How to L.I.F.T. Your Spirits During COVID-19 and Other Hard Times

Digital Module Leader's Guide

Contents

Introduction

What is the purpose of the *How to L.I.F.T. Your Spirits During COVID-19 and Other Hard Times* digital module?
The *"L.I.F.T."* module was made to help people of all ages and all wellness levels maintain or improve their emotional wellness during the pandemic and other really hard times. Health care workers and community members helped write it. The module helps users learn:

- ✓ Why COVID-19 is causing people more stress
- ✓ How people can manage stress brought on by COVID-19 and other things

You can view the digital module here: https://healthliteracy.uams.edu/resources-for-patients/online-patient-education-modules/

What is the purpose of this Leader Guide?
This guide is for people who will share *L.I.F.T.* with community members in a 40- to 60-minute individual or group session. This guide will tell you how to:

- Prepare for your session
- Lead your session
- Get feedback from learners in your session
  (Note: It is not required, but we appreciate your help with evaluation.)

Most people can use the *L.I.F.T.* digital module on their own. They simply go to the web page and click their way through the material. The purpose of this guide is to help you facilitate the digital module:

- For learners who cannot use the digital module on their own (perhaps due to limited computer skills); or
- In a group learning session.

Everyone in the community can benefit from working on their emotional wellness. You can be a "facilitator" and help people use this important content. You do not need to be a health expert to do this. In fact, the module does most of the talking for you!

These are some examples of ways you could use this guide and the *L.I.F.T.* digital module in a learning session in person or online (virtually):

- One-on-one sessions with adults in a literacy, mentoring, or tutoring program.
  - o In-person: Sit down with them and go through the module together, using just one computer.
  - o Virtually: Both you and the learner need a computer. You will advance through the module on your own computer with your screen shared for your learner to see on theirs.

- Group sessions with church members, school associations, or other community groups.
    - In-person: Present to a live audience with your computer screen projected onto a large screen (as you would for a PowerPoint presentation). Stop for short discussions throughout the module.
    - Virtually: Both you and your learners need computers. You will advance through the module on your computer with your screen and audio shared for your learners to see on theirs.

Who can I call for help with this material?
If you have questions about this guide or want to order print materials, please contact:

UAMS Center for Health Literacy
501.686.2595
healthliteracy@uams.edu

Before You Host a Learning Session

What kind of software do I need to host a virtual learning session?

If you are hosting your learning session in a virtual format, choose the platform that is easiest for you to use (e.g., Zoom or Google Meets). The *L.I.F.T.* digital module you will be sharing is loaded onto a web page, so you can access it no matter which platform you choose to use.

How do I invite people to a group learning session?

If you are doing a group session, it is best if you can find a group of people who are already planning to meet. Examples are church meetings and community education sessions. This way, you will not need to advertise a lot to get people to the session. Remember, this session can benefit anyone, and you should stress that in your invitation. If you need to advertise:

- o Use this script as a sample and fill in your details (for example, if you are announcing this at a church):
  > "You are invited to a special gathering this Wednesday night at 7:00 p.m. We will meet online in Zoom for a group discussion about our wellness. This session is for everyone and will focus on emotional wellness. Just like we have to eat right if we want our bodies to be healthy, there are things we can do to keep our emotional health at its best. This is especially true during the pandemic. Whether you think your emotional health is terrible or excellent, you should come to this session. If you're interested, let me know and I'll send you the link."

- o Use the flyer template on the next page. Print and fill in the blanks with the details of your group session.

Join us for a virtual conversation!

How to L.I.F.T. Your Spirits During COVID-19 and Other Hard Times

This is a session for <u>everyone</u>! Emotional wellness is part of our overall wellness. We can all do small things to keep our emotional wellness at its best.

Come learn tips to take care of your emotional wellness.

Date: _____

Time: _____ to _____

How to join: _____

How do I prepare learners for a virtual learning session?

- **Offer to set up a "tech-check" to make sure their microphone, camera, and other** features are working correctly. Do this far enough in advance so they have a few days to troubleshoot if needed.
- Send them a reminder 1 week before and another reminder 1 day before the session.
- Let your learners know the best way to contact you if they have trouble during the session (text, call, email).
- Tell your learners to have a pen and paper handy for the session.
- For groups: Recruit a volunteer to serve as tech support during your session. It is difficult to lead the group and deal with technical problems that may come up.

How can I be sure I am ready to host a *L.I.F.T.* learning session?

1. Get comfortable with the material. But remember, you do not need to be a health expert to host a *L.I.F.T.* learning session. Here are some things you can do to feel comfortable as a facilitator:
   - Go through the *L.I.F.T.* digital module on your own. This will help you get familiar with the content.
   - If you think of questions that your learners may ask, check the Frequently Asked Questions section in this guide. If you do not see the question and answer there, contact the UAMS Center for Health Literacy, and we will find an answer for you.
   - Decide in advance how you will handle any serious situations that may come up. For example, if a learner says they plan to hurt themselves or someone else, you need a plan to respond. Check with your organization to find out what your response should be. Some organizations and professions have policies about what must be reported.
   - Decide in advance what personal information you will share, if any. If you decide to, please only share things you would say on TV or social media. Also, do not share in a way that suggests your experience is, or should be, like **anyone else's. For example, you could say, "I went through a time when I was not sleeping well. I had a lot of stress, and I didn't w**ant that to turn into a **bigger problem, so I went and talked to my doctor about it."** You should not **say, "I wasn't sleeping. My doctor gave me a drug called SleepWell**, and it fixed **my problem right away." Your examples should only reinforce the key message** that we all have times when we can improve our emotional wellness.

2. Print the talking points. The next section of this guide includes a screen shot of each slide from the *L.I.F.T.* digital module along with suggested talking points. The narrator in the module does most of the talking, but there are some places where we recommend pausing to discuss with your learners.
3. Print the learner handouts.
    - For in-person sessions, print a copy of the handouts for each person. They are located at the end of this guide. Also, be sure to bring enough pens or pencils for your participants to use.
    - For virtual sessions, you may print the handouts and give them to your participants ahead of time, or you can send digital copies through e-mail or **your video platform's chat box**.
4. Decide how to share more resources with your learners. **The 'Resources' tab in** the module has links to more information about emotional wellness. The module references that information and encourages learners to visit those sites. Decide how you will share the sites or their content with your learners. For example, you could visit each site and print out the pages for individual learners. Or, you could copy the links and put them in the chat box for virtual learners to download. For in-person groups, print a copy of the resource link handout for each participant. It is located at the end of this guide.

What final steps should I take to prepare on the day of the learning session?
- Set up your computer in a quiet room away from distractions.
- Close other apps on your computer.
- Turn off other devices that use your internet (TVs, gaming systems, etc.). This will help your internet connection.
- If you are hosting a virtual session, encourage your learner(s) to follow these steps, too.

During the Learning Session

How is the script set up?

Below, the *L.I.F.T.* digital module is broken down slide by slide. Each row in the table shows:

- On the left: The visuals from the module (what the learners will see)
- On the right: Instructions for you, the facilitator. Please note:
    - Words written in italics *(like this)* are directions for you.
    - Words written in regular font (like this) are for you to read aloud to the learners.

How do I facilitate the digital module?

Use the following instructions based on the kind of session you will host:

- In-person, one-on-one session:
    1. Launch the module.
    2. Provide as much help as the learner needs to advance through each section. For example, you may need to click through each section of the module. Or, if they can click through on their own, allow them to do so.
    3. Follow the script to pause for discussion. Feel free to be informal and let the learner guide the conversation. They may wish to have more discussion than we have laid out for you in the script.
- In-person, group session:
    1. Be sure your computer is connected to your presentation screen and that your audio can be heard throughout the room.
    2. Launch the module.
    3. Advance through each section.
    4. Pause for discussion where prompted in the script. Stick with the talking points on the following pages so the conversation stays on track.
- Virtual session, one-on-one, or group:
    1. Launch the module.
    2. Share your screen so the learner(s) can see and hear your computer.
    3. Advance through each section.
    4. Pause for discussion where prompted in the script. If a one-on-one session, allow learner to guide the conversation as time allows. If a group session, stick with talking points.

Sample Script

Use the script below to lead your session. The words that *look like this* are instructions for you. The other words are the script you read.

Screen Shots	Instructions
Welcome	
	  • *Introduce yourself and your role.* o My name is _____. o I volunteered to lead this session because _____ (*Fill in the blank: e.g., I feel like we can all learn more about emotional wellness*) o I will share some information about emotional wellness with you today, but I am not a mental health expert. You may have questions I cannot answer. Write those down as we go. I will answer what I can, and you can ask your doctor about anything I cannot answer. • *Encourage interaction.* o I hope this will be interactive. It will be much more fun, and you will get more from it, if you participate. So, ask questions and offer comments. And please, silence your phones so you can fully participate. o *[Virtual group session only] Let them know how you would like them to speak up; for example, how to use the "hand raise" feature or post a question in the chat box.* o *[Group sessions only]* Of course, we do want to be respectful of each other. Feel free to voice your opinion, but let **everyone else do the same thing. Let's** be supportive of each other so everyone feels safe to speak up.

	o Let's talk about confidentiality. You may share some personal things today.
	1. *[Group sessions only]* It is very important that we all agree to not repeat personal information shared by anyone else.
	2. *I will not share anything you say to me.* *[Adjust this statement based on your role and the rules of your organization. For example, if you are required to report that someone is planning to harm themselves or others, you should say so.]*
	• *Explain how the session will work.*
	o *Let learners know about how long the session will last.*
	o *[Virtual sessions only] Let learner(s) know what to do if they have technical trouble. Provide a phone number to call for help.*

Guided tour

Play/Pause Button This button allows you to play or pause the module. Back Next How to L.I.F.T Your Spirits During COVID-19 and Other Hard Times	**Start** *If you are leading the session, your learner does not need these instructions, so* press *'Start'* to *launch the tour, but then quickly click 'Next' to advance through it. However, if you are hosting an in-person session with a single learner who can help navigate through the module, go ahead and* listen to the instructions and click 'Next' to *advance.*

Introduction to module

|	
Emotional Wellness is your ability to deal with stress and hard times. Overall Wellness Emotional Wellness	*Let slide play.* *Click the right arrow in the lower right of the screen to continue.* ›

	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯

L: Limit your COVID-19 information
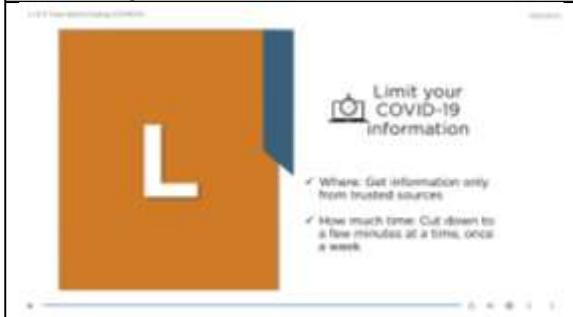
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. *Pause to discuss.* *Ask:* Which of these sources of COVID-19 information have added to your stress? *Alternatively, you could say:* Raise your hand if looking at COVID-19 information on social media has added to your stress. *[Repeat with other sources of information.]* *Click the right arrow in the lower right of the screen to continue.* ❯

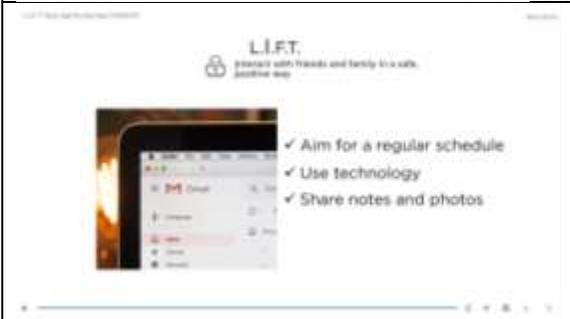|	
	Let slide play. *Explain:* You will hear the narrator mention **the 'Resources' tab several times in this module.** At the end, I will show you those resources and talk about how you can get copies of them if you would like them. *Click the right arrow in the lower right of the screen to continue.* ›
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ›
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ›
	Let slide play. *Pause to discuss. Say:* Take a look at your handout. You have the same items as the ones **listed there. Check the boxes of the places you'll** lean on for trusted health information. Now, think **about how much time you're spending on** looking up COVID-19 information. If you think this is something you need to work on, check that box in your handout. *Click the right arrow in the lower right of the screen to continue.* ›
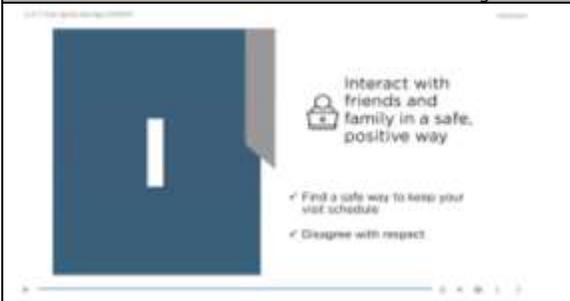
I: Interact with friends and family in a safe, positive way	
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. *Click on the orange icons one at a time to play the examples.* 💬 👤 *If time allows, you could ask:* Does anyone **want to share something you've disagreed with** someone else about, and tell us how these tips did help or could have helped with that conversation? *Click the right arrow in the lower right of the screen to continue.* ❯
F: Focus on what you can control	
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯

	Let slide play. *Complete exercise with group. You can read the words inside each orange box aloud, and ask for a show of hands for those who think we "can control" this and those who think we "can't control" this, and the drag the item into one of the columns based on the most popular answer.* *Click the check mark in the lower right of the screen to continue.* ✓
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. *Click Play to play the example.* *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯

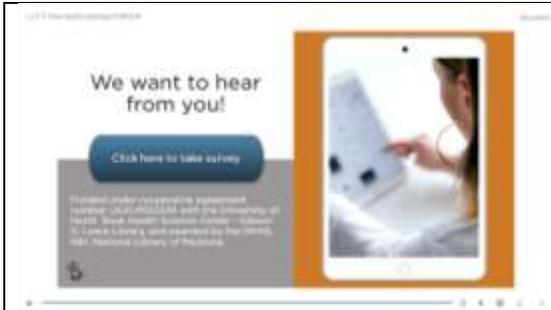|	
	Let slide play. *Click on the first orange box to play more content:*
	Let slide play. *Pause to discuss. Say:* Let's go to our handouts again. There's a place for you to write down some things you're thankful for. You can post this where you will see it often or can get to it when you're really stressed. You may want to take a picture of it with your phone so you always have it with you. Go ahead and write down a few things now, and you can finish later. *Click Close to move on.* **Close**
	Click on the next orange box to play more content. *Click Close to move on.* **Close**
	Click on the last orange box. *Click on the blue circles to play the examples.* *Click Close.* **Close**

	Click the right arrow in the lower right of the screen to continue. ❯
T: Take time to work on your emotional wellness every day	
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯
	Let slide play. 💬 *Pause to discuss. Say:* Let's go to the handout page again. You can choose one of these things to work on, or write down your own goal. *Click the right arrow in the lower right of the screen to continue.* ❯
Closing	
	Let slide play. *Click the right arrow in the lower right of the screen to continue.* ❯

Let slide play.

 Pause to discuss the survey.

[One-on-one, in-person sessions]

- *Click the link to open the survey in a new tab.*
- *Ask the participant to complete each survey item. If needed, read the items and response options aloud and record the learner's answers for them.*
- *Submit and close the survey.*

[Virtual sessions]
Provide the survey link in the chat box. Ask participants to take a moment to complete the survey.

[In-person group sessions]
Please post the web address (on a screen or board) for learner(s) to copy, or direct them to the link on their handout. Give them time in the session to complete the survey.

 Pause to discuss the resources.

[One-on-one]

- *Click on the 'Resources' tab and read through the options.*
  - Are there any resources you would like to look at? Or that I can print for you?
- *Help read and summarize any of the resources that the learner would like to review.*
- *Print any pages that the learner would like to keep as a reference.*

[Group]

	Click on the 'Resources' tab and copy the links. If virtual, put those in your chat box. If in person, provide a handout of these links. *Click the right arrow in the lower right of the screen to continue.* ❯
	Thank you for being here today. I hope you enjoyed it and learned some new things. *Review any next steps. For example, if you printed materials for individual learners, let them know when to expect those.*

Group Session Handouts

The next 2 pages are handouts for your group session. Print them for your participants.

L: Limit your COVID-19 information

How will you limit your COVID-19 information?
Check the actions you will take to cut down on stress by limiting your COVID-19 information:

Stick with trusted sources:

- ☐ My doctor
- ☐ My state department of health
- ☐ Centers for Disease Control and Prevention
- ☐ MedlinePlus
- ☐ Other trusted sources

Only look up COVID-19 information:

- ☐ Once a day
- ☐ Once a week

I: Interact with friends and family in a safe, positive way

Write about a time when you disagreed with someone about COVID-19. How could these tips have helped you interact in a better way?

How to L.I.F.T. Your Spirits During COVID-19 and Other Hard Times

F: Focus on what you can control

Practice positive thinking
Make a list of things you are thankful for.

- _____

- _____

- _____

- _____

- _____

- _____

T: Take time to work on your emotional wellness every day

What will you work on for your emotional wellness?
Pick out 1 or 2 things you would like to work on over the next week and check those boxes.

- ☐ Eat healthy foods
- ☐ Exercise regularly
- ☐ Get enough sleep
- ☐ Spend time wisely
- ☐ Other: _____

Write some specific actions you will take to work on these things:

Participant Handouts
How to L.I.F.T. Your Spirits During COVID-19 and Other Hard Times

Resources

- ✓ Where to start your search for health information
  - o Find your local health department: www.naccho.org/membership/lhd-directory
  - o Centers for Disease Control and Prevention: www.cdc.gov
  - o National Institutes of Health: www.nih.gov
  - o MedlinePlus: www.medlineplus.gov

- ✓ Tips for finding and evaluating health information online
  - o MedlinePlus guide to web surfing:
    www.medlineplus.gov/healthywebsurfing.html
  - o Know the science: 9 questions to help you make sense of health research:
    www.nccih.nih.gov/health/know-science/make-sense-health-research/page-1
  - o Know the science: The facts about health news stories:
    www.nccih.nih.gov/health/know-science/facts-health-news-stories

- ✓ COVID-19 information
  - o CDC COVID-19 information: www.cdc.gov/coronavirus/2019-nCoV/index.html
  - o What COVID-19 means for Black communities: councilbh.org/coronavirus-update/

- ✓ Emotional wellness information
  - o CDC: Coping with stress:
    www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html
  - o MedlinePlus: Relaxation techniques for stress:
    medlineplus.gov/ency/patientinstructions/000874.htm

- ✓ Other
  - o Parents' Guide to Zoom:
    www.commonsensemedia.org/blog/parents-ultimate-guide-to-zoom