles on blackboard. Brainstorm and record possible solutions. Review "Things to remember" - Why I Can't Get Moving.
Review Goal Form .	<ul style="list-style-type: none"> The goal will be to have them engage in two physical activities – one at home and one in community. Have them write down what activities they choose and the steps they need to take to do them.
Give feedback on our fourth session.	<ul style="list-style-type: none"> Ask if we covered everything on the posted list. Ask for examples of new information that they learned, if it was interesting, and any other comments.

Session 5 - Eat Right

Things we'll do today	Activities/Discussion
Review last session's Goal Form .	<ul style="list-style-type: none"> Ask group if were able to do two new activities during the week.
Learn why food is important.	<ul style="list-style-type: none"> Ask group why food is important. Write responses on blackboard.
Discuss different types of food.	<ul style="list-style-type: none"> List food groups on blackboard. Ask group to name foods in each category. Ask group if know why each food group is important. Use visual aides to show portions. Review "Things to remember" – Why is Food Important?
Learn good food choices.	Discuss some good food choices. Refer to text section: What foods should I choose?
Activity: Name the Food Game.	<p>Make up cards with a picture of a food on each card. Include all kinds of food.</p> <p>A participant draws a card, looks at the picture and does not share it with the other people. Each of the other persons can ask a question about the food and then try to guess what it is.</p> <p>After the food is named, the trainer can ask whether it is a healthy choice.</p> <p>Alternate activity: Cook a healthy food if you have available facilities or plan for some members to cook something at home to bring to group.</p>
Review tips on healthy eating.	<ul style="list-style-type: none"> Brainstorm ideas for healthy eating behavior. Can do "pair and share." Review "Things to remember" - Tips for Healthy Eating.
Discuss speaking up for good nutrition.	<ul style="list-style-type: none"> Discuss talking to others about healthy nutrition. Role play a situation. Sample scenario might be if a housemate leaves candy or cookies out on the counter. Practice how someone can ask that person to keep his snacks out of sight.
Review Goal Form .	<ul style="list-style-type: none"> Goal should focus on a healthy eating behavior.
Give feedback on our fifth	<ul style="list-style-type: none"> Ask if we covered everything on the posted list.

session.	<ul style="list-style-type: none">• Ask for examples of new information that they learned, if it was interesting, and any other comments.
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Session 6 - Be Healthy at Home

Things we'll do today	Activities/Discussion
Review last session's Goal Form .	<ul style="list-style-type: none"> Ask group if they were able to do one new eating behavior
Learn about having a clean home.	<ul style="list-style-type: none"> Ask group why they must clean their homes. Write responses on blackboard.
Activity: Clean and Safe Home.	<ul style="list-style-type: none"> Discuss tips to keep kitchen clean and safe using materials located in text. Ask, "What do these pictures show?"
Activity: Home Safety.	<ul style="list-style-type: none"> Review safety in the home using pictures from the text. Ask, "What's wrong with these pictures?"
Discuss keeping our bodies clean. Activity: Hygiene.	<ul style="list-style-type: none"> Ask group why it is important to take care of our bodies. Review hygiene using pictures in text. Ask, "What do these pictures show?" Review "Things to remember" – Being Healthy at Home.
Review Goal Form .	<ul style="list-style-type: none"> Have each person write down one new cleaning, safety, or hygiene behavior.
Give feedback on our sixth session.	<ul style="list-style-type: none"> Ask if we covered everything on the posted list. Ask for examples of new information that they learned, if it was interesting, and any other comments.

Session 7 - Feel Good about Yourself and Others

Things we'll do today	Activities/Discussion
Review last session's Goal Form .	<ul style="list-style-type: none"> Ask group if were able to do a new cleaning, safety, or hygiene behavior.
Activity: Feelings.	<ul style="list-style-type: none"> Discuss feelings using pictures located in the text. Ask group to name feelings and when they feel them. List on blackboard.
Discuss how to feel better when you are sad.	<ul style="list-style-type: none"> Ask group what they do when they feel blue. Discuss making a list of immediate activities to help them get moving. Discuss ongoing activities.
Talk about how doing good makes you feel good.	<ul style="list-style-type: none"> Discuss doing things to help others and your community. Ask group for ideas and list on blackboard. Review "Things to Remember" – Feelings / Beating the Blues. Have group plan a community activity together. Examples are joining in a town clean-up day program or planting flowers and delivering them to a nursing home
Complete My Activities worksheet.	<ul style="list-style-type: none"> Have group list activities on My Activities worksheet.
Review Goal Form .	<ul style="list-style-type: none"> Goal should focus on an ongoing activity that they can do on a regular basis.
Give feedback on our seventh session.	<ul style="list-style-type: none"> Ask if we covered everything on the posted list. Ask for examples of new information that they learned, if it was interesting, and any other comments.

Session 8 - Stay On Track

Things we'll do today	Activities/Discussion
Review last session's Goal Form .	<ul style="list-style-type: none"> • Ask group if were able to schedule a new activity.
Review My Health Plan .	<ul style="list-style-type: none"> • Add last goals onto form and discuss sharing the plan with support persons.
Discuss Health Information Form and My Medical Appointment .	<ul style="list-style-type: none"> • Briefly review forms. Make sure all know where they can get additional copies of forms.
Activity: How much did you learn about being healthy?	<p>Have participants stand up. Read questions from list below one at a time. Each person answers a question. If the answer is not correct, he or she must sit down. Those left standing are applauded for knowing a lot about their health.</p> <ol style="list-style-type: none"> 1. Name two things the doctor does during an annual exam. 2. Name something you can do to help you talk to your doctor. 3. Name two physical activities you can do in your home. 4. Name an activity you can do with friends in the community. 5. Name two food groups. 6. Name three other food groups. 7. Name two things you can do to eat in a more healthy way. 8. Name two things you can do in the kitchen to stay healthy. 9. List two safety tips for your home. 10. Name two things you can do to keep your body clean and healthy. 11. List two activities you can do when you feel blue. 12. Name one activity you can schedule to do on a regular basis. 13. Tell us why it is important to use My Health Plan. 14. Tell us where your Health Information Form is located. 15. Tell us how My Medical Appointment can help

	you.
Talk about what to do when we “goof up.”	<ul style="list-style-type: none"> • Review ideas from text under Goofing up and getting over it.
Give feedback on this last session.	<ul style="list-style-type: none"> • Ask if we covered everything on the posted list. • Ask for examples of new information that they learned, if it was interesting, and any other comments.
Complete surveys.	<ul style="list-style-type: none"> • Have group complete Satisfaction Survey and Post Survey.
Conclude seminar.	<ul style="list-style-type: none"> • Use “Things to remember” – Things You Learned about Being Healthy - to summarize, and motivate. • Distribute certificates.
Give feedback on seminar.	<ul style="list-style-type: none"> • Ask group for comments on seminar.

Assessment Tools

Trainer Information

Site

Dates of Training Program from _____ to _____

Trainer

Name _____

Phone Number _____ e-mail _____

Self-advocate Trainer

Phone Number _____ e-mail _____

Participant Information

Name _____ Phone Number _____ Contact Person _____

Name _____ Phone Number _____ Contact Person _____

Name _____ Phone Number _____ Contact Person _____

Name _____ Phone Number _____ Contact Person _____

Name _____ Phone Number _____ Contact Person _____

Name _____ Phone Number _____ Contact Person _____

Name _____ Phone Number _____ Contact Person _____

Name _____ Phone Number _____ Contact Person _____

Participant Data Sheet

Site

Date

Disability Category	Age 6-13	Age 14-21	Age 22-64	Age 65+	Total Individuals
Autism					
Cerebral Palsy					
Developmental Delay					
Epilepsy					
Learning Disabilities					
Mental Illness					
Mental Retardation					
Neurologically Impaired					
Physical/Orthopedic					
Spina Bifida					
Traumatic Brain Injury					
Other					
Total					

Ethnicity	
Asian	
African-American	
Caucasian	
Native American	
Hispanic	
Other	
Total Individuals	

Participant Attendance

Site

Dates *From*

To

Week	Session	Participant Identifier															
1	Take charge of your health																
2	Develop a health plan																
3	Be a health self-advocate																
4	Get moving																
5	Eat right																
6	Be healthy at home																
7	Feel good about yourself and others																
8	Stay on track																

General Reflections or Observations on Attendance:

Pre Survey/Post Survey

Name

Date

Site

Please check off the box that describes your opinion about each statement.

Opinion	Usually	Sometimes	Hardly Ever
I speak up when I have an idea.			
I speak up when I need information about my health.			
I have a health plan. No ____ Yes ____			
If you said yes above, answer a & b below:			
a. I know what is on my health plan and I follow it.			
b. I have health goals on my plan that I work on.			
I have or can get a copy of my medical history when I need it.			
I ask questions when I go to the doctor.			
I understand what the doctor does during my annual exam.			
I am physically active.			
I do physical chores in my home.			
I eat healthy foods.			
I help plan the food shopping and menu in my home.			
My kitchen and bathroom are neat and clean.			
I wash my hands before I eat and after I use the toilet or touch my pets.			
I'm in a good mood.			
I volunteer to make my community a better place.			
I know what to do when I feel blue.			

My Health, My Choice, My Responsibility

I know what to do if I forget to work on my healthy goals.			
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DDPC Consumer Satisfaction Survey

We are asking you as a participant in My Health, My Choice, My Responsibility to rate your satisfaction with the project in terms of your knowledge of being healthy *and* your ability to be a self-advocate on health issues. As you may know, this project was funded in part by a grant from the New York State Developmental Disabilities Council (DDPC). The DDPC wants to know if project activities are responsive to the needs of the people participating in their programs. Your responses to this survey will be shared with project staff and the DDPC.

Please select yes or no to tell us about changes in your life as a result of this project:

	Yes	No
1. My knowledge of health topics improved.		
2. My skills in self-advocacy improved.		
3. My health services have improved.		
4. I have a health and wellness plan.		
5. I have met health goals on my plan.		
6. I have more choice and control.		
7. I can do more things in the community.		

Please select the number that best describes your opinion about each statement.

	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
I was treated with respect during this project.				
I am satisfied with this project.				
My life is better because of this project				

What was helpful or not helpful about this project?

Thank you for completing this survey. If you have other questions or comments, please contact the DDPC by telephone at 1.800.395.3372, by fax at 1.518.402.3505, by email at ddpc@ddpc.state.ny.us, or postal mail at 155 Washington Ave., Albany, NY 12210

Instructor Session Implementation Survey

Site

Dates *From*

To

Week	Session Title	Implemented As Designed	Partially Implemented	Not Implemented	Comments
1	Take charge of your health				
2	Develop a health plan				
3	Be a self-advocate				
4	Get moving				
5	Eat right				
6	Be healthy at home				
7	Feel good about yourself and others				

Reflections of Instructor on Sessions

Site _____

Dates From _____ To _____

Week	Objectives	% of Participants Reaching Objective				Comments
		All (100%)	Most (< 50%)	Some (< 25%)	Few (> 25%)	
1.	Participants can name two things they do to be healthy.					
	Participants know more about ways to be healthy.					
	Participants learn what will be talked about in coming sessions.					
	Participants know what questions to ask after each session.					
	Participants have a health goal to work on until the next session.					
2.	Participants know about a Health Information Form .					
	Participants see how much they already know about being healthy.					
	Participants understand how their health goals can become part of My Health Plan .					
	Participants have a health goal to work on for the next session.					
3.	Participants can name two things that the doctor does during the annual exam.					
	Participants state two things they can do to help them talk with their doctor.					
	Participants learn how to use My Medical Appointment form to help them at the doctor's office.					
	Participants have a health goal to work on for the next session.					
4.	Participants understand why it is important to be active.					
	Participants can name two physical activities that they can do in their own home.					

Week	Objectives	% of Participants Reaching Objective				Comments
		All (100%)	Most (< 50%)	Some (< 25%)	Few (> 25%)	
	Participants can name an activity they can do with friends in the community.					
	Participants have a health goal to work on until the next session.					
5.	Participants understand why good nutrition is important.					
	Participants can name the five food groups.					
	Participants can list two things they can do to eat in a more healthy way.					
	Participants have a health goal to work on until the next session.					
6.	Participants understand why having a clean home is important.					
	Participants can name two things they can do in the kitchen to stay healthy.					
	Participants can list two safety tips for their home.					
	Participants can name two things they can do to keep their body clean and healthy.					
	Participants had a health goal to work on until the next session.					
7.	Participants can name three different feelings they can have.					
	Participants can list three activities they can do when they feel blue.					
	Participants can name one activity they can schedule to do on a regular basis.					
	Participants have a health goal to work on until the next session.					
8.	Participants know how to use the Health Information Form and My Medical Appointment .					
	Participants know what Health Goals they need to work on.					
	Participants include Health Goals in My Health Plan .					
	Participants share My Health Plan with their support persons.					

General Reflections and Observations:

Six Month Follow-Up Survey

Name _____ Date _____

Site _____

Please answer the following questions.

Since the last time the group met:

#	Question	Yes	No
1	I worked on the Goals on My Health Plan.		
2	I reviewed the Goals on My Health Plan with a support person.		
3	I added Goals on My Health Plan.		
4	I know where my Health Information Form is located.		
5	I added new information on my Health Information Form. (for example, new medications)		
6	I brought my Health Information Form with me to a medical appointment or hospital visit.		
7	I used My Medical Appointment when I went to the doctor.		
8	My Medical Appointment helped me to speak up at the doctor's office.		
9	I used My Medical Appointment to help me follow what the doctor told me to do.		
10	I keep all these health forms in a place where I can get them easily.		
11	I do more physical activities.		
12	I do more physical chores in my home.		
13	I choose healthier foods more often.		
14	I wash my hands often.		
15	I know what to do if I feel blue.		
16	I volunteer in my community.		

Notes: