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A Safe Place for Soldiers

Marysol Diaz
mysdiaz@uw.edu

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A Safe Place for Soldiers



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Capstone Project
University of Washington, Tacoma
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Marysol Diaz

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A Safe Place for Soldiers

Capstone Project

Marysol Diaz

University of Washington, Tacoma

Dr. JaeRan Kim, PhD, LISW

TSOCW 532A: Advance Integrative Practice

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Introduction

A Safe Place for Soldiers is a centralized online system providing soldiers with community resources to address and minimize everyday life stressors. This project will help soldiers navigate resources outside of the military and maintain their well-being. The ultimate goal is to help soldiers transition as smoothly as possible into the community. There is often the added stress of not understanding how to navigate the civilian world, and A Safe Place for Soldiers will minimize this.

A Safe Place for Soldiers focuses on providing active-duty soldiers with an online centralized system to access self-care programs in their communities. The website will allow soldiers to self-assess their own needs by utilizing the online assessment tool. The intent is to provide soldiers with accessible community resources that will prepare soldiers to navigate the civilian environment while still in the service. The online system will help soldiers link to resources that meet their specific needs and wants, while teaching them how to navigate the civilian sector before they leave active duty.

Background

There has been approximately 1.9 million military members deployed since 2001 (Morgan & Bibb, 2011). Regardless of the level of deployment, military personnel struggle with mental health issues as they try to reenter the civilian world. As soldiers have separated from the military more difficulties have become evident, such as work-related problems, financial problems and unlawful behavior due to mental health symptoms (Lanson & Norman, 2014). The military has begun several intervention initiatives to improve psychological care among service members. One program is psychological resilience, designed to improve “personal factors that enhance and weaken the stress response process and impact how one copes with

stressors” (Morgan & Bibb, 2011, p. 979). While psychological resilience allows military branches to maintain healthy forces, identifying soldiers who may be at risk of impairment prior to transitioning to the civilian world can allow them to live a better quality of life.

Regardless of the military’s efforts to address the need for coping skills, soldiers continue to leave the service with various needs unaddressed. Research suggests that self-care practices are only recognized for military medical personnel. Nevertheless, soldiers that participated gave great insight to their views, practices and techniques of self-care; making evident the large gap in the literature findings.

Soldier I explained practicing self-care as beginning “to properly care for your physical and mental needs to be a happy and healthy individual” (personal communication, November 24, 2015). Another participant explained as he grew older his self-care practices changed; learning about the different diseases in his family motivated him to make healthier choices with food consumption (Soldier II, personal communication, November 27, 2015). Soldier III explained his drive to self-care to better his health, whether or not it is mental, emotional or physical (personal communication, November 23, 2015). Their knowledge on self-care is extensive; Soldier II believes the simplest actions can lead to self-care and individuals do not realize when they are practicing (personal communication, November 27, 2015).

Outcomes of the interviews uncovered the different avenues soldiers used to access programs that address their self-care needs. Avenues such as military medical facilities, Army Resiliency Program and Military OneSource website are just a few programs found in the military to address soldiers’ well-being. However, not all soldiers know how to access services that can provide self-care information (Soldier I, personal communication, November 24, 2015).

Even if a soldier does know how to access resources, these avenues came with obstacles in accessibility through the military; e.g. you must be referred by your primary provider and/or the long wait to schedule an appointment because it must be done through referrals are just some examples (Soldier II, personal communication, November 27, 2015).

The inspiration to for this program is soldier overall well-being; **Soldiers' need access to a centralized online system to self-care programs to increase their success when transitioning into the community.** This project will allow soldiers to explore community resources while attending to their needs without the military's negative connotation to seeking help. This online system will provide soldiers a sense of confidence and minimize the stressors of everyday life when dealing with the civilian world. Providing this service while soldiers are still in the service will increase their success in the community.

Theoretical Framework

The theoretical orientation for this project is guided by a combination of two theories, Orem's Self-care and Planned Behavior theory. Orem's theory defines "self-care is the practice of activities seeking performed by an individual to his/her own benefit, seeking to maintain life, health and well-being" (Manzini & Simonetti, 2009, p.114). Self-care practices or activities differ from individual to individual depending on the age, experience, culture, beliefs, education, and lifestyle (Manzini & Simonetti, 2009). The importance of self-care practices and activities is to provide military personnel with practices that will lead soldiers to maintain their life and well-being. Promoting well-being and a balanced life can also help with psychological resilience programs in the military. The planned behavior theory "has been shown to be a useful tool for promoting individual behavior change related to health services and use" (Whealin et al., 2014, p. 488). This theory presumes people's actions are influenced by their beliefs (Whealin et al.,

2015). Military personnel have great distrust in mental health professions because of their belief they can solve their problems on their own.

Combining these two theoretical frameworks can change how military personnel view self-care and their distrust in health care services. There is a great need for teaching, educating and making self-care practices an active process for soldiers. This can change their understanding and views of health care service and medical providers. Also it can be a part of their everyday routine. Changing self-care views can make the military more aware and more willing to provide tools needed for successful practice. There is also a great need of centralizing a better system to access services, which would increase accessibility. Service members find it difficult to access care while active or after their time in the military.

NASW

The National Association of Social Work (2008) code of ethics states social workers' commitment to service which includes addressing social problems and importance of humans; which is to strengthen, maintain and enhance well-being. Changing military's attitude of seeking mental health as a sign of weakness, social workers must promote the enhancement of overall well-being among soldiers which includes physical, mental and emotional state improving their quality of life.

Military personnel's view and perception of seeking mental health care are different from other populations. The military has its own culture, which makes it difficult for soldiers to seek health care services. Mental health care for military personnel comes with the belief of weakness and is "negatively viewed by supervisors" (Whealin et al., 2015, p. 487). Factors that prevent military personnel from seeking help can also be attributed to the "lack of knowledge or negative belief about mental health services and professionals" (Whealin et al., 2015, p. 488).

Purpose

The advantage of this intervention is to provide soldiers with an online tool that will allow them to seek help specific to their needs but also eliminate commanders and leadership personnel access to soldiers' health care information. This will prevent soldiers from being labeled as "weak" or being viewed as a problem in the unit. This also means that all soldiers, regardless of their rank and position, will have the opportunity to access this online system, and resources will be tailored to their unique needs.

Evaluation

The evaluation of this program will be through the success of the process objectives and meeting short and long term goals. The process objectives are the development of a self-care assessment tool for the online base program, train counselors to provide support to the commanders and units in the benefits and use of the self-care programs, launch pilot program test, identify five military bases for pilot testing, train all medical personnel, commanders and all leadership personnel in the self-care assessment tool and online program, disseminate information, provide education and presentations on how to access these self-care programs through the online tool to all soldiers.

The short term goals for this program are to increased perception of improved level of functioning and improved and maintained level of functioning in the community. Measured by the following indicators which are able to deal with daily activities, deal with stressful situation; find solutions to their own challenges and to stabilize. These indicators will be assessed and evaluated through the online pre-assessment tool; this will assess the soldiers' needs and wants to be a healthy individual, sixth month survey and twelfth month post-assessment tool will evaluate the resources, changed behaviors and attitudes in the soldiers' life. Ultimately, the long term goal

of this project is to help soldiers after serving in the military have effective self-care skills to minimize everyday life stressors which will lead them to successfully adjust in their transition into the community.

Intervention

This intervention is divided into two parts: 1) the creation of A Safe Place for Soldiers website and 2) a training guide for counselors that will ensure the website's success. The online assessment tool will be assessable from any computer and enable soldiers to assess their own needs by connecting to community resources. The counselors' training guide will confirm that the website is being promoted and reassure the soldiers that their information gathered on the website will not be shared with the military's leadership. The combination of these two parts will make certain the success of the soldiers' input and the website's goals.

A Safe Place for Soldiers Website

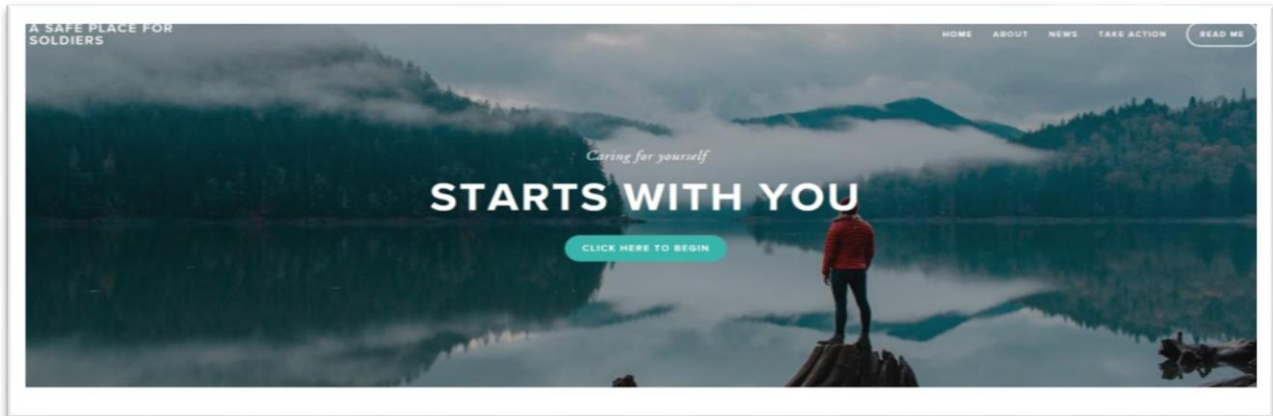


Figure 1. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

A Safe Place for Soldiers website's home page is illustrated in Figure 1. It displays a banner on the upper-right-hand corner. A click on any of the banner's content will take a soldier directly to that page (e.g., if the soldier clicks on "news," that page will automatically open). The

home page has a brief description of the website's content and soldiers can also connect to other pages if they scroll down as illustrated in Figure 2.

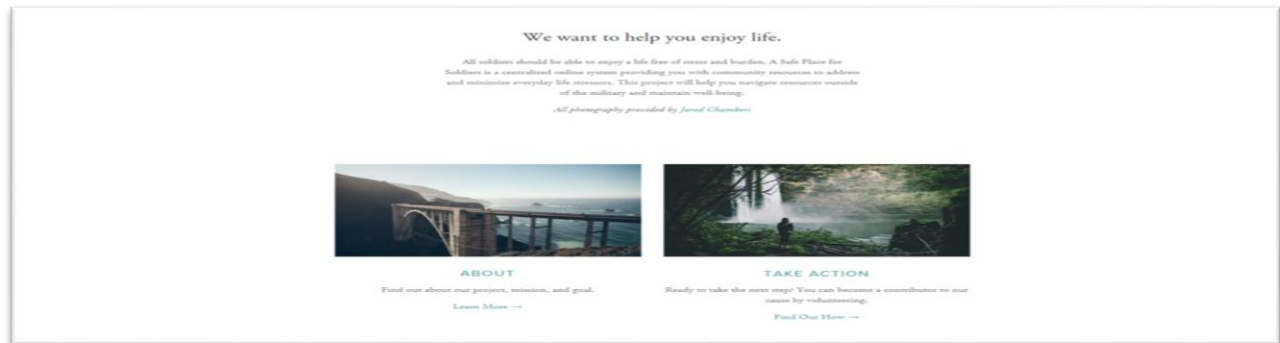


Figure 2. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

On the home page, soldiers will also have the ability to use the assessment tool by clicking on the “Click here to begin” button as illustrated in Figure 3. This will take them to a confidentiality statement that reads as follows:

“Personal information gathered on this website is confidential and will not be shared.

However, information regarding your branch of service, rank, gender, race/ethnicity, age, MOS, geographic locations, and services most commonly used will be shared with the Armed Forces to better its services in the future.”

Ensuring the soldiers personal information will not be shared with military leadership.

After a soldier agrees with the statement as shown in Figure 4, he/she will be able to continue to the next page.

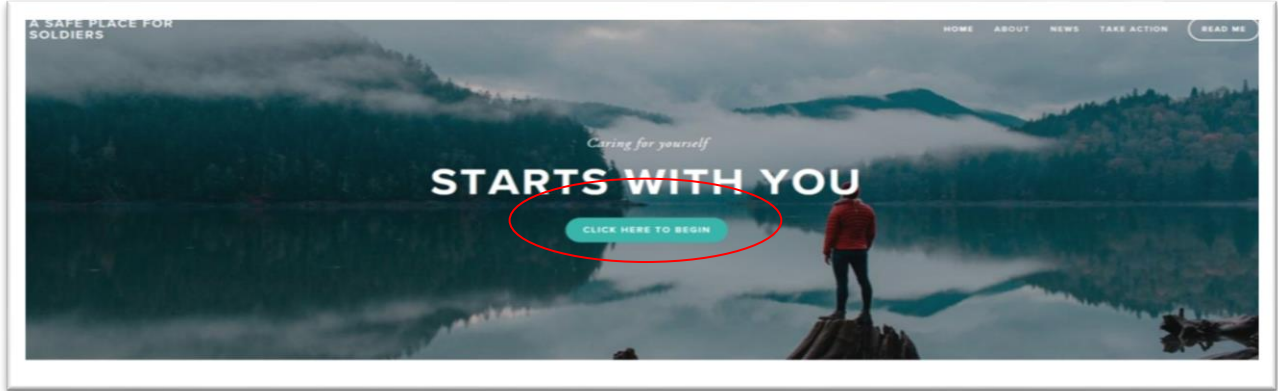


Figure 3. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

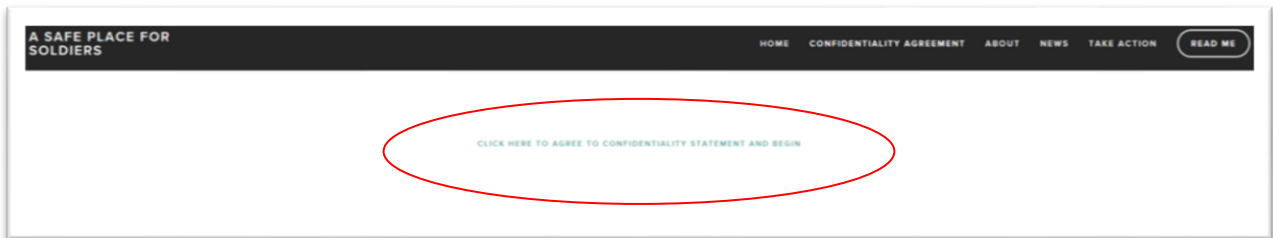


Figure 4. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

Soldiers will then be able to fill out their personal information (e.g., name, address, telephone, and email address), see Figure 5. They will also provide additional information such as military occupation specialty, rank, branch of service, level of education, time of service, deployment information, age, gender, and race/ethnicity, as shown in Figures 6 and 7.

Soldiers Personal Information		
First Name*	M.I.	Last Name*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Email Address*		Confirm Email Address*
<input type="text"/>		<input type="text"/>
Mailing Address 1*		Mailing Address 2*
<input type="text"/>		<input type="text"/>
City*		State/Province*
<input type="text"/>		<input type="text"/>
Zip code*		
<input type="text"/>		
Home Phone*		Mobile Phone*
<input type="text"/>		<input type="text"/>

Figure 5. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

Additional Information

Branch of Service*

Rank*

Time in Service*
 Years Months

Military Occupational Specialty* (MOS)

Have you deployed?*
 Yes No

Level of Education*
 High School Diploma Associates Degree Bachelor's Degree Graduate Degree

Figure 6. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

Additional Information

Age*

Gender*

Race/Ethnicity (Check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic
- Other Race
- Declined to answer

After completing this portion Soldier will

Click next for assessment

Figure 7. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

As soon as a soldier completes this portion, he/she will continue to the assessment by selecting “click next for assessment,” as shown on Figure 7. The soldier will begin the assessment tool (Figure 8). The Saakvitne and Pearlman (1996) assessment tool has been adapted for soldiers and this website (Appendix C).

	Always 5	Often 4	Sometimes 3	Rarely 2	Never 1
Eating Regularly (e.g. breakfast, lunch and dinner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eat Healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get regular medical care for prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take time off when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get massages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance, swim, walk, run, play sports, sing or do some other physical activity that is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take time to be sexual—with yourself, with a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get enough sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wear clothes you like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 8. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

The assessment tool has six parts: physical self-care, psychological self-care, emotional self-care, spiritual self-care, workplace or professional self-care, and balance (Saakvitne & Pearlman, 1996). Each block of questions will have its own page and be answered with a Likert scale from 5 to 1 (always been a 5 to never been a 1 on the scale), and then the soldier will click “next” to continue. When a soldier completes the assessment tool, the program will calculate the results, which will indicate their intended score as follows: if a soldier scores from 305 to 244, he/she engages in self-care often to always; 202 to 122 indicates they practice self-care sometimes to rarely; and below 122 shows self-care is not a part of their lives.

However, if soldiers answer any of the questions with a 3 or below, the program will generate a resource list specific to their zip code. The counselors will help build this resource list when they are going through the counselor’s training. The program will automatically send via email to the soldier a link to complete the six-month survey and the 12-month, post-assessment. The six-month survey and the 12-month post-assessment tool both have the same six parts of the original assessment tool, plus to more parts for gathering information about the resources and the recommendation for the soldier. These additional parts also use a Likert scale as illustrated in

Appendices D and E. The survey and post-assessment tool will demonstrate if the soldier has made any improvement. An increase of one number on the Likert scale is an improvement in that area for the soldier. The goal is to have soldiers practice self-care while still in the service.

Although the system generates a resource list, it is up to the soldier to call and make an appointment and the counselors will encourage the soldiers to do so.

On other pages, the soldier will find in the website consists of “About,” which talks about the purpose of the assessment tool (Figure 9). Other information such as the mission, vision, and what we’ve achieved are also available for the soldiers to read (Figure 10).

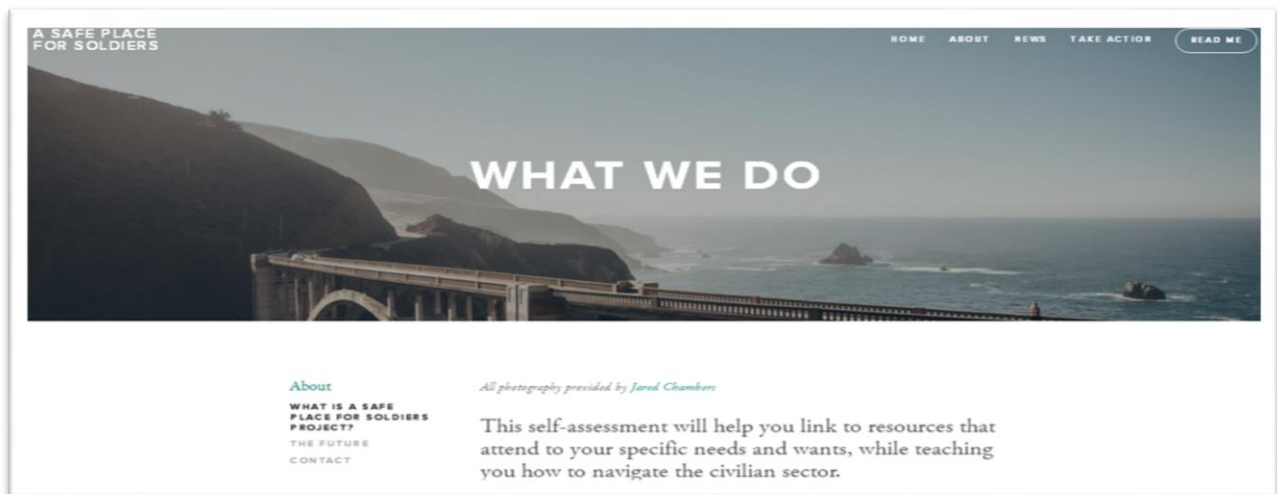


Figure 9. A Safe Place for Soldiers Website, by Marysol Diaz (2016)



Figure 10. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

On this same page, there is information about the future projects and testimonies of service members who have used the website's partnerships and sponsors (Figures 11, 12, 13).

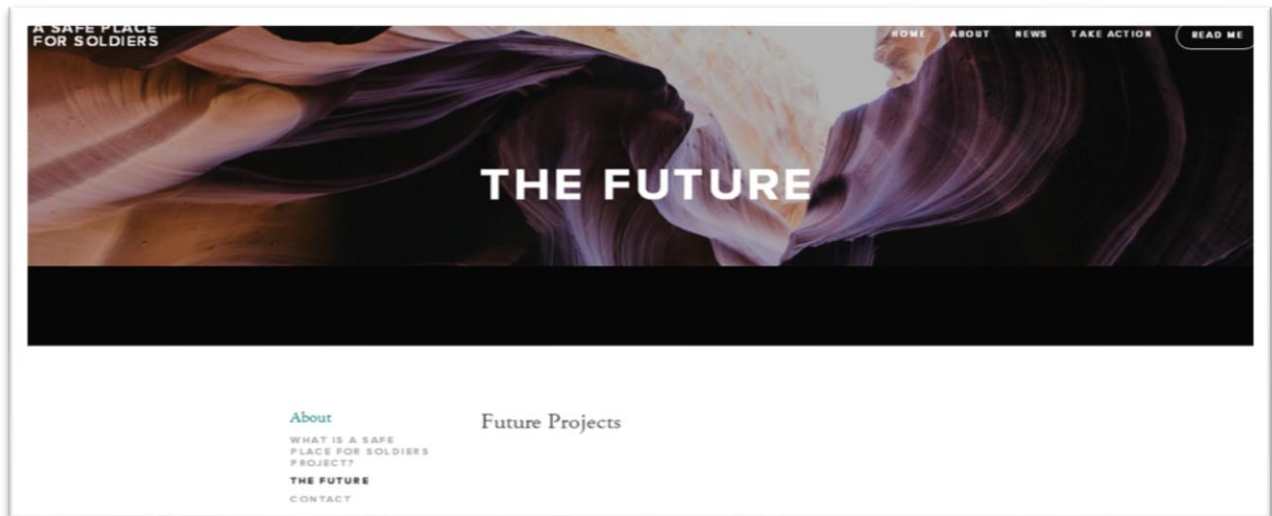


Figure 11. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

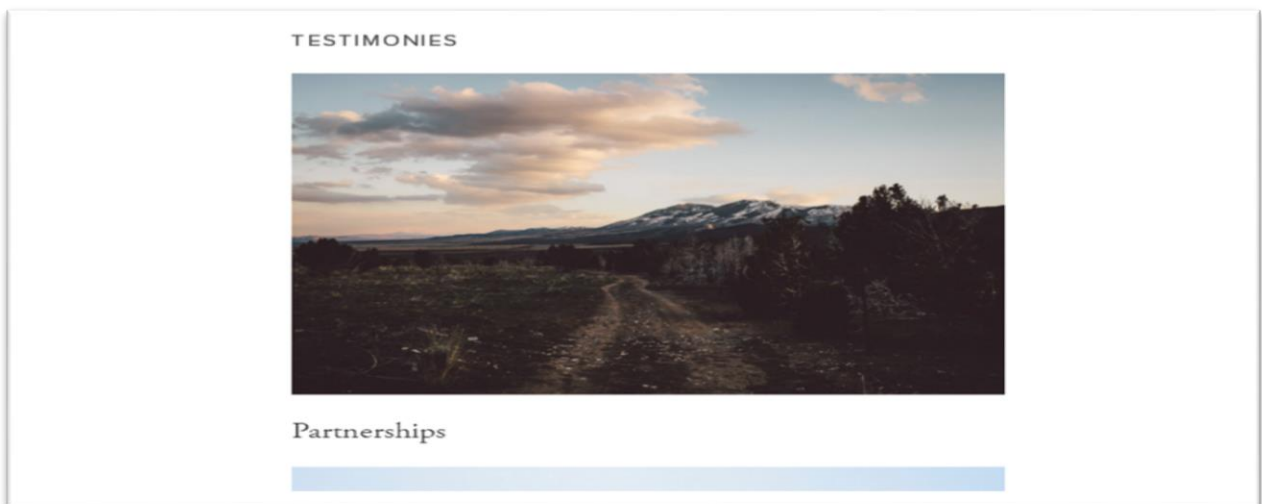


Figure 12. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

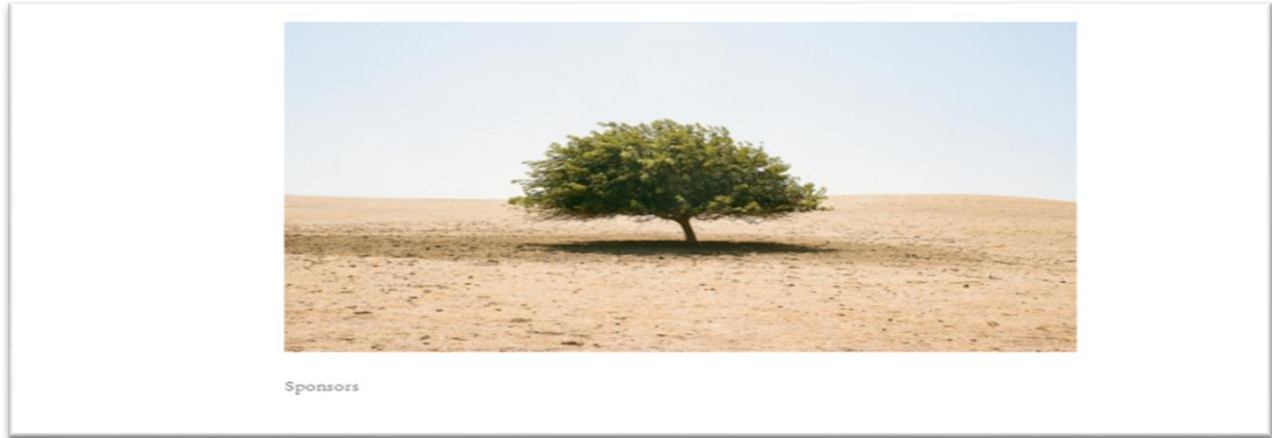


Figure 13. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

The website also has a contact page with a number to call and an email for general inquiries, and to contact the help desk (Figure 14).

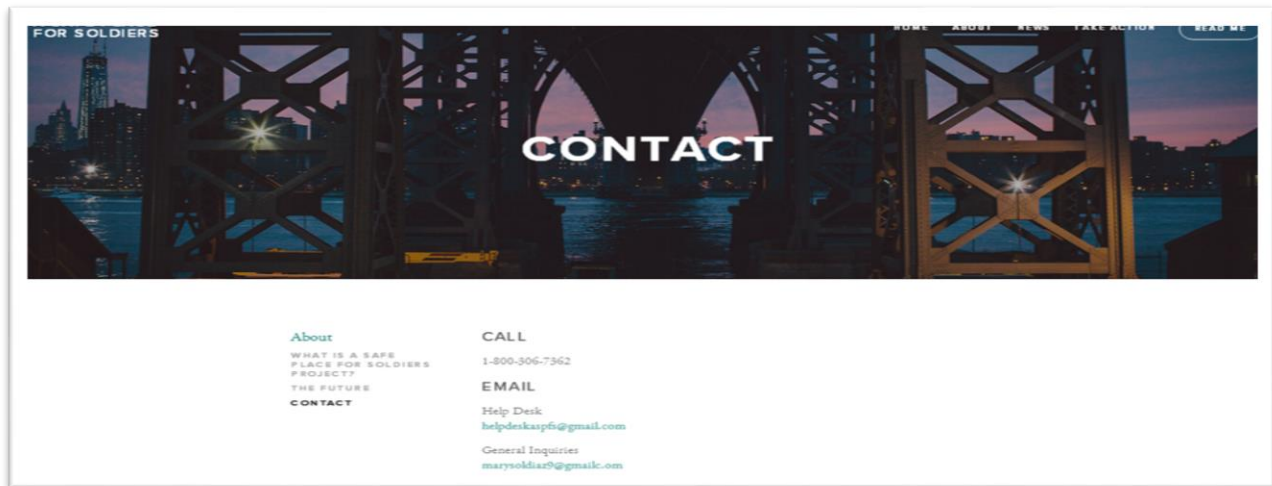


Figure 14. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

There is also page containing information on news, which will have information on events, maintenance schedules, and resources availability (Figures 15 and 16). Soldiers will be able to find events such as support groups, veterans' events, and/or community events.



Figure 15. A Safe Place for Soldiers Website, by Marysol Diaz (2016)



Figure 16. A Safe Place for Soldiers Website, by Marysol Diaz (2016)

Take action is the last page on the website and encourages soldiers and civilians to donate, volunteer, and spreading the word about the project. These donations will help those soldiers who cannot pay for services and to make other expensive resources more available.

Counselor's Training Guide

This training is an overview of the counselor's role in the unit. It will allow the counselors to enhance their learning with individual/group activities and discussions. The intent is to provide a solid ally in the units for the soldiers' advantage.

Mission

The mission of A Safe Place for Soldiers project is to maintain healthy forces in the military while maintaining soldiers' overall well-being.

Vision

Our vision is to provide soldiers with a program that will give them the opportunity to meet their needs while still in the service and explore the civilian world.

Goals

- ❖ After serving in the military, soldiers will have effective self-care skills to minimize everyday life stressors, and this will lead them to successfully adjust in their transition into the community.
- ❖ This project will allow soldiers to explore community resources while meeting their needs without the military's negative connotation about seeking help.
- ❖ Change the military's attitude that seeking mental health help as a sign of weakness.
- ❖ This online system will provide soldiers with a sense of confidence and minimize the stressors of everyday life when dealing with the civilian world.

Session Format

Groups will not have more than ten (10) counselors. This will allow the facilitator to address concerns and questions in a more intimate setting.

Each session will have an allotted time. This time maybe modified based on the specific needs and concerns of the counselors/groups.

Sessions will begin with an opening statement and check-in. The purpose is to create a sense of comfort for all the counselors to open and participate in the training.

Each session will have designated activities formulated to promote participation and collaboration as a group to enhance each other's learning.

Counselors will collect information on resources to build their local list for the website. This will provide the website with the most up-to-date information.

All sessions will end with closing thoughts. This will allow time for counselors to ask questions and/or express their concerns. Facilitators will provide feedback and research if they are not certain of the answer.

**It is important to note that session plans are meant to be used as guides. Therefore, facilitators are able to adjust sessions as they see fit to meet their groups' needs. The purpose is to promote overall well-being not only for soldiers but for everyone connected with this project.*

Tips for Facilitators

The following are some tips and skills to help conduct a successful training:

- Get to know your group
- Promote a safe environment for learning
- Be supportive
- Be non-judgmental
- Use active listening skills
- Use probing/action skills
- Ask questions (clarify)
- Promote information sharing
- Educate
- Allow counselors to express their experiences
- Be positive
- Energetic
- Use problem-solving skills

*“We cannot teach people anything; we can only help them discover it within themselves.”
– Galileo Galilei*

Sessions

Session 1

Welcome

Objective: The objective is to create a safe place for counselors to participate, contribute, and enhance each other's learning.

Time: 8:00 – 11:00 a.m.

Activities:

- ❖ Welcoming counselors
- ❖ Let's get to know each other!
- ❖ Group expectations and norms
- ❖ Training schedule overview
- ❖ Introduction to A Safe Place for Soldiers Project
- ❖ Closing Thoughts

Session Outline:

Welcoming counselors: The facilitator will use an opening statement and welcome all counselors to the training (5–10 minutes).

Opening Statement: “The self-care formula is simple. It is NITO (5R)...that is nutrients in and toxins out in the 5 realms the body works in (mental, emotional, physical, environmental and spiritual). Unfortunately, we are doing TINO (5R) that is toxins in and nutrients out “Nina.

Let's get to know each other activity (30–40 minutes)

The facilitator and counselors will introduce themselves using this guideline:

- ❖ Name
- ❖ Where do you currently live?
- ❖ What is your definition of self-care?
- ❖ What are some of your self-care practices?
- ❖ What interested you to work with soldiers?

Break (15 minutes)

Group expectations and norms (20–25 minutes)

Counselors will develop their own expectations and norms for their group. The facilitator will write them down and post them in the classroom.

Equipment & Materials

- ✓ Pencil/Pens
- ✓ Notepads
- ✓ Nametags
- ✓ Writing board
- ✓ Large easel pad
- ✓ Markers
- ✓ Handouts
- ✓ Table of refreshments

Materials:

- ❖ Large ease pad
- ❖ Markers

Training schedule overview (15–20 minutes)

- ❖ The facilitator will explain the curriculum overviews for each session.

Break (15 minutes)

Introduction to A Safe Place for Soldiers (25–35 minutes)

- ❖ What is A Safe Place for Soldiers?
- ❖ Mission Statement
- ❖ Vision Statement
- ❖ Goals

Closing thoughts (15–20 minutes)

- ❖ Time for questions

Thank your counselors for their participation.

Session 2

Counselor's Role

Objective: The objective is to understand the counselor's role in the command/unit.

Time: 8:00 – 11:30 a.m.

Activities:

- ❖ Opening statement
- ❖ Check-in
- ❖ Define your role
- ❖ Collage your commitment
- ❖ Discussion
- ❖ Build your resources list assignment
- ❖ Closing Thoughts

Session Outline:

Welcome counselors: The facilitator will use an opening statement and welcome all counselors to the training (5–10 minutes)

Opening Statement: “Affirmations are our mental vitamins, providing the supplementary positive thoughts we need to balance the barrage of negative events and thoughts we experience daily” Tia Walker

Check-in (15–20 minutes)

- ❖ Allow counselors to share how they are doing.
- ❖ Everyone (including the facilitator) will share one self-care practice they used the day before.
- ❖ Allow time for questions

Define your role (20–30 minutes)

The facilitator will explain the counselor's role in the unit. Counselors will define each role in their own words.

- ❖ Facilitator
- ❖ Educator
- ❖ Advocate
- ❖ Broker

Equipment & Materials

- ✓ Pencil/Pens
- ✓ Notepads
- ✓ Nametags
- ✓ Writing board
- ✓ Markers
- ✓ Handouts
- ✓ Table of refreshments
- ✓ Computer
- ✓ Presentation
- ✓ Magazines
- ✓ Glue
- ✓ Cardboard
- ✓ Scissors

**Important reminder: these are just some roles the counselor may assume and they can assume other roles, depending on the unit and the soldier.*

Materials:

- ❖ Large easel pad
- ❖ Markers
- ❖ Tape

These role definitions will be posted around the classroom.

Break (15 minutes)

Create your collage (45–50 minutes)

Counselors will have the time to create their own collage of their role as they see it in the unit.

Materials:

- ❖ Cardboard
- ❖ Magazines
- ❖ Glue
- ❖ Markers
- ❖ Scissors

Break (15 minutes)

Discussion (25–30 minutes)

Counselors will each have time to present their creation to the group.

Assignment (10–15 minutes)

The facilitator will explain the “build your resources list” assignment to the counselors. The counselors are to research their local area for resources pertaining to physical and psychological care. These resources can be, but are not limited to, private and public practices, nutritionists, support groups, sites to visit, libraries, therapists, etc.

Break (10 minutes)

Closing thoughts (10–15 minutes)

- ❖ Time for questions

Thank your counselors for their participation.

Session 3

Maintaining Confidential Information

Objective: The objective is to understand the importance of maintaining confidential information.

Time: 8:00 – 10:45 a.m.

Activities:

- ❖ Opening statement
- ❖ Check-in
- ❖ Maintaining confidential information
- ❖ Situation
- ❖ Discussion
- ❖ Build your resources list assignment
- ❖ Closing thoughts

Equipment & Materials

- ✓ Pencil/Pens
- ✓ Notepads
- ✓ Nametags
- ✓ Writing board
- ✓ Large easel pad
- ✓ Markers
- ✓ Handouts
- ✓ Table of refreshments
- ✓ Presentation

Session Outline:

Welcome counselors: The facilitator will use an opening statement and welcome all counselors to the training (5–10 minutes).

Opening Statement: “Every morning, look in the mirror and affirm positive words into your life” Leila Gifty Akita.

Check-in (15–20 minutes)

- ❖ Allow counselors to share how they are doing.
- ❖ Everyone (including the facilitator) will share one self-care practice they used the day before.
- ❖ Allow time for questions and collect the resource list.

Maintaining confidential information (15–20 minutes)

The facilitator will explain the importance of maintaining the confidentiality of the soldiers’ information. The skills needed when confronted with dilemmas will also be explained.

Break (10 minutes)

Situation (30–35 minutes)

The facilitator will divide the classroom into two groups. Give each group a situation to discuss and write down the steps to take to maintain and ensure confidentiality.

Situation I:

SPC Le has shown signs of dissatisfaction with the unit. He has expressed to his buddies his inability to find himself useful in the unit. These feelings have transferred from his unit to his home. SPC Le has requested a one-on-one appointment with you. He wants a refresher on how the program works. He also wants know is it possible for the information to get back to his commander.

Situation II:

The commander of the unit you have been assigned to has requested an appointment with you and his platoon leaders. He wants to know how the program has been accepted by the soldiers. He also wants to know if any of his soldiers accessed the program and what are the reasons for accessing the program. He has assured you the information requested in the meeting will not be shared with anyone outside of the room.

Materials:

- ❖ Hard copy of the situation
- ❖ Large ease pad
- ❖ Markers

Discussion (20–25 minutes)

Facilitator will allow each group to present their results. Groups will be allowed to provide feedback to the other group.

Break (15 minutes)

Assignment (10–15 minutes)

The facilitator will explain the “build your resources list” assignment to the counselors. The counselors are to research their local area for resources pertaining to emotional and spiritual care. These resources can be, but are not limited to, private and public practices, support groups, spiritual organizations/groups, therapists/counselors, etc.

Closing thoughts (15–20 minutes)

- ❖ Time for questions

Thank your counselors for their participation.

Session 4

A Safe Place for Soldiers Website

Objective: The objective is to get to know the website.

Time: 8:00 – 10:00 a.m.

Activities:

- ❖ Opening statement
- ❖ Check-in
- ❖ Getting to know the website
- ❖ Navigate
- ❖ Discussion
- ❖ Build your resources list assignment
- ❖ Closing thoughts

Session Outline:

Welcome counselors: The facilitator will use an opening statement and welcome all counselors to the training (5–10 minutes).

Opening Statement: “It takes a rare person to care the same or more about you than themselves. So, until you find that person, please look after yourself” Charles F. Glassman.

Check-in (15–20 minutes)

- ❖ Allow the counselors to share how they are doing.
- ❖ Everyone (including the facilitator) will share one self-care practice they used the day before.
- ❖ Allow time for questions and collect the resource list.

Getting to know the website (10–15 minutes)

The facilitator will go through the pages of the website and how to find information to explain to the soldiers.

Navigate the website (10–15 minutes)

Counselors will have the opportunity to navigate the website on their own. Write down questions and concerns about the website.

Break (15 minutes)

Equipment & Materials

- ✓ Pencil/Pens
- ✓ Notepads
- ✓ Nametags
- ✓ Writing board
- ✓ Markers
- ✓ Handouts
- ✓ Table of refreshments
- ✓ Computer
- ✓ Presentation

Discussion (15–20 minutes)

Counselors will have the opportunity to discuss the website and address questions/concerns.

Assignment (10–12 minutes)

The facilitator will explain the “build your resources list” assignment to counselors. Counselors are to research their local area for resources pertaining to workplace/professional and balance care. These resources can be, but are not limited to, private and public practices, support groups, therapists/counselors, etc.

Closing thoughts (10–13 minutes)

- ❖ Time for questions

Thank your counselors for their participation.

Session 5

Assessment Tools

Objective: The objective is to comprehend the assessment tool.

Time: 8:00 – 10:00 a.m.

Activities:

- ❖ Opening statement
- ❖ Check-in
- ❖ Assessment tool overview
- ❖ Discussion
- ❖ Training and facilitator evaluation
- ❖ Closing thoughts

Session Outline:

Welcome counselors: The facilitator will use an opening statement and welcome all counselors to the training (5–10 minutes).

Opening Statement: “Stop what you are doing. Go outside and breathe. The world will not end if you take ten minutes for yourself” Fawn Germer.

Check-in (15–20 minutes)

- ❖ Allow counselors to share how they are doing.
- ❖ Everyone (including the facilitator) will share one self-care practice they used the day before.
- ❖ Allow time for questions and collect the resource list

Assessment tool overview (20–25 minutes)

The facilitator will distribute the assessment tools. Counselors will have the opportunity to answer the self-assessment tool to become familiar with the questions and the scale.

Break (15 minutes)

Discussion (20 minutes)

Counselors will have the opportunity to discuss the assessment tool and address any questions/concerns.

Equipment & Materials

- ✓ Pencil/Pens
- ✓ Notepads
- ✓ Nametags
- ✓ Writing board
- ✓ Large easel pad
- ✓ Markers
- ✓ Handouts
- ✓ Table of refreshments
- ✓ Presentation

Training and facilitator evaluation (10–15 minutes)

The facilitator will provide the counselors with feedback assessment to complete the assignment.

Closing thoughts (10–15 minutes)

- ❖ Time for questions

Provide the counselors with materials for their unit (posters, flyers and brochures).

Provide the counselors with contact information of their local support group.

Thank each counselor for participating.

Congratulations, Counselors!

Appendix A – Training schedule overview

Day 1

Time	Session 1	Facilitator
8:00 – 8:10	Welcome Opening statement	
8:10 – 8:50	Let's get to know each other	
8:50 – 9:05	Break	
9:05 – 9:30	Group expectations and norms	
9:30 – 9:50	Training schedule overview	
9:50 – 10:05	Break	
10:05 – 10:40	Introduction to A Safe Place for Soldiers	
10:40 – 11:00	Closing thoughts	

Day 2

Time	Session 2	Facilitator
8:00 – 8:10	Welcome Opening statement	
8:10 – 8:30	Check-in	
8:30 – 9:00	Define your role	
9:00 – 9:15	Break	
9:15 – 10:05	Create your collage	
10:05 – 10:20	Break	
10:20 – 10:50	Discussion	
10:50 – 11:05	Assignment instructions	
11:05 – 11:15	Break	
11:15 – 11:30	Closing thoughts	

Day 3

Time	Session3	Facilitator
8:00 – 8:10	Welcome Opening statement	
8:10 – 8:30	Check-in	
8:30 – 8:50	Maintaining confidential information	
8:50 – 9:00	Break	
9:00 – 9:35	Situation	
9:35 – 9:55	Discussion	
9:55 – 10:10	Break	
10:10 – 10:25	Assignment instructions	
10:25 – 10:45	Closing thoughts	

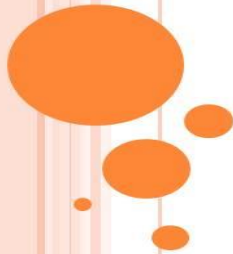
Day 4

Time	Session 4	Facilitator
8:00 – 8:10	Welcome Opening Statement	
8:10 – 8:30	Check-in	
8:30 – 8:45	Getting to know the website	
8:45 – 9:00	Navigate the website	
9:00 – 9:15	Break	
9:15 – 9:35	Discussion	
9:35 – 9: 48	Assignment instructions	
9:48 – 10:00	Closing thoughts	

Day 5

Time	Session 5	Facilitator
8:00 – 8:10	Welcome Opening Statement	
8:10 – 8:30	Check-in	
8:30 – 8:55	Assessment tool overview	
8:55 – 9:10	Break	
9:10 – 9:30	Discussion	
9:30 – 9:45	Feedback	
9:45 – 10:00	Closing thoughts	

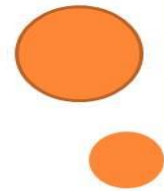
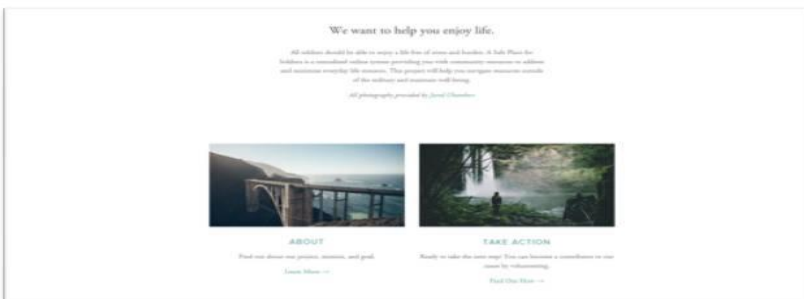
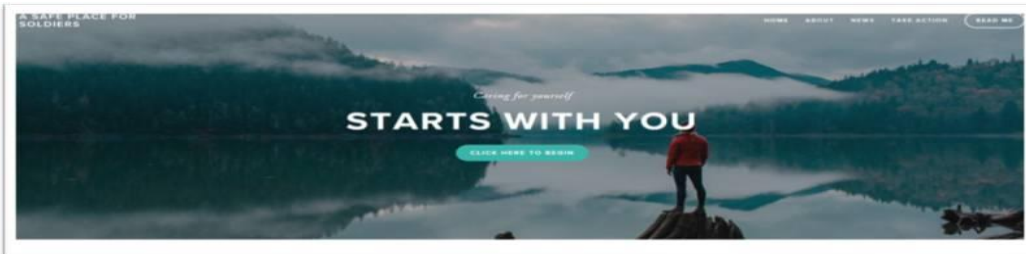
Appendix B– Website Presentation



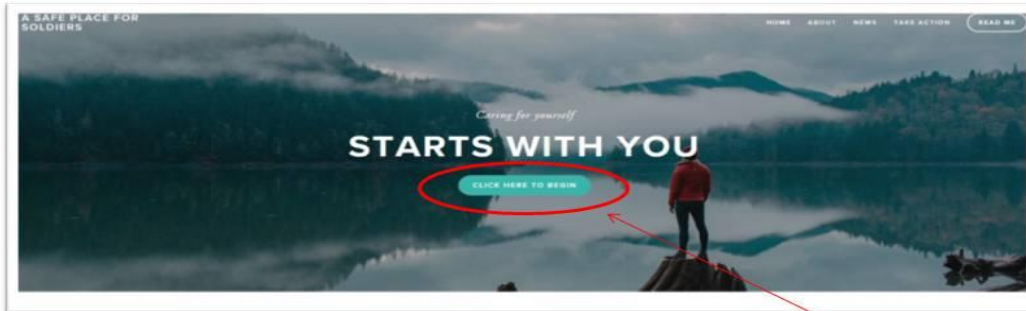
A SAFE PLACE FOR SOLDIERS WEBSITE

Facilitator's Name

HOME PAGE



CONTINUATION



Confidentiality Statement

Personal information gathered on this website is confidential and will not be shared.

However, information regarding your branch of service, rank, gender, race/ethnicity, age, MOS, geographic locations and services most commonly used will be shared with armed forces to better services in future.

Soldiers will click to access the confidentiality, fill out their information and begin assessment tool.

Soldiers must agree to this statement to begin the assessment.



Soldier will agree to statement to continue on.

CONTINUATION

Soldiers Personal Information

First Name*	M.I.	Last Name*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Email Address*		Confirm Email Address*
<input type="text"/>		<input type="text"/>
Mailing Address 1*		Mailing Address 2*
<input type="text"/>		<input type="text"/>
City*		State/Province*
<input type="text"/>		<input type="text"/>
Zip code*		
<input type="text"/>		
Home Phone*		Mobile Phone*
<input type="text"/>		<input type="text"/>

CONTINUATION

Additional Information

Branch of Service*

Rank*

Time in Service*

 Years Months

Military Occupational Specialty* (MOS)

Have you deployed?*

Yes No

Level of Education*

High School Diploma Associates Degree Bachelor's Degree Graduate Degree



CONTINUATION

Additional Information

Age*

Gender*

Race/Ethnicity (Check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic
- Other Race

- Declined to answer

After completing this portion
Soldier will



Click next for
assessment



SELF-ASSESSMENT TOOL

	Always 5	Often 4	Sometimes 3	Rarely 2	Never 1
Eating Regularly (e.g. breakfast, lunch and dinner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get regular medical care for prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take care of when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get massages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance, swim, walk, run, play sports, sing or do some other physical activity that is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take time to be social with yourself, with a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get enough sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wear clothes you like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
—	—	—	—	—	—

Soldiers begin the self-assessment

Click next for page

At the end of the page Soldiers will find this next button to continue on with the next page of assessment.

SELF-ASSESSMENT TOOL

Soldiers after completing the assessment will receive a message informing their total score.

Calculating your results...

If soldiers score from 305 to 244, they engage in self-care often to always.

If soldiers score from 202 to 122, they engage in self-care sometimes to rarely.

If soldiers score below 122, self-care is not a part of their life.

However, soldiers that score 202 or less a list of resources will generate in areas the assessment tool identified as lacking of self-care practices.

These resources will have their names, address, Telephone number and website link. This resource list will also be emailed to the soldier for easy access.

Soldiers will also receive the 6th month survey and a 12th month post assessment via email. This will provide the soldier with evidence of improvements they have made in their life.



OTHER PAGES AVAILABLE ON THE WEBSITE

A SAFE PLACE FOR SOLDIERS

HOME ABOUT NEWS TAKE ACTION READ ME

WHAT WE DO

About
WHAT IS A SAFE PLACE FOR SOLDIERS PROJECT?
THE FUTURE
CONTACT

All photography provided by Jared Chambers

This self-assessment will help you link to resources that attend to your specific needs and wants, while teaching you how to navigate the civilian sector.

OUR MISSION
A Safe Place for Soldiers' project mission is to maintain healthy forces in the military while maintaining soldiers' overall well-being.

OUR VISION
Our vision is to provide soldiers with a program that will give them the opportunity to attend to their needs while still in the service and explore the civilian world.

CC

The self-care formula is simple. It is NPTCO (SR)...that is nutrients in and nutrients out in the 5 realms the body works in (mental, emotional, physical, environmental and spiritual). Unfortunately, we are doing TPTCO (SR) that is toxins in and nutrients out.

... Maria Serrano

WHAT WE'VE ACHIEVED

OTHER PAGES AVAILABLE ON THE WEBSITE

A SAFE PLACE FOR SOLDIERS

HOME ABOUT NEWS TAKE ACTION READ ME

THE FUTURE

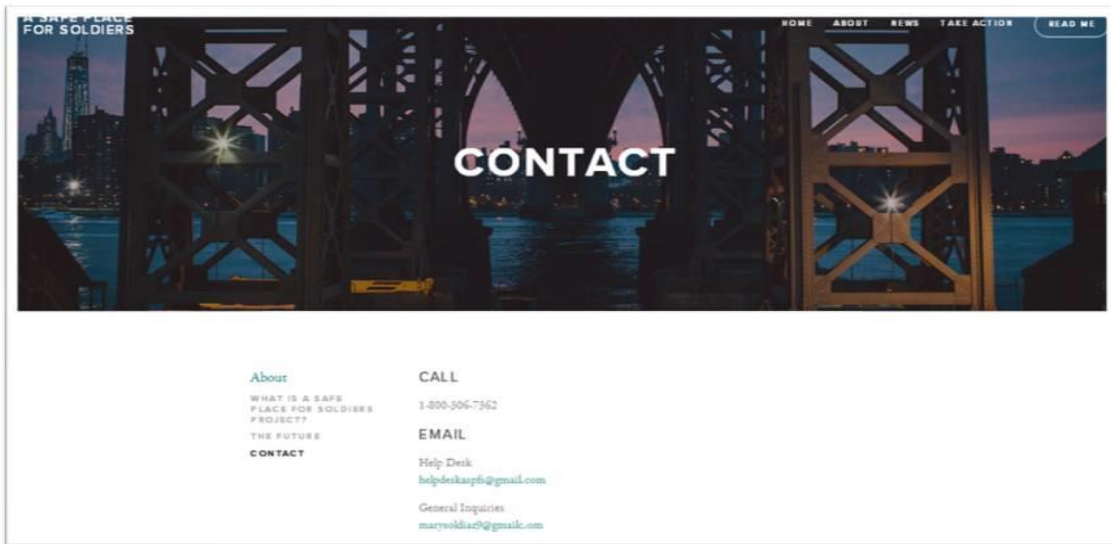
About
WHAT IS A SAFE PLACE FOR SOLDIERS PROJECT?
THE FUTURE
CONTACT

Future Projects

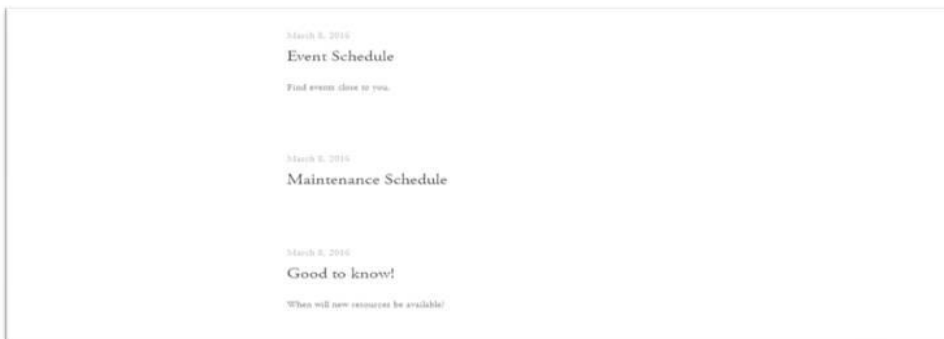
TESTIMONIES

Partnerships

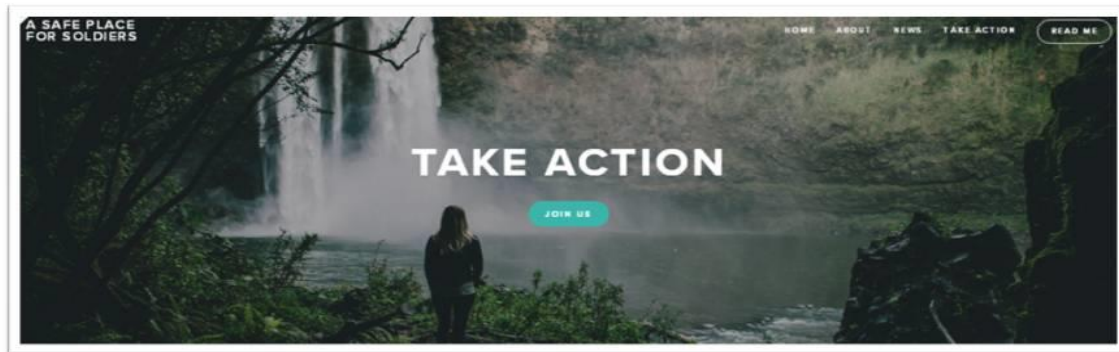
OTHER PAGES AVAILABLE ON THE WEBSITE



OTHER PAGES AVAILABLE ON THE WEBSITE



OTHER PAGES AVAILABLE ON THE WEBSITE



All photography provided by Jared Chambers

You can make a difference, by donating, spreading the word or volunteering.
Join us today.

DONATE

Your donation allows us to provide and comfort soldiers to better services. We want to help soldiers live and enjoy life away from the service.

[Make a Donation →](#)

SPREAD THE WORD

Tell your friends and family about our website and services. There's no better way to make an impact than to become an active advocate yourself. Join now and make a difference!

[Join the Foundation →](#)

QUESTIONS?

Resources

	Very satisfied 5	Satisfied 4	Unsure 3	Dissatisfied 2	Very Dissatisfied 1
Resources you were connected with addressed your needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources met your expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations

	Extremely likely 5	Likely 4	Neutral 3	Unlikely 2	Extremely unlikely 1
Will you recommend this website to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you recommend resources to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you continue to visit resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resources

	Very satisfied 5	Satisfied 4	Unsure 3	Dissatisfied 2	Very Dissatisfied 1
Resources you were connected with addressed your needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources met your expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations

	Extremely likely 5	Likely 4	Neutral 3	Unlikely 2	Extremely unlikely 1
Will you recommend the website to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you recommend resources to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you continue to visit resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intervention Planning Process Appendix A – Problem Map

Societal Value: Military culture and traditions train Soldiers to strength characters in order to disconnect from emotions.

The stigma of asking for help is considered an act of weakness in the military.

Soldiers experience trauma while in combat zone environment.

High levels of stress

(Causes are listed above the problem statement and are influenced by the cause listed immediately above it.)

Problem statement: The lack of healthy self-care and coping skills in military personnel leads to unhealthy risky behaviors.

(Consequences are listed below the problem statement. Each consequence leads, and contributes to the consequence listed below it.)

Soldiers encounter depression, anxiety and other mental illness.

The use of drugs and alcohol increases.

Suicide alienation

Loss of citizens in our society.

Intervention Planning Process Appendix B – Force Analysis

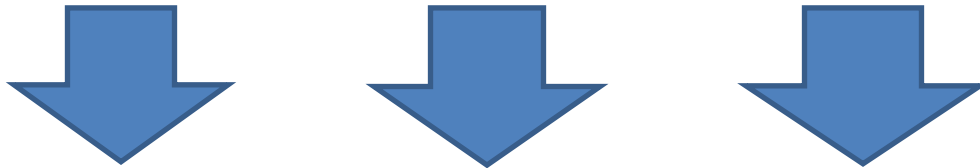
Force Field Analysis Guidelines

100% -----(elimination of the problem)

(In this space, list as many of the situations, events, social norms, laws, policies, beliefs, etc., that create or contribute to the barriers for successful attainment of your identified goal statement. You can create text boxes to go over the arrows, or you can erase the arrows. Just make sure to list only those contributors to failure to achieve.)

Restraining Forces:

- ✓ Military teaches individuals not show signs of weakness
- ✓ Government did not anticipate the number of Soldiers returning with mental illness
- ✓ Lack of training in healthy coping skills



Goal Statement: Military personnel engage in self-care practices.



- ✓ Programs in the private and public sector can provide treatment to military personnel
- ✓ Funding has been allocated to treat Soldiers as soon as they return from combat zone.
- ✓ Resources are more available now a days

Driving Forces

0% _____no improvement to problem intensity

(In this space, list all of the current, historical and future norms, beliefs, laws, policies, any generational differences, anything at all that contributes to successful attainment of your identified goal statement. This includes actions or changes planned, but not initiated – e.g. a change in a law through advocacy work. You can create text boxes to go over the arrows, or you can erase them to add in the contributions)

Intervention Planning Process Appendix C – Logic Mode

Needs Statement: Soldiers' need access to a centralized online system to self-care programs to increase their success when transitioning into the community.					
Theory & Key Assumptions	Resources	Activities (Process objectives)	Outputs* (Outcomes/ Summative Objectives)	Outcomes (Short Term Goals)	Outcome Indicators* (Objectives)
<p>Oron's self-care theory provides a framework for understanding effective self-care practices. This theory suggests self-care practices or activities differ from individual to individual, depending on age, experience, culture, beliefs, education and other factors that influence their lifestyle.</p> <p>Planned behavior theory provides useful tools for promoting individual behavioral change related to health care services. The theory posesses people's actions are influenced by their beliefs.</p>	<p>Soldiers</p> <p>Funding</p> <p>Design for online based programs</p> <p>Pilot program</p> <p>test</p> <p>Trainings</p> <p>Briefings/</p> <p>Presentations</p> <p>Pamphlets</p> <p>Posters</p>	<p>Develop a self-care assessment tool for the online base program</p> <p>Train commanders to provide support to the commanders and units in the benefits and use of the self-care programs.</p> <p>Launch pilot program test</p> <p>Identify 5 military bases.</p> <p>Train all medical personnel, commanders and all leadership personnel in the self-care assessment tool and online program.</p> <p>Provide educational presentations on how to access these self-care programs through the online tool to all soldiers.</p> <p>Disseminate to all the military branches.</p>	<p>Accomplishing the activities will result in the following evidence of progress</p> <p>Self-care assessment tool completed</p> <p>50 commanders trained in self-care program.</p> <p>Pilot program test completed in 5 major bases.</p> <p>Quarterly workshops have been conducted.</p> <p>Monthly presentations have been conducted.</p> <p>Information disseminated.</p>	<p>What are the core changes in the client as a result of services?</p> <p>Outcome 1: Increased perception of improved level of functioning</p> <p>Outcome 2: Improved/ maintained level of functioning in the community</p>	<p>How will we know these changes have occurred? (specifiers that can be assessed</p> <p>e.g. utilizes surveys</p> <p>utilizes (family services)</p> <p>Outcome 1a: Able to deal with daily activities</p> <p>Outcome 1b: Able to deal with stressful situations</p> <p>Outcome 2a: Able to find solutions to even challenges</p> <p>Outcome 2b: Able to stabilize</p>
				<p>What are the core changes in the client as a result of services?</p> <p>Outcome 1: Increased perception of improved level of functioning</p> <p>Outcome 2: Improved/ maintained level of functioning in the community</p>	<p>How will we know these changes have occurred? (specifiers that can be assessed</p> <p>e.g. utilizes surveys</p> <p>utilizes (family services)</p> <p>Outcome 1a: Able to deal with daily activities</p> <p>Outcome 1b: Able to deal with stressful situations</p> <p>Outcome 2a: Able to find solutions to even challenges</p> <p>Outcome 2b: Able to stabilize</p>

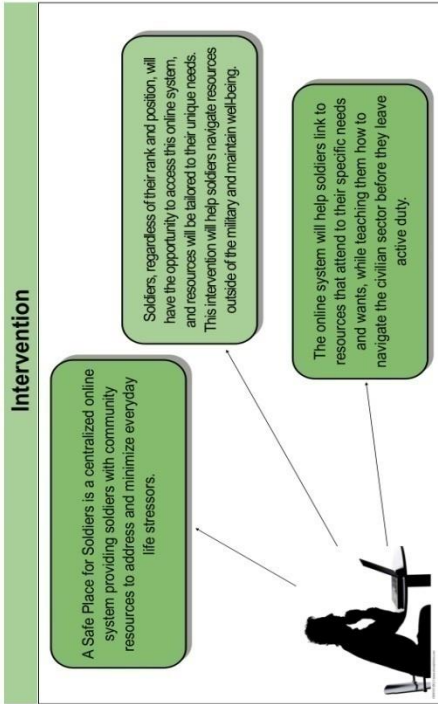
Intervention Planning Process Appendix D – Data Collection Sheet

OUTCOMES/CRITERIA	TOOLS	DATA COLLECTION PROCESS	DATA COLLECTION METHOD	VALIDITY
<p>Outcome 1 Increased perception of improved level of functioning</p> <p>Criteria to achieve outcome 1</p> <p>(Soldier will be able to maintain functioning at home with family, friends and support systems in the community.)</p> <p>Indicator A Able to deal with daily activities</p> <p>Indicator B Able to deal with stressful situations</p> <p>Outcome 2 Improved/maintained level of functioning in the community</p> <p>Criteria to achieve outcome 2</p> <p>(Soldiers after leaving the service will be able to function in community by maintaining a job, financial stability and recognize their need for mental health treatment.)</p> <p>Indicator A Able to find solutions to own challenges</p> <p>Indicator B Able to stabilize</p>	<p>Please attach copy of current tools.</p> <p>Discuss only the tools used to measure the outcomes and indicators listed on the left</p> <p>Outcome 1:</p> <p>Client Assessment Survey</p> <p>Outcome 2:</p> <p>Survey</p>	<p>Process used to collect data</p> <p>Who –An independent third party will collect data.</p> <p>How – Data will be collected through the online assessment system.</p> <p>When – Soldiers will complete three online assessments as follows:</p> <p>Pre-Assessment tool – will connect Soldier to resources and support networks.</p> <p>6th month survey tool – will collect data on resources, improvements in behaviors and attitudes in the soldiers’ life.</p> <p>12th month Post Assessment tool – will collect data on resources, improvements in behaviors and attitudes in the soldiers’ life.</p>	<p>Do you gather data on ALL Clients?</p> <p>YES</p> <p>This is a self-assessment tool, therefore, gathering data will be from everyone using the online tool.</p>	<p>Identify step(s) to ensure (List the most important - at least one step for each tool)</p> <p>- Pilot test assessment tool with active duty soldiers</p> <div data-bbox="1294 968 1536 1045" style="border: 1px solid black; background-color: #cccccc; text-align: center; padding: 5px;">RELIABILITY</div> <p>Identify step(s) to ensure (List the most important - at least one step for each tool)</p> <p>- Same assessment tool has been used for 3 years in the pilot testing</p> <p>- Same protocol of implementation</p>

A safe place for soldiers

"I have come to believe that caring for myself is not self-indulgent. Caring for myself is an act of survival!"
by Audre Lorde

<p>Anticipated Outcomes</p> <p>Outcome 1 Increased perception of improved level of functioning</p> <p>Indicator 1A Able to deal with daily activities</p> <p>Indicator 1B Able to deal with stressful situations</p> <p>Outcome 2 Improved/maintained level of functioning in the community</p> <p>Indicator 2A Able to find solutions to own challenges</p> <p>Indicator 2B Able to stabilize</p>	<p>Evaluation Criteria</p> <ul style="list-style-type: none"> Online Pre Assessment Online 6th month Survey Online 12th month Post Assessment
---	---



<p>Problem Statement</p> <p>The lack of healthy self-care and coping skills in the military personnel lead to risky behaviors.</p>
<p>Goals Statement</p> <p>The goal of this intervention is to have military personnel practice self-care.</p>
<p>Research</p> <p>There have been approximately 1.9 million military members deployed since 2001 (Morgan & Bibb, 2011).</p> <p>As soldiers have separated from the military, more difficulties have become evident, such as work-related problems, financial problems and unwise behavior due to mental health symptoms (Lanson & Norman, 2014).</p> <p>Mental health care for military personnel comes with the stigma of weakness and is "negatively viewed by supervisors" (Whealin et al., 2015, p. 487).</p> <p>Factors that prevent military personnel from seeking help can also be attributed to the "lack of knowledge or negative belief about mental health services and professionals" (Whealin et al., 2015, p. 488).</p>

My Self-Care Plan

<p>Theoretical Framework</p> <p>Orem's self-care theory provides a framework for understanding effective self-care practices. This theory suggests self-care practices or activities differ from individual to individual, depending on age, experience, culture, beliefs, education and other factors that influence their</p> <p>Planned behavior theory provides useful tools for promoting individual behavioral change related to health care services. The theory presumes people's actions are influenced by their beliefs.</p>
<p>Intent of proposed intervention</p> <p>This intervention will allow soldiers to explore community resources while attending to their needs without the military's negative connotation to seeking help.</p> <p>The ultimate goal is to help soldiers transition as smoothly as possible into the community. This online system will provide soldiers a sense of confidence and minimize the stressors of everyday life when dealing with the civilian world.</p> <p>Eventually, the long term goal of this intervention is to help soldiers after serving in the military have effective self-care skills to minimize everyday life stressors, which will lead them to successfully adjust in their transition into the community.</p>

<p>Needs Statement</p> <p>Soldiers' need access to a centralized online system of self-care programs to increase their success when transitioning into the community.</p>
<p>Soldier's Thoughts</p> <p>Soldier I explained practicing self-care as beginning "to properly care for your physical and mental needs to be a happy and healthy individual" (personal communication, November 24, 2015).</p> <p>Soldier II explained as he grew older his self-care practices changed; learning about the different diseases in his family motivated him to make healthier choices with food consumption (personal communication, November 27, 2015).</p> <p>Soldier III explained his drive to self-care to better his health, whether or not it is mental, emotional or physical (personal communication, November 23, 2015).</p>

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Taking care of your mind & thoughts

Taking care of your physical health & body

Taking care of your spiritual health

Taking care of your emotions

Self-Care

Increasing your own well-being through self-care behaviors

<p>Citations</p> <p>Lanson, G. E., & Norman, S. B. (2014). Prospective prediction of functional difficulties among recently separated Veterans. <i>Journal Of Rehabilitation Research & Development</i>, 51(3), 415-427. doi:10.1682/JRRD.2013.08.0135</p> <p>Morgan, B. J., & Bibb, S. G. (2011). Assessment of Military Population-Based Psychological Resilience Programs. <i>Military Medicine</i>, 176(9), 976-985.</p> <p>Saskin, K., & Peierman, Laurie A. (1996). <i>Transforming the pain: A workbook on vicarious traumatization</i>. New York: W.W. Norton & Company.</p> <p>Whealin, J. M., Kuhn, E., & Pietzak, R. H. (2014). Applying behavior change theory to technology promoting veteran mental health care seeking. <i>Psychological Services</i>, 7(4), 466-494. Doi:10.1037/a0037232</p>
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