

Section II
Resource Package

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101 Stress Relievers

Need a quick—or not so quick—stress-break? Fresh out of ideas? Try one of these:

Step and look out the window.

Work a crossword puzzle.

CLIMB A MOUNTAIN.

DAYDREAM spend your coffee break at the beach.

GO for a brisk walk, swimming, to work a different way.

LOOK at the big picture, closely at a flower, leaf, blade of grass or tree trunk, into the distance.

READ SOMETHING FUNNY EVERY DAY.

WEAR EARPLUGS! WHEN IT'S NOISY.

WASH THE CAR.

ANGRY! TALK TO A FRIEND ABOUT IT.

Apologize for a mistake. Stand up and stretch.

Ask for help.

Call up an old friend.

Change coffee break to exercise break.

Count to ten—or 1000—before exploding. Count your blessings—make a list.

WATCH A REALLY GOOD MOVIE. Plan ahead.

Do one thing at a time.

GO fishing.

Hug a tree.

Hug someone you love.

Listen to the birds.

Make a list. Then follow it.

- ✓ Take a child to the playground.
- ✓ Take a deep breath and let it all out.
- ✓ Take a leisurely stroll.
- ✓ Take a long bath.
- ✓ Take a nap.
- ✓ Take an herb tea break.
- ✓ Take one day at a time.
- ✓ Take the back roads.
- ✓ Take the stairs.
- ✓ Take time for the sunset—or sunrise.
- ✓ Take up knitting.

Play a round of golf.

Quit smoking.

Write a poem.

Write a letter to the editor.

Write down your fears, down your dreams, your congressman.

Watch a cloud for 5 minutes. Watch an ant or other insect for 5 minutes.

Sit by a fire.

Turn cocktail hour into exercise hour.

Build a model ship.

TELL someone "I love you." a joke.

STOP AND YAWN.

Close your eyes. What do you see?

Cut back on caffeine.

Get a good breakfast.

Get a good night's sleep.

Get up fifteen minutes early.

Keep a journal of thoughts and feelings.

Laugh at something you did.

Leave the car at home and take the bus.

Lie in a hammock.

Read a good book.

Smell a rose.

Ride your bike to work.

Share feelings with someone.

...a cat in your lap.

...on some music.

...plants in your office.

...your feet up.

Do a good deed.

TALK TO YOURSELF: "I CAN DO A GREAT JOB." "I CAN STAY CALM UNDER PRESSURE."

Paint a peaceful scene—in your imagination.

Make time for play.

Spend an evening without TV.

Sit by a fire.

Walk barefoot in the grass.

CLASP YOUR HANDS BEHIND YOUR HEAD AND STRETCH YOUR SHOULDERS.

Section II

Resource Package

Introduction

This resource package provides you with tools for implementing your stress management program. The three parts of this package will allow you to tailor your program to the time available and level of information needed in your community.

Individuals who do not have an in-depth knowledge of stress management can teach your stress management program. This package contains “Tips for the Instructors” where you will find suggested uses for the various materials as well as methods to augment the program with local resources. Your instructor may teach the classes using the provided outlines or scripts. These can be adapted to various time frames and settings. USACHPPM strongly encourages the inclusion of participant evaluation and/or pre and post tests.

Also provided in this package are sample measurable objectives and other suggestions for evaluating the participants’ response. You will want to use these tools to measure the impact of your stress management program on your target population. This information will also tell USACHPPM how well this product is working for you.

USACHPPM’s Directorate of Health Promotion and Wellness would also like to know if this resource package meets the needs of your Health Promotion Coordinator and instructors. Included in this package are instructor evaluation forms to be completed and returned at least three times throughout the use of Section II.

The resource package puts ready-to-teach materials in your hands. The materials are in hard copy form and available in Microsoft Word 6.0 and PowerPoint 4.0 formats. These materials have also been supplemented with reproducible, commercially available materials. We encourage you to customize or modify these materials to fit your stress management program needs.

Organization

Different people need different amounts of help to modify behavior. Also, local conditions, populations, and resources may affect your stress management program. Therefore, the three parts of this resource package represent the three phases of facilitating change: awareness, motivation, and evaluation.

Part A - Presenting Targeting Stress

This part will increase general awareness of stress and its impact on health. Awareness activities are cost efficient ways to reach the greatest number of people in your organization. However, awareness alone does not cause permanent behavior change. Therefore, your stress management program must encompass Parts B and C. If you do not include these parts, your awareness materials should contain clear direction for locating additional resources. Presenting Targeting Stress includes the following materials --

- ☛ Flyers
- ☛ Posters
- ☛ Suggested newspaper articles
- ☛ Public service announcements for television and radio
- ☛ Electronic mail messages
- ☛ Brochures

Part B - Keeping on Target

This part motivates people to make changes and begins educating them on how to do so. The activities contained in this part require some commitment from the participants and are higher in person cost. In return, they can lead to meaningful behavior change for many participants. Keeping on Target contains material--

- ☛ For presenting single-session classes
- ☛ For participant, instructor, and program evaluation
- ☛ For displays (interactive or not)
- ☛ For resource rooms
- ☛ For screenings

Part C - Evaluating Targeting Stress

This part provides in-depth instruction, feedback, and support for behavioral change and provides a way of measuring your stress management program's effectiveness. The resources provided are designed to reach only the most highly-motivated participant and are very costly. Part C does not address counseling, but some of the resource materials could be used as adjuncts to counseling, such as the stress assessments and the detailed handouts. Evaluating Targeting Stress contains materials on conducting--

- ☛ Multi-session courses.
- ☛ One-on-one counseling.

Part A

Presenting Targeting Stress

Objectives

Outcome Objectives

1. Following orientation to the stress management program, ____ percent of the Medical Treatment Facility's clinic directors will have established a system for stocking and displaying the posters and brochures in their clinics.
2. The orientation program for clinic directors and staff will generate (insert number of) referrals to the stress management program in the first two quarters of FY ____.
3. The stress management poster/flyer campaign will generate (insert number of) telephone inquiries for additional information.
4. ____ percent of people who live on post will respond to the stress management radio spots by calling for information and/or by signing up for a class.

Process Objectives

1. By (insert date) the stress management program brochures will have been placed in 100 percent of the outpatient clinics and barracks.
2. Between (insert date) and (insert date) , the stress management program flyers will have been posted in the —

- ☛ Commissary
- ☛ Exchange
- ☛ Class Six store
- ☛ Barber shop
- ☛ Dining facilities

3. By (insert date), the Wellness Center staff will have met with 90 percent of the clinic directors to provide information on the stress management class and course and to obtain permission to place posters and brochures in the waiting rooms.

4. The stress management program radio spots will be aired by the post radio station and at least (insert number of) community stations between (insert date) and (insert date).

Tips for the Instructor

1. The material in this part can be used and displayed in a variety of ways. Choose waiting rooms, high-traffic areas, and worksites for posters, flyers, and brochures. Use the radio spots on electronic mail and as fillers in other printed materials.

- ☛ Find out if the installation or tenant commands have any restrictions on using flyers and posters.
- ☛ Call or visit unit commanders to discover the best places to display materials for their troops.
- ☛ Develop a working relationship with local radio stations. Learn the lead time and format for providing public service announcements. Also, get input from your Public Affairs Office.
- ☛ Visit family support services/organizations on post. Offer to supply them with posters, flyers, or brochures.

2. Plan to monitor areas where you have placed awareness materials to determine who's interested in them.

- ☛ Keep materials fresh and attractive; restock brochures regularly and rotate posters.
- ☛ Track which media messages bring in phone calls and which newspapers/radio stations bring in the largest response.
- ☛ Document which print materials are most popular and generate the most requests for information, referrals, etc.

☛ To augment your staff, use non-health care personnel to gather most of the monitoring information.

3. Periodically set up “Grab and Go” tables in well-traveled locations (for example, the lobby of the Medical Treatment Facility or Post exchange). Display a selection of brochures and flyers and have representatives of organizations sponsoring stress management programs answer questions and register people for classes.

4. Visit providers and service chiefs at the medical treatment facility; supply them with brochures and handouts; get feedback on them; and restock as needed. Get assistance from clinic staffs in assessing how well the materials “sell.”

5. If you are using only the materials in this part, contact local chapters of appropriate nonprofit organizations, community agencies, installation organizations, and/or schools to identify sources for education/motivation and evaluation materials. Request permission to list them as contacts in your materials.

6. Use numbers (popularity of brochures, requests for classes and information) as your biggest asset in obtaining more funding.

Part B

Keeping on Target

Objectives

Outcome Objectives

1. The Targeting Health: Targeting Stress brochure will generate (insert number of) class registrations.

2. As evidenced by pre-and post-tests, ____ percent of those who attend the stress management program will demonstrate an increased understanding of the definition and symptoms of stress.

3. ____ percent of those attending the stress management program in the ____ quarter will rate it as “helpful” or “very helpful” on the evaluation form.

Process Objectives

1. ____ percent of the beneficiaries identified by providers and counsellors as needing stress management training will attend the stress management program.

2. Success of the class will be measured by having at least (insert number of) attendees each time it is offered.

Tips for the Instructor

1. When possible, give the stress management classes more than once to increase the number of participants. This is especially important when they are a part of a worksite wellness program.

2. Make both audio and video recordings of the class for clients to use at home or in their cars.

3. Add information on your local situation. Is there actual or anecdotal evidence that specific stressors are prevalent in your area? Are stress-producing events, such as deployment or base closure happening in the near future?

4. Allow sufficient time for pre- and post-testing of participants and for questions. All three are sources of valuable information for your program and for USACHPPM, since USACHPPM develops and refines health promotion products and services.

5. Use video teleconferences or closed circuit television to reach a wider audience. When using these two forums, take call-in questions or accept written or electronic mail questions. Answer these questions in a electronic or print newsletter. For participants in remote locations, video and audio tapes of the classes are also options.

6. Other types of motivation activities are as follows--

☛ Interactive displays that assess or validate knowledge.

☛ Health fairs.

☛ Radio and television shows that give fairly in-depth information on a topic and take call-in questions.

- ✦ Traveling training sessions to work groups in their work areas. An example would be “Roving Stressbusters” who visit work groups to teach at-your-desk relaxation techniques and conduct mini-stress surveys.

7. Use the course outline to custom-design your class or use the script as is.

8. Use the flyers and brochures in Part A as additional handouts for this part.

Part C

Evaluating Targeting Stress

Objectives

Outcome Objectives

1. As evidenced by pre- and post-test scores, _____ percent of those attending the
(insert number)
class, _____, will demonstrate increased knowledge
(insert name of class)
of constructive ways to manage stress.

2. Action plans completed by participants in the class, _____,
(insert name of class)
will demonstrate that _____ percent have an ability to apply stress management
(insert number)
techniques.

3. A six-month follow-up survey of the class, _____,
(insert name of class)
will demonstrate the _____ percent of respondents feel more competent in managing
(insert number)
stress.

Process Objectives

1. _____ percent of the enrollees in the class, _____,
(insert number) (insert name of class)
will attend all three sessions.

2. The publicity and marketing campaign for the class, _____,
(insert class name)
will generate _____ calls for information and _____ registrations for the (insert
number) (insert number)
course.

Tips for the Instructor

1. Offer each part separately, each approximately one and one-half hours in length, or as a half-day workshop.

2. Adapt the materials in this part to either military or beneficiary audiences.

3. Use as many interactive techniques as possible; the class size will determine the appropriate technique.

4. In the beginning--

☛ Groups of 15 or less, use an icebreaker. Have each person introduce himself and briefly state what he hopes to gain from the class or give an amusing or interesting personal fact.

☛ Groups of 15 or more, break into small groups and discuss stressors, goals, and personal characteristics for five minutes.

During the course--

☛ Use stress tests and worksheets with the whole group or smaller groups.

☛ Take periodic “time outs” to teach a stretch or relaxation technique or to have participants give each other neck massages.

☛

At the end —

☛ Allow time for participants to share what they’ve learned and how they will apply it, either verbally in small groups or by completing a personal action plan or contract.

5. Use pre-and post-testing and program evaluation.

6. If possible, include guest speakers, short videos, or role-playing to deliver portions of the material.