

## GUIDE TO THE BRIDGE UNIT A

### SNAPSHOT – UNIT BRIDGE A

#### Emotional health - and veterans

The underlying agenda for this unit is awareness and self-management of symptoms and internal risk factors which contribute to problems. For veterans, some of the key insights may come from exploring what may have happened during the time of their service.

- One obvious area relates to specific incidents or episodes, specifically traumatic situations, or injuries, including TBI.
- It may be helpful to explore if there was a particular time during their service when their attitudes or behavior really seemed to change. These insights can help clarify areas for further treatment, either here or utilizing VA resources going forward.
- The nature of certain experiences can be too sensitive to be discussed in the correctional setting, but it may be helpful for staff to consider the possible impact of some of the following on certain program participants:

#### Sensitive issues

- Military training directly and repeatedly emphasized the killing of the enemy
- In certain branches and military specialties, this was glorified.
- Others (the enemy, local civilians) were dehumanized.
- The anticipation of exposure to combat - even prior to deployment - can be terrifying to some.
- Most people who are deployed become aware that they are at direct risk of losing their life (the fear of being maimed, crippled, or killed).
- Many high risk situations include elements of surprise (ambushes, IEDs, incoming rockets and mortars, or random sniper events for example). This can create an undercurrent of anxiety which can extend over months.
- In many deployments no area is totally safe.
- Terrorism has significant emotional consequences on those directly affected.
- Exposure to actual combat or danger.
- The use of patrols to draw fire.
- The wish to prove yourself.

- For some, being drawn to the highest risks. Some people volunteer for extended exposure to combat.
- Guilt feelings for what they had done.
- Guilt feelings for what they didn't do.
- Guilt feelings for not being brave enough (running away, hiding, or just seeking safer assignments).
- Survivor guilt. ● Firing weapons or other military activity with the direct intent to kill or otherwise destroy. Feelings then and later.
- Actually killing someone. Feelings then and later.
- While deployed, drugs or alcohol used as a coping mechanism.
- Dissociation (emotional numbing) continuing long after the deployment or combat experience.
- Lack of confidence in military leadership (small unit or overall). "This guy could get me killed!"
- Lack of clear guidelines or defined outcomes - a purpose for putting your life on the line.
- The wide range of emotions - in the high risk moments - both during and after traumatic events.
- The shutting down of emotions.
- The use of patrols to draw fire.
- The wish to prove yourself.
- For some, being drawn to the highest risks. Some people volunteer for extended exposure to combat.
- Guilt feelings for what they had done.
- Guilt feelings for what they didn't do.
- Guilt feelings for not being brave enough (running away, hiding, or just seeking safer assignments).
- Survivor guilt.

## KEY FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

## OUTCOMES

- "Build a life worth living." (Linehan)
- Participant functions successfully in daily living - and has the skills and motivation to maintain positive functioning.
- Envision and pursue positive life goals. Deal successfully with ordinary problems.

- increased awareness of internal - cognitive - risk factors and potential issues in their lives
- increased acceptance that these risk factors may have influenced some of their past issues and choices
- increased acceptance that these risk factors may be influences in some of their current issues and choices
- development of selected options for dealing more effectively with the above - specifically the selected/targeted coping skills
- In practice against internal and external high risk situations presented in scenarios provided, demonstrate repeated successful coping
- demonstrate competence at problem solving skills (versus specific risk factors).
- assessment of personal situational confidence in dealing with these specific areas.
- key outcome is that they have the motivation - and an actual action plan - to handle some of these issues more successfully going forward. "Taking charge of your mind."

### ADDITIONAL GOALS

- documentation of increased importance, confidence, and readiness for key changes (as assessed by MI-instruments and behaviors).
- positive social integration and functioning in the facility
- note specific steps they will take, and areas for further development
- preparation for effective community and social reintegration upon release
- effective self-management continue to maintain positive and pro-active physical and mental health behaviors going forward
- Through completion of behaviorally-stated objectives, demonstrate effective implementation and action plans for successful integration of key strengths and protective factors targeted by program.

### WORKBOOKS IN THIS UNIT (they appear in multiple parts)

|      |                                     |   |
|------|-------------------------------------|---|
| CBT1 | Introduction to Functional Thinking | This program element introduces basic CBT concepts. It also introduces feelings, scaling tools, and several MI tools.   |
| Pre4 | How important is it to you?         | Identifies critical goals, high risk choices, and increases importance of making pro-social choices. Valuable MI resource for nearly all programs. <i>Substance abuse (AODA) option available - Pre4aoda.</i>   |
| FD4  | Coping with uncomfortable feelings  | Addresses typical denial issues in the recovery process. Review of triggers and feelings. <i>Primarily for adult programs - substance abuse and basic mental health. Please also see resource CBT6 as an alternative to this workbook.</i>                |
| CBT4 | Symptoms and Early Warning Signs    | This element helps participants identify the specific symptoms and early warning signs of selected feelings and problem areas in their own lives. Valuable in substance abuse, behavioral health, and most treatment and rehabilitation program settings. |

### SKILLS HOMEWORK

This unit teaches a number of distress tolerance skills, including self-soothing and distraction skills (DBT). As each skill is introduced, participants are then asked to practice the skill as homework for the

next class. A SKILLS HOMEWORK document is provided to hand out to participants.

In the next class, take a few minutes to review with the participants how they answered any questions on the SKILLS HOMEWORK document, how the practice of the skill went, and what they thought about the skill.

*NOTE: Participants may have encountered some of these skills before in other units. This is deliberate— the key to skill mastery is constant practice.*

## **DISCUSSION ELEMENTS**

In this lesson there are also several targeted, short elements (FFT, Worksheets) meant to promote a robust discussion among the participants. It is recommended that you proceed as follows:

1. Review the goals and objectives for the Unit (see below). It is important to keep the discussion focused on these outcomes.
2. Review each element before starting the group and note the ones that best fit the participants in your particular group. Familiarity with the materials is essential to your task of guiding the discussion and keeping it focused.
3. Begin with the elements that best fit your group in case you don't have time to get to every element in the lesson.
4. It is critical that you ensure the discussion is on target for the goals and objectives for this Unit. If a discussion sparked by one of the elements is being particularly productive, you may wish to allow the discussion to proceed even if it means not getting to every single element in the lesson. However, it is critical that you keep the group on track and not allow the discussion to veer too far away from the targeted goals and objectives.
5. Be careful not to interject your own thoughts and experiences into the discussions. The idea is to get the participants talking. Your role is to guide the discussion, and keep it focused on the goals and objectives of the Unit.

## **A NOTE ON TIMING**

- Total class time for each lesson is 60 minutes.
- Core Workbook elements should typically take 40-45 minutes.
- A Moment For Your Mind elements typically take 5-10 minutes.
- Some other elements in the TOC include a number indicating the length of time estimated to complete the task.
- Activities such as discussion elements (for example, Situations) should take approx. 10 minutes or so. However, if the discussion is proving fruitful and you have the time, please allow the discussion to continue.

**KEY FOCUS OF THIS UNIT**

The primary focus of these resources is awareness and self-management of symptoms and internal risk factors which contribute to problems. Key elements include a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, coping and distress tolerance skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

| Lesson     | intro element | core elements   |  |
|------------|---------------|---|--|
| Bridge A1  | moment/mind   | CBT1.1 Functional Thinking, part 1  | MI: expectations<br>Worksheet - The last time  |
| Bridge A2  | moment/mind   | CBT1.2 Functional Thinking, part 2  | MI: Hypothetical Look Over The Fence<br>Assessing your symptoms                                      |
| Bridge A3  | moment/mind   | CBT1.3 Functional Thinking, part 3  | MH FFT deep sadness<br>Skill: selfsoothe #1 & homework   |
| Bridge A4  | moment/mind   | CBT1.4 Functional Thinking, part 4<br>Homework review                                   | Skill: selfsoothe #2 & homework<br>Worksheet: what's really important                                |
| Bridge A5  | moment/mind   | Pre4s-SLMH, How important is it to you?<br>Homework review                              | Skill: selfsoothe #3 & homework  |
| Bridge A6  | moment/mind   | FD4 Coping with uncomfortable feelings 4.1<br>Homework review                           | Skill: distraction#1 & homework<br>MH FFT everybody feels sad or down                                |
| Bridge A7  | moment/mind   | FD Coping with uncomfortable feelings 4.2<br>Homework review                            | Skill: distraction#2 & homework  |
| Bridge A8  | moment/mind   | CBT4.1 Functional Thinking: Symptoms and Early Warning Signs part 1<br>Homework review  | Skill: distraction#3 & homework<br>MH FFT cutting  |
| Bridge A9  | moment/mind   | CBT4.2 Functional Thinking: Symptoms and Early Warning Signs, part 2<br>Homework review | Skill: review selfsoothing and distraction<br>Worksheet - Skills Confidence Self Efficacy Assessment |
| Bridge A10 | moment/mind   | CBT4.3 Functional Thinking: Symptoms and Early Warning Signs, part 3                    | Worksheet - Feelings and symptoms issues - and action plan 15  |

|                       |  |
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| Checkpoint after Unit | Staff may assess participation, motivation, understanding, insight. Evaluate situational confidence and summary documentation noted above. Assess action plan for self-care and aftercare. |
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## GUIDE TO THE BRIDGE UNIT B

### SNAPSHOT – BRIDGE UNIT B

The primary focus of these resources is awareness and self-management of triggers and external risk factors which contribute to problems. There is a specific emphasis on anxiety, depression, and anger/aggression, as well as a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, coping and distress tolerance self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- After leaving the service, many veterans found dysfunctional ways of coping. Like many coping mechanisms, they addressed a short-term need (such as uncomfortable emotions), but created greater problems going forward.

Some of these behaviors include:

- use or abuse of alcohol or other drugs
  - isolation or social withdrawal
  - emotional numbing (dissociation)
  - minimization of emotional or behavioral issues
  - suppression of key feelings (anger, grief, guilt, anxiety, depression ,etc.)
  - aggressive behavior (including acting out on feelings of anger)
- Many vets have developed behavioral health issues, some of which rise to the level of “disorders.” It’s important to know that the more mental health diagnoses (co-occurring disorders) the greater the likelihood of violence.

### FOCUS OF THIS UNIT

The primary focus of these resources is awareness and self-management of triggers and external risk factors which contribute to problems. There is a specific emphasis on anxiety, depression, and anger/aggression, as well as a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management.

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

## **OUTCOMES**

- “Build a life worth living.” (Linehan)
- Participant functions successfully in daily living - and has the skills and motivation to maintain positive functioning.
- Envision and pursue positive life goals. Deal successfully with ordinary problems.

Improved general functioning through implementation of long term personal mental health and self-care plan.

- increased awareness of external risk factors and triggers - and potential issues in their lives
- increased acceptance that these risk factors may be influences in some of their past issues and choices
- increased acceptance that these risk factors may be influences in some of their current issues and choices
- development of selected options for dealing more effectively with the above - specifically the selected/targeted coping skills
- In practice against internal and external high risk situations presented in scenarios provided, demonstrate repeated successful coping.
- demonstrate competence at problem solving skills (versus specific risk factors).
- assessment of personal situational confidence in dealing with these specific areas.
- key outcome is that they have the motivation - and an actual action plan - to handle some of these issues more successfully going forward. “Taking charge of your mind.”

## **ADDITIONAL GOALS**

- documentation of increased importance, confidence, and readiness for key changes (as assessed by MI-instruments and behaviors)
- positive social integration and functioning in the facility
- note specific health-related steps they will take, and areas for further development
- preparation for effective community and social reintegration upon release
- effective self-management continue to maintain positive and pro-active physical and mental health behaviors upon return to the community
- Through completion of behaviorally-stated objectives, demonstrate effective implementation and action plans for successful integration of key strengths and protective factors targeted by program.



## WORKBOOKS IN THIS UNIT (they appear in multiple parts)

|      |                                 |  |
|------|---------------------------------|--|
| CBT5 | Triggers                        | This critical CBT element helps participants identify the specific triggers of selected feelings and problem areas.  |
| F13  | What does anger do to you?      | A comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for anger. It provides a range of tools and scales of self-assessment of symptoms (frequency, intensity, duration, current issues, consequences for poor self-management, and decisional balance tool for learning to manage this feeling better). Internal and external triggers for anger are identified and self-management is assessed through a range of rulers and scales. This resource may serve as a valuable building block for learning and mastering appropriate coping skills. |
| F14  | What does anxiety do to you?    | This resource provides a comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for anxiety. Similar in form and function to workbooks F13 and F15, it provides a range of tools and scales for self-assessment, and self-management of symptoms and triggers for anxiety.   |
| F15  | What does depression do to you? | This resource provides a comprehensive approach for individual participants to identify and begin to manage their symptoms and triggers for depression. Similar in form and function to workbooks F13 and F14, it provides a range of tools and scales for self-assessment, and self-management of symptoms and triggers for depression.   |

## SKILLS HOMEWORK

This unit teaches a number of distress tolerance skills, including deep breathing, muscle relaxation, creative visualization, and an impulse control skill (thought stopping). As each skill is introduced, participants are then asked to practice the skill as homework for the next class. A SKILLS HOMEWORK document is provided to hand out to participants.

In the next class, take a few minutes to review with the participants how they answered any questions on the SKILLS HOMEWORK document, how the practice of the skill went, and what they thought about the skill.

*NOTE: Participants may have encountered some of these skills before in other units. This is deliberate— the key to skill mastery is constant practice.*

## DISCUSSION ELEMENTS

In this lesson there are also number of targeted, short elements meant to promote a robust discussion among the participants. It is recommended that you proceed as follows:

1. Review the goals and objectives for the Unit (see below). It is important to keep the discussion focused on these outcomes.
2. Review each element before starting the group and note the ones that best fit the participants in your particular group. Familiarity with the materials is essential to your task of guiding the discussion and keeping it focused.

3. Begin with the elements that best fit your group in case you don't have time to get to every element in the lesson.

4. It is critical that you ensure the discussion is on target for the goals and objectives for this Unit. If a discussion sparked by one of the elements is being particularly productive, you may wish to allow the discussion to proceed even if it means not getting to every single element in the lesson. However, it is critical that you keep the group on track and not allow the discussion to veer too far away from the targeted goals and objectives.

5. Be careful not to interject your own thoughts and experiences into the discussions. The idea is to get the participants talking. Your role is to guide the discussion, and keep it focused on the goals and objectives of the Unit.

### **A NOTE ON TIMING**

- Total class time for each lesson is 60 minutes.
- Core Workbook elements should typically take 40-45 minutes.
- A Moment For Your Mind elements typically take 5-10 minutes.
- Some other elements in the TOC include a number indicating the length of time estimated to complete the task.
- Activities such as discussion elements (for example, Situations) should take approx. 10 minutes or so. However, if the discussion is proving fruitful and you have the time, please allow the discussion to continue.

**NOTE: Unit TOC follows on the next page**

**KEY FOCUS OF THIS UNIT**

**The primary focus of these resources is awareness and self-management of triggers and external risk factors which contribute to problems. There is a specific emphasis on anxiety, depression, and anger/aggression, as well as a basic cognitive-behavioral (CBT) approach, supplemented by DBT mindfulness activities, coping and distress tolerance self-management skills, and tools designed to assist awareness and motivation for successful symptoms self-management .**

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

| Lesson     | intro element      |  |  |
|------------|--------------------|--|--|
| Bridge B1  | moment/<br>mind    | Functional Thinking CBT5.1   | FFT-V- Intro to Bridge B.pdf<br>Worksheet: - one thing   |
| Bridge B2  | moment/<br>mind    | Functional Thinking CBT5.2, 5.3                                    | Worksheet -Triggers importance/ confidence<br>Worksheet - What happened  |
| Bridge B3  | moment/<br>mind 10 | Becoming less sensitive to your triggers 15                        | Skill: intro thought stopping & homework 25-30<br>Worksheet- Assessing your symptoms (frequency, intensity and duration activity) 15 |
| Bridge B4  | moment/<br>mind    | F13.1 What does anger do to you?, part 1<br>Homework review        | Worksheet: MI importance/confidence assessment<br><br>Deep breathing skill & homework  |
| Bridge B5  | moment/<br>mind    | F13.2, What does anger do to you?, part 2<br>Homework review       | Worksheet: Triggers Summary Activity<br>Muscle relaxation skill & homework<br>Worksheet: Using the anger scale                       |
| Bridge B6  | moment/<br>mind    | F14.1, What does anxiety do to you? , part 1<br>Homework review    | Combination skill & homework   |
| Bridge B7  | moment/<br>mind    | F14.2,What does anxiety do to you? , part 2<br>Homework review     | Worksheet: External risk factors review<br>Worksheet: Using the anxiety scale  |
| Bridge B8  | moment/<br>mind    | F15.1, What does depression do to you? , part 1                    | Creative visualization skill & homework<br>Worksheet: Assessing your symptoms (FID)  |
| Bridge B9  | moment/<br>mind    | F15.2, What does depression do to you? , part 2<br>Homework review | Worksheet: 6-step triggers activity<br>Worksheet: Using the depression scale<br>Worksheet: Using skills to ameliorate symptoms       |
| Bridge B10 | moment/<br>mind    | External risk factors - (SCQ)                                      | Skills review<br>Worksheet: acting out<br>Worksheet: Risk Factors/Protective Factors Summary   |

|                       |  |
|-----------------------|--|
| Checkpoint after Unit | Assess participation, motivation, understanding, insight. Evaluate situational confidence and summary documentation noted above. Assess action plan for self-care and aftercare. |
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## GUIDE TO THE BRIDGE UNIT C

### SNAPSHOT – BRIDGE UNIT C

The key elements of this unit focus on emotional balance, especially the effective management of stressors or triggers.

Anxiety disorders, PTS, and even PTSD are more likely among vets. The use or abuse of substances can be an independent issue - or linked to PTS/PTSD/Anxiety, or other mental issues, such as depression, grief/loss, guilt, shame, etc..

This unit then links these issues to a comprehensive self-improvement plan. See *Bridge lesson C9 and C10 worksheets*.

A final element links these areas to the impact - and strengths - of their military experience.

### KEY FOCUS OF THIS UNIT

The primary focus of these resources assessing and establishing balance - emotional stability and the capability to respond in appropriate ways to events. There is major emphasis on dealing with specific feelings and triggers. The final elements address protective factors, resilience and building personal confidence.

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

### OUTCOMES

- “Build a life worth living.” (Linehan)
- Participant functions successfully in daily living - and has the skills and motivation to maintain positive functioning.
- Envision and pursue positive life goals. Deal successfully with ordinary problems.
- increased awareness of emotional balance and stress in their lives - and in this specific living situation
- increased acceptance that these issues may have been negative influences in some of their past issues and choices
- increased acceptance that these stress and difficult triggers and symptoms may influence some of their current choices
- development of selected options for dealing more effectively with the above - specifically the selected/targeted coping and stress management skills

- In practice against internal and external high risk situations presented in scenarios provided, demonstrate repeated successful coping
- demonstrate competence at problem solving skills (versus specific risk factors).
- assessment of personal situational confidence in dealing with these specific areas.
- key outcome is that they have the motivation - and an actual action plan - to handle some of these issues more successfully going forward. “Taking charge of your mind.”

### **ADDITIONAL GOALS**

- documentation of increased importance, confidence, and readiness for key changes (as assessed by MI-instruments and behaviors).
- positive social integration and functioning in the facility
- preparation for effective community and social reintegration upon release
- effective self-management continue to maintain positive and pro-active physical and mental health behaviors upon return to the community.
- Through completion of behaviorally-stated objectives, demonstrate effective implementation and action plans for successful integration of key strengths and protective factors targeted by program.

### **WORKBOOKS IN THIS UNIT (they appear in multiple parts)**

|     |                                      |  |
|-----|--------------------------------------|--|
| SP3 | Learning how to keep life in balance | Valuable workbook for behavioral health and substance abuse programs. Guides clients to: (1) evaluate cues that they are out of balance; (2) develop a balance of activities and friendships; (3) identify specific ways to keep today in balance; (4) change the balance from dependence to independence. |
| CS9 | Managing your stress                 | Basic stress management workbook, including self-examination, symptoms awareness, identification of triggers, underlying stressors and lifestyle issues, evaluation of past coping, and introduction to several key coping skills.   |

### **SKILLS HOMEWORK**

This unit teaches a number of coping skills. As each skill is introduced, participants are then asked to practice the skill as homework for the next class. A SKILLS HOMEWORK document is provided to hand out to participants.

In the next class, take a few minutes to review with the participants how they answered any questions on the SKILLS HOMEWORK document, how the practice of the skill went, and what they thought about the skill.

*NOTE: Participants may have encountered some of these skills before in other units. This is deliberate— the key to skill mastery is constant practice.*

## **DISCUSSION ELEMENTS**

In this lesson there are also number of targeted, short elements (Worksheets, Moment For Your Mind, Situations, etc.) meant to promote a robust discussion among the participants. It is recommended that you proceed as follows:

1. Review the goals and objectives for the Unit (see below). It is important to keep the discussion focused on these outcomes.
2. Review each element before starting the group and note the ones that best fit the participants in your particular group. Familiarity with the materials is essential to your task of guiding the discussion and keeping it focused.
3. Begin with the elements that best fit your group in case you don't have time to get to every element in the lesson.
4. It is critical that you ensure the discussion is on target for the goals and objectives for this Unit. If a discussion sparked by one of the elements is being particularly productive, you may wish to allow the discussion to proceed even if it means not getting to every single element in the lesson. However, it is critical that you keep the group on track and not allow the discussion to veer too far away from the targeted goals and objectives.
5. Be careful not to interject your own thoughts and experiences into the discussions. The idea is to get the participants talking. Your role is to guide the discussion, and keep it focused on the goals and objectives of the Unit.

### **A NOTE ON TIMING**

- Total class time for each lesson is 60 minutes.
- Core Workbook elements should typically take 40-45 minutes.
- A Moment For Your Mind elements typically take 5-10 minutes.
- Some other elements in the TOC include a number indicating the length of time estimated to complete the task.
- Activities such as discussion elements should take approx. 10 minutes or so. However, if the discussion is proving fruitful and you have the time, please allow the discussion to continue.

**NOTE: Unit TOC follows on the next page**

**KEY FOCUS OF THIS UNIT**

The primary focus of these resources assessing and establishing balance - emotional stability and the capability to respond in appropriate ways to events. There is major emphasis on dealing with specific feelings and triggers. Key lesson elements include mindfulness activities, and critical coping and distress tolerance skills. The final elements address protective factors, resilience and building personal confidence.

- This unit teaches specific self-management skills.
- This unit provides many opportunities for problem solving.
- This unit includes multiple Motivational Interviewing (MI) tools.

| Lesson                | intro element    | core element   | other elements  |
|-----------------------|------------------|--|---|
| Bridge C1             | moment/mind      | SP3.1 Learning how to keep life in balance, part 1   | FFT Out of balance<br>TT10 How am I doing today   |
| Bridge C2             | moment/mind      | SP3.2, Learning how to keep life in balance, part 2  | MH FFT Less and less<br>Worksheet - To review the situation that brought you here<br>MI: Change talk tool |
| Bridge C3             | moment/mind      | SP3.3, Learning how to keep life in balance, part 3  | MH FFT designated worrier<br>Assessing your symptoms (FID)  |
| Bridge C4             | moment/mind      | SP3.4, Learning how to keep life in balance, part 4  | Worksheet - Turning points SL 20  |
| Bridge C5             | moment/mind<br>5 | SP3.5, Learning how to keep life in balance, part 5<br>Homework review   | FFT Where do you stand today?<br>MH FFT new meds<br>Anchoring skill                                       |
| Bridge C6             | moment/mind      | CS9.1, Managing your stress, part 1<br>Homework review   | 4-7-8 skill<br>Worksheet - What really matters to you   |
| Bridge C7             | moment/mind      | CS9.2, Managing your stress, part 2<br>Homework review   | Worksheet - Assessing your symptoms<br>Worksheet - Stressors and triggers lead to discomfort              |
| Bridge C8             | moment/mind      | CS9.3, Managing your stress, part 3<br>Homework review   | Deep breathing skill  |
| Bridge C9             | moment/mind      | CS9.4, Managing your stress, part 5<br>Homework review   | Combined relaxation skills<br>Worksheet - What are my options   |
| Bridge C10            | moment/mind      | CS9.5 - incl problems<br>Homework review   | Confidence checklist (balance) - SCQ<br>Worksheet - Key questions for vets                                |
| Checkpoint after Unit |                  | Assess participation, motivation, understanding, insight. Evaluate situational confidence (SCQ) and summary documentation noted above. Assess action plan for self-care and aftercare. |   |