

Clinical Guidelines for “Just the Facts-Strategies to Build Resiliency”

OVERVIEW:

The handout for this topic provides an introduction to the topic of resilience. While much discussion in NAVIGATE is about the resiliency of the client, this is also an opportunity to talk about the resilience of the relative and to bolster him/her for any anticipated challenges.

Goals

1. Define resilience.
2. Review the benefits of resilience.
3. Identify personal characteristics and strengths.
4. Introduce the concept of “resiliency stories” and help the participant develop one for his/her own life.

Handout Needed

1. Strategies to Build Resilience

TEACHING STRATEGIES:

- In this handout, you will be doing less formal teaching and using more open questions to elicit from the participant his or her understanding of resilience, strengths, and experiences where he or she felt resilient.
- Review the participants’ definition of resilience.
- Review the participant’s strengths.
- Engage the participant in discussion on how resilience is related to well-being and recovery.

- Highlight resilience as something that is relevant to everyone.
- Ask the participant if they know what a “resilience story” is.
- Engage participants in a discussion of their own resilience experiences; have them tell their own resilience story, and how that situation has impacted their life. This story does not have to be associated with their experience with psychosis. For example, they could discuss how they overcame a difficult situation at a previous job or a difficult experience with a friend.
- Ask about the qualities they observed in themselves as a function of the resilience story/situation.

TIPS FOR COMMON PROBLEMS:

- Participant might have difficulty identifying a situation where he/she was resilient in the past. In that case, use probes to help the participant remember situations that required resilience (e.g., “what did you do after a break-up, someone dying, failing an exam, etc.?”).
- Participant may have difficulty coming up with their own strengths. Ask the participant what others have said about him or her in that regard. Also, ask for examples of situations when people seek the participant’s help, advice, etc.

THE MOST IMPORTANT GOAL OF THE SESSION:

Connect participants with their own strengths.

EVALUATING GAINS:

- After completing the handout for this topic, it may be helpful to periodically assess how much knowledge the participant has retained about resilience. You can assess a participant’s knowledge using the following questions:
 1. Is there anything in your life that can help you build resilience?
 2. What is an example of a resilience story—a time you overcame the odds and showed what you were made of-- in your own life?