Action Over Inertia

Addressing the activity-health needs of individuals with serious mental illness

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Evaluating current activity patterns

(service provider)

Date: _____/_____/_____

Name: _____

Service provider's name: _____

Criteria	✔	Examples
The person's daily activities demonstrate an imbalance between self-care, productivity and leisure.		
The person spends a large amount of time without defined activity on a day-to-day basis.		
Much of the individual's day is spent in passive activities or rest.		
There is a lack of organized routine/structure to the person's daily activity.		
The person's daily activities limit their contact with others.		
The person's daily activities limit their access to a range of community environments.		
The person cannot define activities that are meaningful or of personal interest.		
The person experiences distress, or is easily overwhelmed by activity.		
The person's involvement in activity is impacted by a limited experience of enjoyment.		

If you have checked off three (3) or more of these criteria, this individual may benefit from intervention approaches directed to enabling activity-health.

Evaluating *benefits* of current activity patterns

(service provider)

Date: _____/_____/_____

Name: _____

Service provider's name: _____

This person engages in activities that provide the opportunity for…	✔	Examples/comments
Skill and/or knowledge development		
Making a contribution to society		
Gaining physical health benefits		
The enjoyment of beautiful things		
Self-expression and creativity		
A range of social interactions		
Meeting personal goals, experiencing accomplishment		
Expressing personal values		
Earning a personal income		
Giving to others, such as family or friends		

Check 7-10: *Experiences a full range of well-being and health benefits through activity.*

Check 4-6: *Experiences of well-being and health through activity are compromised.*

Check 3 or less: *Experiences of well-being and health through activity are seriously limited.*

My current activity patterns

Date: _____/_____/_____

Name: _____

Consider each statement and check all that apply

Criteria	✔	Examples
My days are not balanced with time for fun, work, taking care of myself, and rest.		
I have lots of time, but nothing to do.		
I spend most of my day resting, listening to others or watching television.		
I do not have a regular routine.		
I don't see many other people during my day or week or do many things with other people.		
I do not go to many different places to do things during my day or week.		
I can't think of many things I do that are really enjoyable to me.		
I get easily upset or overwhelmed when I do activities.		
I wish that I could find some things to do that are really enjoyable to me.		
There are things I would like to do, but there are barriers to why I don't do them, such as lack of money, transportation, or a friend to go with.		

Are you generally satisfied with your daily time use and activities?
Add any other thoughts or ideas here:

_____

_____

Benefits of my current activities

Date: _____ / _____ / ____

Name: _____

Check all of the items that apply to you.

My daily activities give me the opportunity to …	✔	Examples/comments
Develop new skills and knowledge		
Feel as though I am making a valuable contribution to society		
Remain physically active and healthy		
Enjoy beautiful parts of life, such as nature, music, and art		
Express my thoughts and feelings		
Interact with other people socially		
Achieve goals and feel as though I have accomplished something		
Express values that are personally important to me		
Earn a personal income		
Interact with important people in my life (family, friends, etc.) and make them feel good		

What do others say about my activity patterns?

Date: _____/_____/_____

Name: _____

Circle the most appropriate response to each statement below:

1. People tell me that I should be more active throughout the day.

    NEVER   SOMETIMES   OFTEN

2. People tell me I need to find things to do.

    NEVER   SOMETIMES   OFTEN

3. People sometimes question if I am happy with my activities.

    NEVER   SOMETIMES   OFTEN

4. People have told me I should socialize and interact more with others.

    NEVER   SOMETIMES   OFTEN

5. People worry that I have nothing to look forward to during my typical days.

    NEVER   SOMETIMES   OFTEN

6. People tell me I should get more involved in my community.

    NEVER   SOMETIMES   OFTEN

7. People tell me I should get out to visit different places in my community more often.

    NEVER   SOMETIMES   OFTEN

Daily time-use log

Date: _____/_____/_____

Name: _____

In the chart below, fill in how you have recently spent a typical day.

Time	Activity	Where?	The activity was done: alone/with someone else
12 midnight			
12:30 am			
1:00 am			
1:30 am			
2:00 am			
2:30 am			
3:00 am			
3:30 am			
4:00 am			
4:30 am			
5:00 am			

Daily time-use log

Name: _____   Date: _____/_____/_____

Time	Activity	Where?	The activity was done: alone/with someone else
5:30 am			
6:00 am			
6:30 am			
7:00 am			
7:30 am			
8:00 am			
8:30 am			
9:00 am			
9:30 am			
10:00 am			
10:30 am			
11:00 am			
11:30 am			

Daily time-use log

Name: _____   Date: _____/_____/_____

Time	Activity	Where?	The activity was done: alone/with someone else
12 noon			
12:30 pm			
1:00 pm			
1:30 pm			
2:00 pm			
2:30 pm			
3:00 pm			
3:30 pm			
4:00 pm			
4:30 pm			
5:00 pm			
5:30 pm			
6:00 pm			

Daily time-use log

Name: _____   Date: _____/_____/_____

Time	Activity	Where?	The activity was done: alone/with someone else
6:30 pm			
7:00 pm			
7:30 pm			
8:00 pm			
8:30 pm			
9:00 pm			
9:30 pm			
10:00 pm			
10:30 pm			
11:00 pm			
11:30 pm			

My daily time use

Date: _____/_____/_____

Name: _____

Looking at your time use logs, label each activity you recorded as self-care, productivity, or leisure. Total the hours spent in each category for one day. This will give you a visual image of the balance of your activities.

Category	Hours Spent
Self-care	
Productivity	
Leisure	
Rest	

My Time

Hours Spent

12
11
10
9
8
7
6
5
4
3
2
1
0

Self-Care   Productivity   Leisure
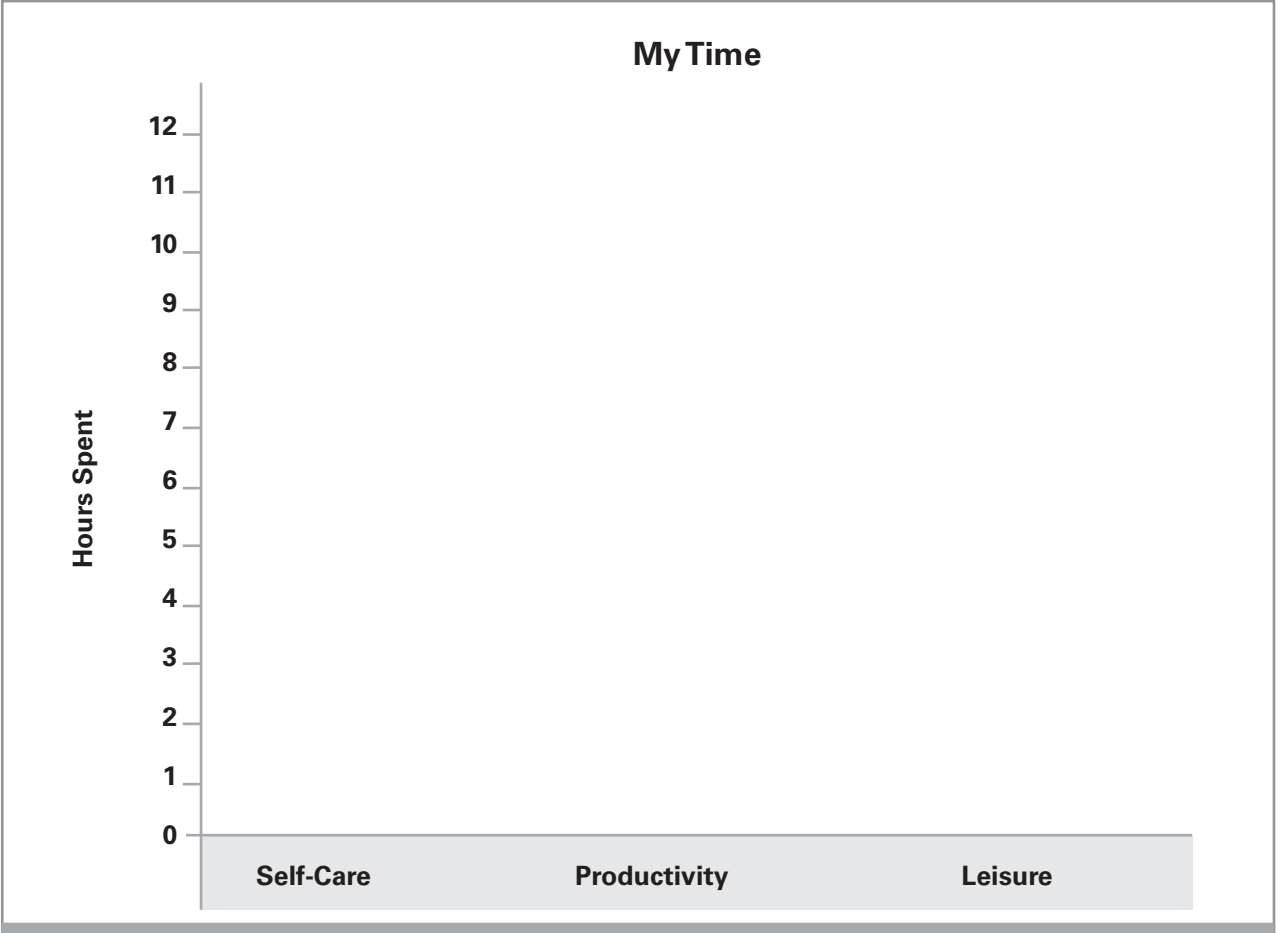
Considering the balance of my activities

Date: _____/_____/_____

Name: _____

Self-care activities	Examples	Examples of my activities	Time spent
Personal care	• bathing • dressing		
Health-related care	• attending appointments • filling prescriptions		

Productive activities	Examples	Examples of my activities	Time spent
Paid work	• work for an employer for pay • self-employment for pay		
Unpaid work	• work for an employer without pay		
Volunteer and other civic work	• unpaid work for a community organi-zation or association		
Education and related	• attending school • attending workshops or training • web-based learning		
Day programs	• attending treatment programs or services		
Parenting	• taking care of children		
Home management activities	• cleaning • renovating • shopping for goods and services		

Considering the balance of my activities
(continued)

Name: _____   Date: _____/_____/_____

Leisure activities	Examples	Examples of my activities	Time spent
Active leisure	• sports • clubs • attending entertainment events		
Passive leisure	• reading • watching TV • listening to music		
Socialization	• sharing a coffee with a friend • attending a dinner party • talking with a friend on the telephone • joining a friend's Facebook site • writing a letter to a friend		
Rest activities	**Examples**	**Examples of my activities**	**Time spent**
Night Sleep	• the time of day when you get the bulk of your sleep		
Naps	• incidental sleep during the day		

Am I getting enough physical activity?

Date: _____/_____/_____

Name: _____

Health Canada recommends that you get 60 minutes of light effort activities per day, or 30 – 60 minutes of moderate or vigorous activities.

Time needed depends on effort…				
Very light effort	Light effort 60 minutes	Moderate effort 30-60 min.	Vigorous effort 30-60 min.	Maximum effort
Strolling Dusting	Light walking Volleyball Easy gardening Stretching	Brisk walking Biking Raking leaves Swimming Dancing Water aerobics	Aerobics Jogging Hockey Basketball Fast swimming Fast dancing	Sprinting Racing

Look at your time use logs.

Did you get enough physical activity?   Yes   No

Are you getting back to activity after a break from routine physical activity?   Yes   No

How could you incorporate more activity into your day?

_____

_____

_____

Suggestions for beginners (or those returning to activity after a break):

- Work up to 60 minutes of light effort activity every day.
- Activities can be in blocks of 10 minutes and can be added up to reach the 60 minutes recommended.
- For those just starting out, add ten minutes of activity every couple of days to avoid getting injured.
- Add moderate effort activities as you progress and are more comfortable.

My daily routine and structure

Date: _____/_____/____

Name: _____

Daily structure

Answer yes or no where required and provide examples if possible.

What things do you do everyday?

_____

_____

_____

Are there particular activities that structure your day and you plan your days around? Yes   No

_____

_____

_____

Is there a difference between your routine on weekdays and weekends? Yes   No

_____

_____

_____

Do you tend to plan your days in advance? When you wake up in the morning, do you typically have a plan for the rest of the day? Yes   No

_____

_____

_____

Do you have particular activities or events that you look forward to? Yes   No

_____

_____

_____

My daily routine and structure
(continued)

Name: _____   Date: _____/_____/_____

Sleep Schedule
Answer yes or no where required and provide examples if possible.

Do you have routine sleep time? Yes   No

_____

_____

_____

Do you have naps throughout the day? Yes   No

_____

_____

_____

Do you use caffeine regularly? Yes   No

_____

_____

Do you have difficulty sleeping? Do you wake up throughout the night? Yes   No

_____

_____

_____

Do you wake up feeling rested? Yes   No

_____

_____

Do you take medications that affect your activity patterns? How do they influence your activities?

_____

_____

Finding meaning in my activities

Date: _____ / _____ / ____

Name: _____

Rate the following statements in terms of how important each is to you in terms of your participation in activities.

I would like to participate in activities that…	Very important	Kind of important	Not important
contribute to my income			
make the world better for others			
are exciting and active			
contribute to the wellbeing of people I love			
increase my mental health			
increase my physical health			
allow me to feel peaceful			
help me to find love and intimacy			
contribute to my sense of security			
are enjoyable and meet my interests			
fulfill me spiritually			
show my special skills and knowledge			
make a contribution to my community			
earn me respect and admiration			
contribute to my knowledge			
help me find friendship and social connections			
let me appreciate the natural world			
allow me to appreciate art or other creative expressions			
Other meaning:			

Satisfaction with activities

Date: _____/_____/_____

Name: _____

Consider the activities you identified on your daily time-use logs:

Which activities brought you feelings of satisfaction or well-being?

_____

_____

Which of these activities was the least enjoyable or satisfying?

_____

_____

_____

Do any of the activities bring you feelings of distress or discomfort?

_____

_____

Are there particular times of the day when you are most satisfied and least satisfied with your activities?

_____

_____

Think of your overall activity patterns — do they bring you satisfaction?

_____

_____

What activities have you done in the past that have brought you enjoyment and satisfaction? Have you been able to enjoy these activities lately?

_____

_____

What changes in your activity patterns might bring you more satisfaction?

_____

_____

_____

Social interaction through activities

Date: _____/_____/_____

Name: _____

In the chart that follows, list all the people that you saw over the course of your "typical" days. Add those people who you see often, but who may not be included on the time-use logs. Also, record the activities that you usually do with these people.

People I see	Activities that we do

✔	Do these people include…	Who are these people?
	Friends?	
	Family?	
	Neighbours?	
	Colleagues or co-workers?	
	Service workers?	
	Other:	

Social interaction through activities

Date: _____/_____/_____

Name: _____

Are you satisfied with the social interactions you now have? Yes   No

_____

_____

_____

Is there a certain type of social interaction that you would like to experience more?

_____

_____

_____

Are there certain people that you would like to see more? Who are these people?

_____

_____

_____

Do you enjoy interacting with animals or pets? Yes   No

_____

_____

_____

Do you have the opportunity to interact with animals or companion animals (pets) as much as you would like? Yes   No

_____

_____

_____

Accessing my community

(Note: some sections have been derived from Aubry & Miner, 1996)

Date: _____/_____/_____

Name: _____

Look back over your time-use diaries.
List all of the different environments that you visited.

_____   _____

_____   _____

_____   _____

_____   _____

How much time did you spend at home vs. in the community?

_____

_____

What time of day are you usually at home?   _____

What time of day are you usually out?   _____

Where do you spend the majority of your time, aside from home?

_____

_____

What activities do you do there?

_____

_____

_____

Does anyone know where you are during the day? Yes   No

Do you feel safe in your neighbourhood? Yes   No

Do you speak with your neighbours when you see them on the street? Yes   No

Do you have neighbours that you could ask to watch over your home or check your mail while you are away? Yes   No

Accessing my community
(continued)

Date: _____/_____/_____

Name: _____

Think of all of the activities you may have done in the past week.
Check off all that apply.

___ Visited a shopping centre

___ Gone to a movie, concert, or sports event

___ Played a sport outside or went for a walk

___ Went to a restaurant, bar, or coffee shop

___ Visited a community centre, library, church, or place of worship

___ Went to a barber or beauty salon.

Are there places that you used to visit that you don't anymore?

_____

_____

_____

_____

Are there certain places in the community that you would like to visit but don't?

_____

_____

_____

_____

_____

Activity Engagement Measure

Date: _____/_____/_____

Name: _____

1. **Balance in my life: I could benefit from more balance between my self-care, leisure, productivity, and rest activities.**

   Rate how true this statement is for you.

1	2	3	4	5	6	7	8	9	10
very true				somewhat true					not true

2. **Physical activity: I could benefit from more "physical" activity in my life.**

   Rate how true this statement is for you.

1	2	3	4	5	6	7	8	9	10
very true				somewhat true					not true

3. **Structure/routine: I could benefit from more structure and routine in my day.**

   Rate how true this statement is for you.

1	2	3	4	5	6	7	8	9	10
very true				somewhat true					not true

4. **Meaning: I could benefit from more activities that I find meaningful in my day.**

   Rate how true this statement is for you.

1	2	3	4	5	6	7	8	9	10
very true				somewhat true					not true

5. **Satisfaction: I could benefit from more satisfaction from activities in my day.**

   Rate how true this statement is for you.

1	2	3	4	5	6	7	8	9	10
very true				somewhat true					not true

Activity Engagement Measure

(continued)

Date: _____/_____/_____

Name: _____

6. **Social interactions: I could benefit from having more social interactions through my daily activities.**

   Rate how true this statement is for you.

1	2	3	4	5	6	7	8	9	10
very true				somewhat true					not true

7. **Accessing community environments: I could benefit from activities that take me to a broader range of community environments**.

   Rate how true this statement is for you.

1	2	3	4	5	6	7	8	9	10
very true				somewhat true					not true

Ratings:

Fill in the scores that you assigned to each area above. A lower score in any area suggests that the area could benefit from direct attention and perhaps be given a higher priority for change.

Area of activity engagement	Rating
1. Balance	
2. Physical activity level	
3. Structure and routine	
4. Meaningfulness of activity	
5. Satisfaction derived though activity	
6. Social interaction	
7. Accessing community environments	

Activity dimensions are adapted from the work of Bejerholm (2007) and Bejerholm, Hansson, & Eklund (2006).

Levels of activity engagement

	Disengagement	**Some engagement**	**Engagement**
Occupational balance and physical activity	• most of time spent in passive leisure • few peaks of activity	• day has mix of periods of engagement and periods of passive leisure	• continuous flow of small activities during the day
Structure and routine	• organized around meeting basic needs, like eating • quiet activity used to distance self from reality • may not leave house until afternoon • to bed early, with naps throughout day	• organized around one or two main activities • long periods of quiet activity to fill empty time frames • first hour or two after waking spent in passive activity • to bed early, with naps throughout day	• organized around many different activities • quiet activity used as break between periods • leave home soon after early morning waking • reasonable amount of night sleep
Meaning of activity	• little meaning overall due to long periods of time in passive leisure • some meaning during activity peaks	• peaks of activity experienced as meaningful • long periods of inactivity not meaningful	• ongoing meaning derived from activity throughout the day
Satisfaction with activity	• little satisfaction overall • activity peaks may be satisfying	• satisfaction high during activity	• high satisfaction, even in passive leisure
Social interactions	• limited social interaction	• may have some social interaction	• social interaction with multiple people
Access to community environments	• little time spent in few public places	• some time spent in community	• visits to a variety of community environments

Activity dimensions are adapted from the work of Bejerholm (2007) and Bejerholm, Hansson, & Eklund (2006).

Daily activity codes

Self-care activities

PERSONAL CARE
- religious services/prayer/bible readings
- travel to religious services
- meals, snacks, and coffee
- relaxing, thinking, resting
- washing, dressing
- getting a haircut
- other personal care activities

HEALTH-RELATED CARE
- medical/health care at home
- medical/health appointments
- filling prescriptions
- travel to medical/health appointments

Productive activities

PAID WORK
- work for pay at main job, including overtime work
- waiting/delays or coffee/other breaks at work
- hobbies or crafts done for sale or exchange
- looking for work
- idle time before/after work
- travel to/from work

UNPAID WORK
- work for an employer without pay
- travel to unpaid work site

EDUCATION AND RELATED
- attending full-time or part-time classes
- watching credit courses on television
- attending special lectures
- doing homework
- taking a course for career or self-development
- breaks/waiting for class
- travel related to educational activities

PARENTING
- baby or child care
- helping/teaching/reprimanding
- play with children
- medical care for children
- other child care
- travel related to child care

VOLUNTEER AND OTHER CIVIC WORK
- participating in a union or political/civic activity
- participating in child, youth, or family organizations
- participating in religious, fraternal and social organizations
- participating in support groups (i.e., al-anon, AA)
- participating in volunteer work
- helping someone with housework and cooking
- unpaid babysitting
- care for disabled or ill
- unpaid help for a business or farm
- coaching
- travel for volunteer and civic activities

DAY PROGRAM ACTIVITIES
- work at program site for pay
- attend outing for meal/coffee
- prepare meal at site
- attend field trip
- attend presentation/meeting/class
- eat meal at site
- attend recreational event
- attend support group
- attend social club
- socialize at the site
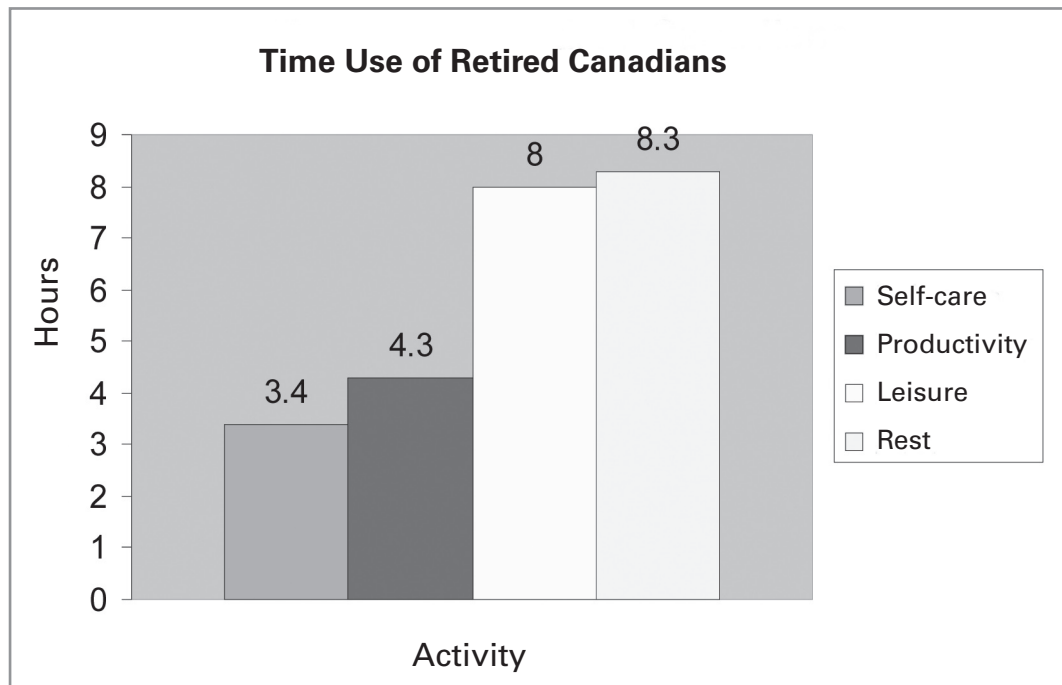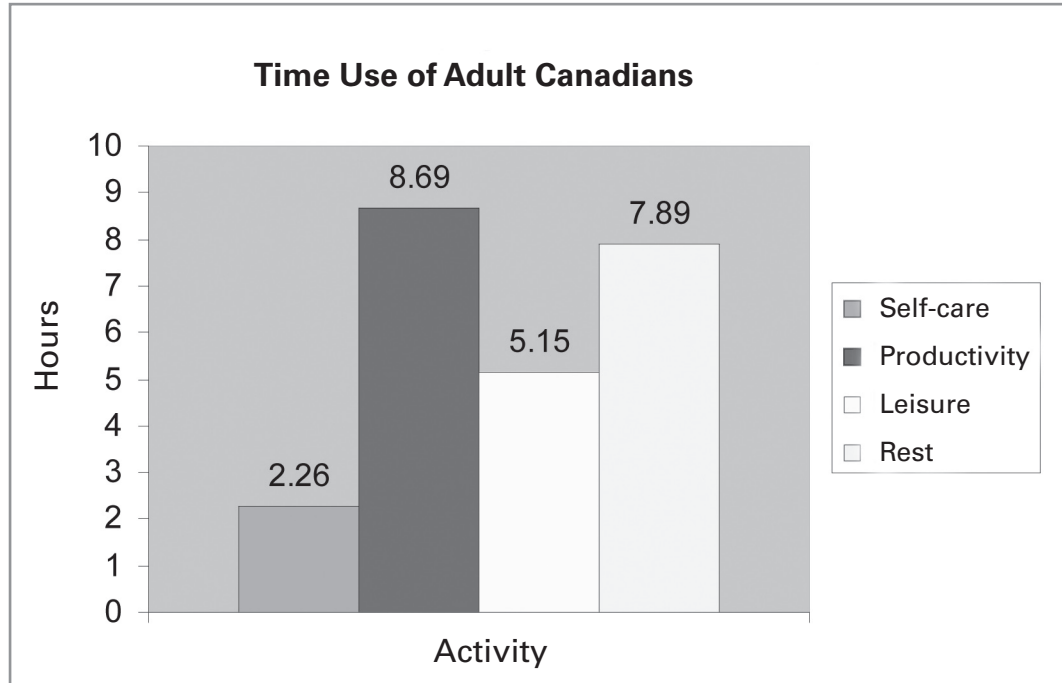- travel to day program activities

Daily activity codes
(continued)

Productive activities

HOME MANAGEMENT
- meal/coffee preparation and cleanup
- indoor cleaning & tidying
- outdoor cleaning
- laundry/ironing, folding
- mending/shoe care
- dressmaking and sewing
- interior and exterior maintenance and repair
- vehicle maintenance
- other home improvements
- gardening/grounds maintenance
- pet care

- care of house plants
- household administration (i.e., pay bills)
- stacking and cutting firewood
- putting groceries away
- shopping for groceries, clothing, gas, etc.
- buying take-out food
- shopping for durable household goods
- financial services (i.e., banking)
- other repair services (i.e., TV)
- waiting for purchases/services
- other shopping and services
- travel to shopping for goods/services

Leisure activities

ACTIVE LEISURE
- playing sports and games like miniature golf, Frisbee, catch, bowling, and billiards
- outdoor activities like hunting, fishing, camping, skiing and ice skating
- walking, hiking, biking
- board games, cards and video/computer games
- music, drama, dance
- exercise like yoga and weight lifting
- attending sports and music events
- going to fairs or zoos
- going to movies or films
- going to opera, ballet, theatre
- going to museums, art galleries, heritage sites
- travel related to active leisure

PASSIVE LEISURE
- listening to radio, CDs, tapes, records
- sitting
- smoking
- watching TV
- lying down
- passing time without activity

SOCIALIZING
- restaurant meals with others
- socializing at a home
- talking, conversation, phone
- socializing at bars, clubs
- socializing at malls, hospitals
- going to social gatherings like weddings
- going for a pleasure drive with another or on a tour bus
- travel to social activities

Rest activities

NIGHT SLEEP
- night sleep/essential sleep

NAPS
- incidental sleep, naps

Source: Adapted from Statistics Canada's 1998 Time-Use Survey

Time use of adult and retired Canadians

Time Use of Adult Canadians

Bar chart titled "Time Use of Adult Canadians" with y-axis labeled "Hours" (0 to 10) and x-axis labeled "Activity".

- Self-care: 2.26
- Productivity: 8.69
- Leisure: 5.15
- Rest: 7.89

Legend: Self-care, Productivity, Leisure, Rest

Time Use of Retired Canadians

Bar chart titled "Time Use of Retired Canadians" with y-axis labeled "Hours" (0 to 9) and x-axis labeled "Activity".

- Self-care: 3.4
- Productivity: 4.3
- Leisure: 8
- Rest: 8.3

Legend: Self-care, Productivity, Leisure, Rest

Source: Adapted from Statistics Canada's 1998 Time-Use Survey

Record of activity experiments

Date: _____/_____/_____

Name: _____

List your selected activity experiments, the date and brief comments about the experiment:

Activity experiment	Date	Comments about the experience and progress made

Some ideas for 'quick activity changes'

Here is a list of activities that are quick, simple and require little preparation. Consider any that sound interesting to you. Then, try one, two, or a few — you may be surprised how good you feel when you're finished!

A. Examples of small "activity experiments" in the area of self-care:

Personal Care

Dressing
- Wear a different shirt.
- Try to mix/match a top and bottom differently.

Bathing
- Have a bath or shower.
- Try a new body wash or shampoo.

Eating
- Have breakfast.
- Try a new fruit or vegetable.
- Try a new restaurant.
- Try a new ethnic food – maybe one that a friend enjoys.

Hygiene
- Shave.
- Get a haircut or try a different hairstyle.
- Try a different toothbrushing routine.
- Have or give a manicure/pedicure.
- Try a new colour of nail polish.
- Try flossing your teeth.

Health
- Get a flu shot.
- Book an appointment for a medical checkup.
- Throw out your expired medicines.

Community Management

Transportation
- Try taking a bus.
- Go for a bike ride.
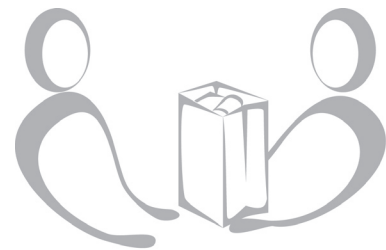- Walk a short distance.
- Go for a ride with a friend.

Shopping
- Try a different store for grocery shopping.
- Go shopping with a friend.
- Combine a drugstore visit with a rest at the local coffee shop.
- Go window shopping in a different area of town

Finances
- Record what you are spending each day for a week.
- Check out the thrift shop.
- Look at the flyers for sales.

Some ideas for 'quick activity changes'

B. Examples of small "activity experiments" in the area of productivity:

Paid/Unpaid Work

- Look online at the volunteer positions posted.
- Dig out your old resume.
- Visit the local employment agency.
- Do an interest inventory to determine what you are interested in.
- Visit a volunteer coordinator.

Household Management

Cleaning
- Clean off a counter or table surface.
- Spend 30 minutes per day on one room.
- Organize one drawer or one shelf in your storage closet.
- Recycle your newspapers and cans.
- Give your old clothes to a local charity.

Laundry
- Do one load of washing and drying.
- Fold and put away clothes that have been in the laundry basket.

Cooking
- Plan and prepare your favourite food.
- Try a new recipe.
- Watch a cooking show.
- Eat by candlelight.

C. Examples of small "activity experiments" in the area of Leisure:

Quiet Recreation

Pleasurable activities/hobbies/crafts:
- Find an unfinished project.
- Look through hobby magazines to see if there is anything of interest.
- Look through the local college or city parks and recreation catalogue to see if there is a class of interest.
- Play a musical instrument.
- Listen to your favourite music.
- Listen to a symphony.
- Watch a sunset.
- Repot a plant.
- Listen to a comedian or take in a funny movie.
- Cook a vegetarian dinner.
- Try a new type of tea.
- Write a poem.
- Sing in the shower.
- Try a new flavour of ice cream.
- Reduce your time in front of the TV by a half hour.
- Take a nap.
- Visit a new website on the computer.

Reading:
- Find a short story book and read one story.
- Read a magazine article.
- Borrow a talking book from the library and try listening to it.
- Try a different newspaper.

Some ideas for 'quick activity changes'

(continued)

3. Examples of small "activity experiments" in the area of Leisure continued:

Active Recreation

Sports:
- Stretch after a warm shower.
- Rent a yoga, pilates, or Tai Chi DVD from the library or store.
- Dance around the living room.
- Walk along the waterfront.
- Make a list of all the sports you have tried and ones you are interested in.
- Watch a new sports show on TV.
- Read a story about an inspiring athlete.
- Take a free yoga class.
- Take the stairs instead of the elevator.

Outings:
- Visit an art gallery, museum or facility that you have not tried before.
- Try a new food from a different culture (i.e., Indian, Vietnamese, Greek, Japanese, Chinese).
- Go to a local event.
- Go the local library and borrow a CD, DVD, or book.
- Use the Internet at your local library.
- Visit your seniors' centre.
- Paddle or row a boat.
- Fly a kite.
- Find an activity partner; it is more fun with a friend.

Gardening
- Plant, dig, prune, rake or weed.

Travel:
- Take a different bus.
- Rent a movie about a travel destination.
- Go to a new community in your area with a friend.

Socialization

Visiting/phone calls/parties/ correspondence:
- Invite a friend for a cup of tea at your home or a local shop.
- Call an old friend.
- Call your favourite relative.

- Send a card to someone.
- Send an e-mail.
- Set up a Facebook account.
- Send someone your favourite YouTube video.

The health and well-being benefits of my current activities

Date: _____/_____/_____

Name: _____

	Health and well-being benefits I receive from these activities
Self-care activities:	
Leisure activities:	
Productivity activities:	

Reducing stress in activity participation

Date: _____/_____/_____

Name: _____

Strategy to reduce sources of stress	I use this strategy effectively	I would like to use this strategy or improve the way I use this strategy
Be aware of situations that were stressful in the past		
Set reasonable expectations for myself		
Consider how stressful aspects of an activity can be modified or changed		
Maintain good health habits that reduce my experience of stress		
Seek out supportive relationships that can help me manage stress		
Avoid situations with arguments and criticism		
Give myself credit for talents and strengths		
Balance out the amount of stress I have across activities		
Other:		

Coping with stress in activity participation

Date: _____/_____/_____

Name: _____

Strategy for coping with stress in activity	I use this strategy	I would like to try this strategy or improve the way I use it
Talk to someone about my feelings and experiences		
Use relaxation techniques		
Use positive self-talk		
Keep a sense of humor		
Use religion or other form of spirituality		
Take a walk or exercise		
Write in a journal		
Work on solving problems		
Develop my social skills		
Learn new skills for the activity		
Identify and manage my relapse triggers		
Other:		

Understanding how substance use impacts my activities

Date: _____/_____/_____

Name: _____

Use these questions to consider how substance use might be impacting your activity participation and well-being.

	Yes/No	Comments/examples
Substance use is a part of my daily routine		
I regularly use substances over the course of a typical week		
My use of substances tends to be linked to certain activities		
Using substances helps me to deal with bad feelings or moods		
I regularly participate in a range of activities that do not involve substance use		
My use of substances could put activities I value at risk		
My use of substances has been a source of conflict with important people in my life		
The money I spend on using substances limits my ability to participate in other valued activities		
Using substances helps me to cope with the anxiety or stress I sometimes feel in activities		

The multiple "well-being" benefits of activity

Every person needs to have the opportunity to experience a variety of activities in order to experience wellness and satisfaction with their life.

Through activities, you have the potential to experience all of these benefits!

Contributing to Society

Meet your Goals

Developing new Knowledge & Skills

Making Others Feel Good

Enjoy Beautiful things

Making Money

Expressing Yourself

Doing Things that are Important to You

Interacting with other People

Being Physically Active
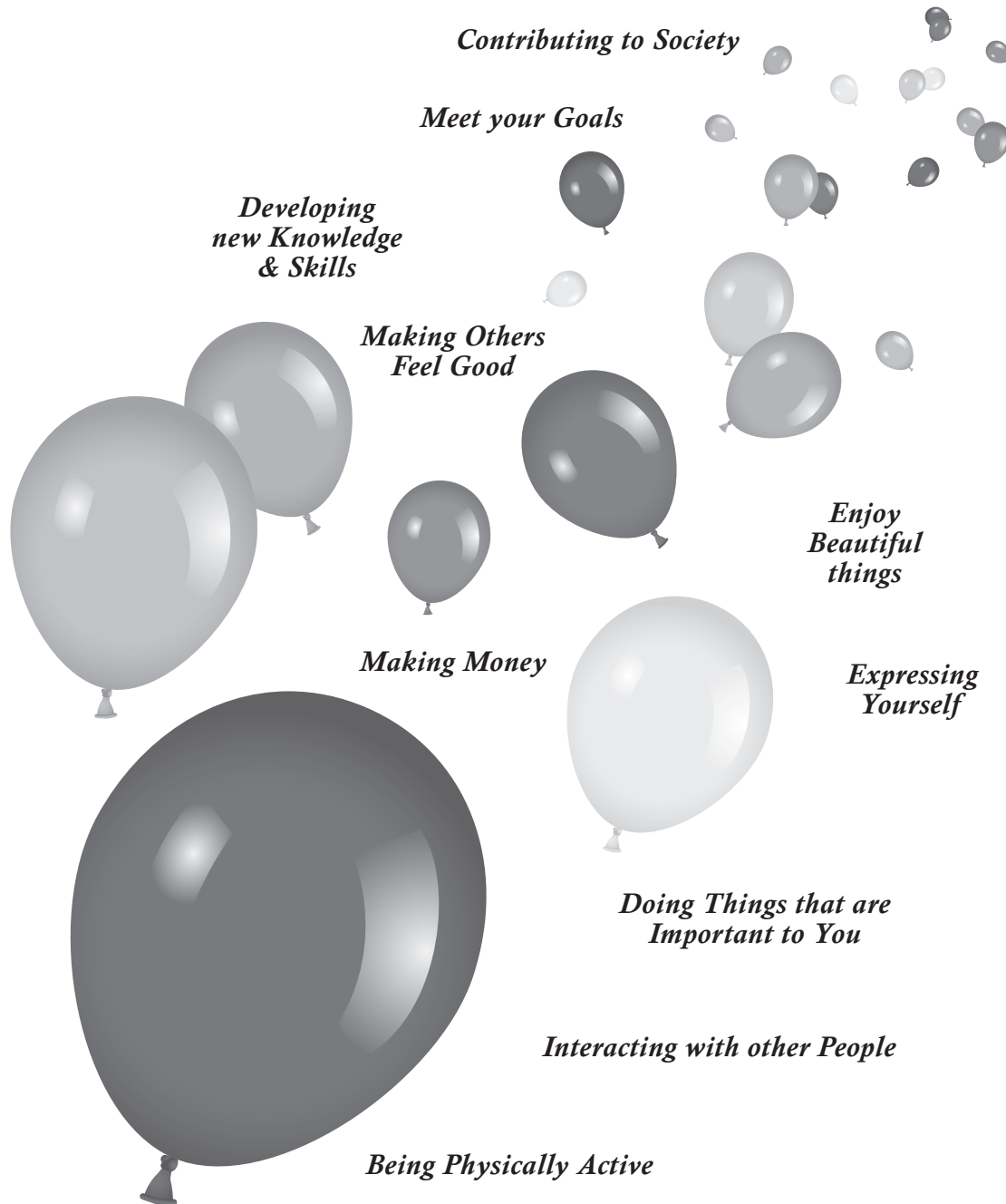
Taking off with healthy activity!

One activity, many benefits!

Any one activity may provide several benefits. For example, a person who works part-time at the public library could experience all of the following personal benefits:

Developing knowledge and skills:
Part-time work can help to develop important work skills, particularly when an individual has experienced a lengthy period out of the workforce. It also requires the development of skills to complete the job (for example, learning how books are catalogued or how to use technology for library searches). This work would also give access to reading and other resources for personal interest.

Interacting with others:
Working at the library could allow for social contacts with both the staff and the patrons. It also provides an experience that can be shared with family and friends.

Personal income:
Part-time work will provide an income that might be small but could provide extra funds to meet expenses or to save for an important purchase. It could also supplement pocket money and be used for social opportunities such as going to the movies with a friend, or buying a gift for a family member.

Contributing to society:
The library is a public resource that depends on community members to keep it going.
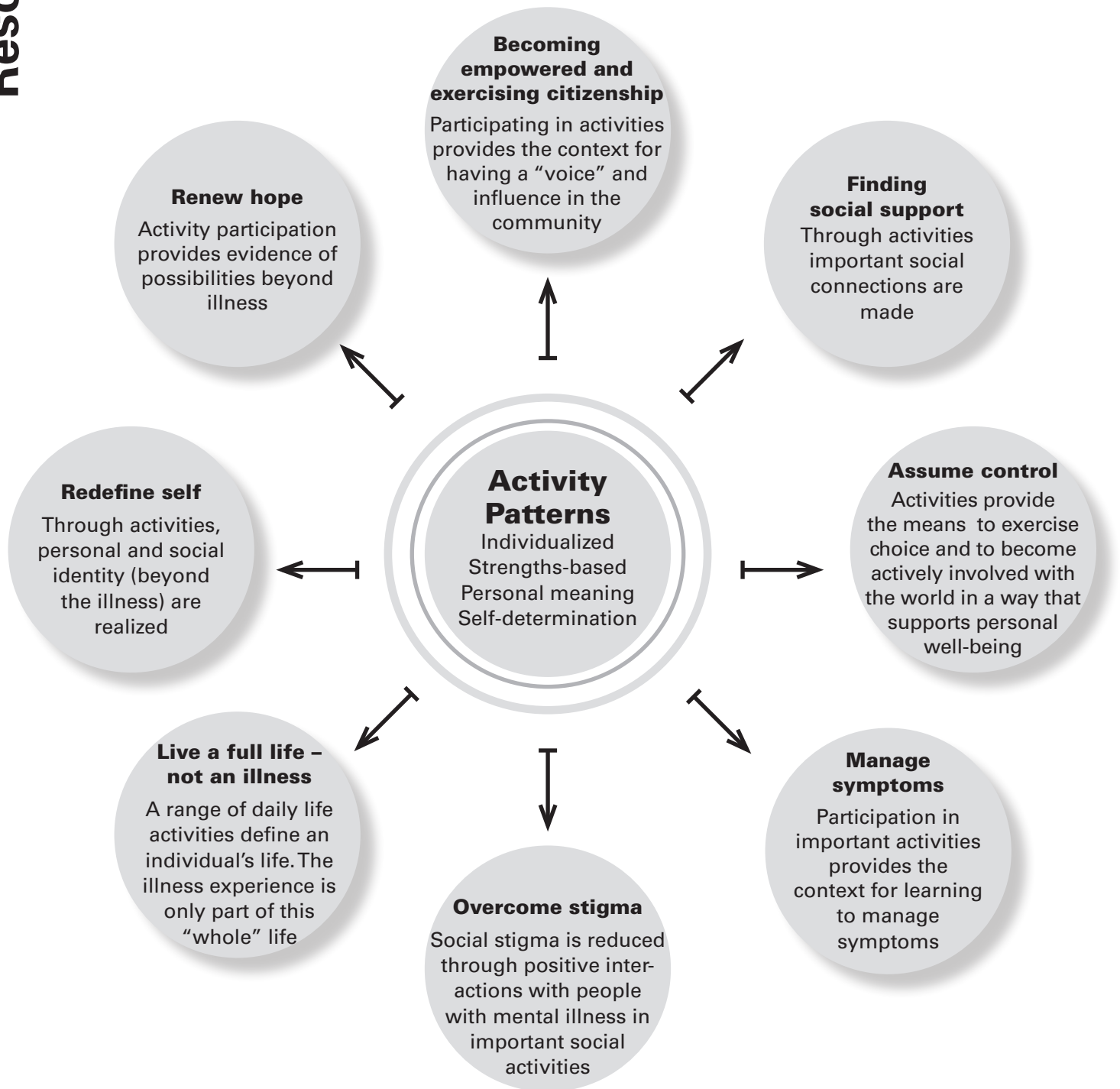
Try to choose activities that provide more than one benefit. For example, if you are going for a walk, invite a friend or neighbour along. This will help to get the most from activities.

Making clear the benefits of activities

Here are some benefits of a few common activities.
Think about your own activity patterns – what benefits do you get?

Activity	Benefits
Exercise	• Improved mood and feeling "fit" • Maintain a healthy body weight • Decrease the risk of diseases such as cancer, diabetes and heart disease • Better endurance, stamina and flexibility for other desired activities
Preparing and enjoying meals	• Good nutrition and maintaining a healthy weight lowers risk for many diseases such as Type II diabetes • Proper nutrition can give energy to participate in activities • An activity that can be enjoyed with others • Learn about the habits and routines of other cultures and develop skills in the kitchen that will be appreciated by others
Socializing	• Social supports can help in time of crisis and sadness • A social network can offer practical help • Social contacts can encourage and support participation in a range of activities • Social contacts appear to protect people against some forms of illness • It feels good to give support to others
Work and Volunteering	• Having a job or volunteer position can give a sense of purpose and importance • Personal aptitudes and interests can be used in work and volunteer activities • New skills can be learned • Social skills can be practiced in the work place and new friends can be made • Working can provide financial benefits
Grooming Routines	• Can improve self-esteem and increase comfort in public situations • Can be an important form of self-soothing that helps to reduce anxiety or distress • Can reduce the costs associated with costly health/dental care
Relaxation	• An antidote to stress • Can improve mood and reduce frustration • Can sharpen thinking skills • Reduces physiological effects that can lead to poor health

The recovery benefits of activity participation

Becoming empowered and exercising citizenship
Participating in activities provides the context for having a "voice" and influence in the community

Renew hope
Activity participation provides evidence of possibilities beyond illness

Finding social support
Through activities important social connections are made

Redefine self
Through activities, personal and social identity (beyond the illness) are realized

Activity Patterns
Individualized
Strengths-based
Personal meaning
Self-determination

Assume control
Activities provide the means to exercise choice and to become actively involved with the world in a way that supports personal well-being

Live a full life – not an illness
A range of daily life activities define an individual's life. The illness experience is only part of this "whole" life

Overcome stigma
Social stigma is reduced through positive inter-actions with people with mental illness in important social activities

Manage symptoms
Participation in important activities provides the context for learning to manage symptoms

How are mental illness and activity participation connected?

Biological, psychological and social explanations

People with mental illness often describe tremendous changes in the way they experience their daily activities. These descriptions have typically included:

- difficulties with **feeling motivated** and sustaining **interest in activity**;
- **weakened sense of enjoyment** and pleasure from activities;
- **unpleasant emotions** such as anxiety associated with activity participation;
- **few opportunities** for activity participation that holds meaning and value;
- **difficulty in activities** with particular types of social interactions;
- **more difficulty planning** and following through with activities;
- cognitive changes or changes in thinking such as **reduced attention, working memory** (i.e., holding information in your mind), and flexibility in thinking processes; and
- **sensory overload** or **understimulation** in activity.

These changes can be uncomfortable both for the individual experiencing them, and for their family, friends and others.

The reasons for these changes are complex and not completely understood.

This resource is meant to provide you with information about some of the ways that mental illness is believed to impact the experience of daily activities. These are grouped into biological, psychological and social explanations.

Not every explanation will apply to each individual; you are encouraged to talk to your health provider to discuss how these ideas might apply to you.

It is important to remember that, regardless of the reason, many positive elements of activity participation remain and changes in the experience of activity participation can be addressed. Achieving the health and well-being benefits of activity is possible!

Biological explanations

Biological explanations focus on the structures, physiology and functions of the human body that could account for disruptions experienced in activity and activity patterns.

Brain structure

The brain is divided into two halves- the left and right hemispheres. Each hemisphere contains four lobes: frontal, parietal, occipital and temporal. One area that has been found to play a role in activity participation in people with mental illness is the frontal lobe. The frontal lobes are responsible for complex thought processes, such as:

- planning activities;
- making decisions;
- interacting with others;
- controlling behaviour;
- processing emotions; and
- personality.

An impact on the frontal lobes through illness or injury can lead to changes in personality and behaviour including, for example, difficulties controlling emotions and behaviour, and higher levels of disorganization. This can interfere with motivation to do things that were once enjoyable and the sense that the thinking and planning involved is overwhelming.

The frontal lobes are adjacent to the temporal lobes, and their functions overlap. The temporal lobes contain the limbic system, which is known as the "reward centre" of the brain. The limbic system is important for motivation and pleasure. Changes in the limbic system associated with mental illness may be another reason why activities are experienced as less rewarding.

Some forms of mental illness have also been associated with enlarged lateral ventricles. Ventricles are cavities within the brain that are adjacent to many important brain structures. Enlarged lateral ventricles have been associated with lower energy and motivation, less social interaction, lack of enjoyment, and decreased ability to sustain attention – all likely to impact the experience of engaging in activities.
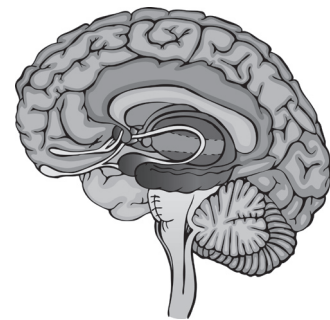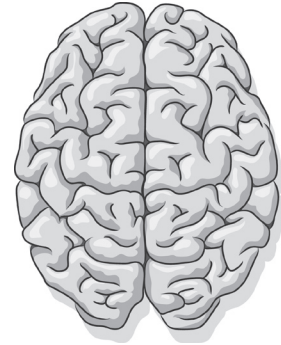
Neurophysiological changes

Neurotransmitters are the chemical messengers that neurons or nerve cells use to communicate with each other. Neurons carry information from the body to the brain and vice versa. *There are billions of neurons in the brain.*

Impulses from other neurons are received by the dendrites and sent to the *cell body of the neuron*. The cell body receives all impulses and keeps track of all of the inputs. If enough inputs are received, the cell body reaches its threshold and transmits the impulse down the *axon*. When information travels along the axon, it is called an **action potential**. The axon is covered with *myelin*, which is a fatty layer that acts as an insulator and speeds up the rate at which information travels along the neuron.

At this point, the impulse has traveled the full length of the neuron. For the impulse to be transmitted, it has to be passed on to another adjoining neuron. Passing impulses between two neurons is called **synaptic transmission**. A *synapse* is the space between the synaptic terminal of one neuron and the dendrites of the receiving neuron.

How is the impulse transmitted across the synapse? It is passed along by chemicals called **neurotransmitters** stored in packets called *synaptic vesicles* that are at the end of the axon. When the action potential reaches the end of the axon, it signals to the release of neurotransmitters which then spills into the synapse or *synaptic cleft*, and lands on receptors on the *postsynaptic membrane* of the receiving neuron, where the whole process begins again.

What do neurotransmitters have to do with the experience of enjoying occupation?
Changes in neurotransmitters appear to be involved in the way people with mental illness experience activities. Researchers are not exactly certain what roles neurotransmitters play, but they do know that they are involved. **Dopamine, serotonin, and glutamate** (among others) are neurotransmitters that have been associated with a wide range of mental illnesses. Disruptions in neurotransmitters in the context of mental illness might affect the experience of activities, by impacting motivation rewards, enjoyment, attention, energy, and so on.

The impact of medications on activity

Medications taken to treat mental illness and their side effects may also change the experience of activities. While medications prescribed for mental illness can be very effective in reducing symptoms and avoiding relapse of acute mental illness, managing medications may require the development of coping strategies to deal with the impact on activity. **Common side effects** of medications that impact activity participation include: feeling tired; lack of motivation and/or energy; difficulty concentrating or feeling "foggy"; weight gain; changes in body movements.

Psychological explanations

The psychological elements of particular relevance are those mental functions that lie at the heart of human potential for growth and change. These are the psychological processes that influence how humans think about themselves in relation to activities and how this influences their participation and engagement.

Humans are believed to be inherently motivated to participate in activities – this motivation is fundamental to survival. Motivation is a complex psychological process that includes initiating human activity, giving it direction and sustaining involvement. Motivation can be quickly and profoundly disturbed by experiences with mental illness.

The following are a few ways this disruption in motivation for activity can occur:

Hopefulness vs. hopelessness
Ongoing symptoms of mental illness, personal limitations experienced in the wake of mental illness, and the disruption of important life plans and activities can interfere with an individual's ability to imagine a future with new possibilities and potential.

Active involvement vs. inactivity/passivity
Individuals experiencing mental illness can feel that they have lost control of their health and well-being — and of their present and future lives.

Activity-promoting self-evaluations vs. activity-inhibiting self-evaluations
Negative experiences with mental illness can impact self-confidence and self-esteem and belief in one's own abilities. This self-doubt can lead to caution and even avoidance of activities.

Feelings of pleasure vs. distress
Mental illness can be associated with an increase in feelings of distress in activity. For example, anxiety, worry, and fear in activity can cause discomfort, even when the desire to participate in a particular activity is present.

Coping and adaptation
Participation in valued activities requires ongoing coping and adaptation for everyone. Participation in valued activities while living with a mental illness requires the development of new coping strategies and the resilience to bounce back and learn from successes and problems.

Social explanations

Social explanations focus on factors "external" to the individual that can impact activity patterns. They can occur in an individual's immediate environment, reflect social and cultural expectations, or emerge from the structure or organization of important resources in the community.

Impact on "typical" developmental milestones

For many individuals, mental illness is first experienced in youth or young adulthood, at a critical time period for the creation of activity opportunities, learning important skills, and establishing the social networks that will support activity engagement. For example, engaging in education is a typical activity of youth, but when it is disrupted by mental illness it can have far reaching implications for the individual as they age — impacting career opportunities if courses are not completed, influencing the ability to secure good references, and constraining the ability to develop a good support network that will enable intimacy and romance, family life, work, career and leisure possibilities.

Spending time in hospital or other settings removed from daily routines and activities

Receiving treatment is an important resource for individuals who experience mental illness. For some people that treatment might be delivered in a hospital setting. If the hospital stays are relatively brief and infrequent they may pose only a minor disruption to activity participation and patterns. For some people, hospital stays, or other time away from the community where daily activities occur, can have a significant impact on activity experiences and participation. While in hospital, daily routines and activities may be curtailed and offer few choices. Hospital rules or procedures may limit access to certain types of activity opportunities. Following a hospital stay, some people report the need for a period of recuperation, overwhelmed by their absence from daily activities and unsure how to reengage.

Stigma and discrimination

Societal stigma and discrimination have been described as particularly powerful forces constraining the opportunities for individuals with mental illness to engage fully in personally and socially valued activities. Societal stigma that constrains activity participation comes from at least two sources:

1. Powerful assumptions held within the public about the ability of people with mental illness to participate in important activities in the community. For example, assumptions might include faulty information about the abilities and strengths of people who experience mental illness.

2. The inclusion of these assumptions into policies, standards and other social structures surrounding important activities. For example, hiring procedures for paid or volunteer work might be designed in a way that discriminates against (even inadvertently) people with mental illness.

Stigma is a particularly powerful force when it is accepted by the person – a process referred to as "internalized stigma."

Limited resources and opportunities

Full participation in meaningful activities depends on access to resources: things, people and opportunities. People who experience mental illness can find themselves with constrained financial means that limits their access to the "things" required to participate. For example, students may have limited access to the money required for tuition, working may be constrained by limited access to easy transportation or suitable clothing, and leisure may be impacted by limited funds for equipment or entrance fees. Doing activities is supported by social networks, and to the extent that people with mental illness find themselves experiencing reduced social contacts, this situation will decrease their opportunities for participation.

Activity participation has not been a primary area of concern of service provision in the mental health system. Indeed mental health service providers may not see the active support for activity participation as a primary area for attention and they may hold faulty assumptions about the relationship between activity and mental health. The mental health system has been slow to take up interventions and practices shown to support activity participation.

Understanding the factors that might be involved in supporting or limiting activity participation can be helpful in taking steps to move ahead.

Remember…

Health remains — *even when illness is present*

Capacity and ability remain — *even when disability is present*

Opportunities exist — *even when participation has been affected*

Overcoming potential barriers to activity participation

Factors constraining activity participation may be present, but are not necessarily insurmountable. Here are just a few examples to get you thinking:

Stigma ├ — — — — — — ➤	Overcoming stigma
Some people who have not experienced mental illness hold misguided attitudes about mental illness. These attitudes may make it difficult for people with mental illness to maintain healthy self-esteem or to be included in important community activities/ opportunities.	Being active in the community can help to change people's attitudes about mental illness. Through such positive interactions stigma and discrimination is lessened.

Anxiety ├ — — — — — — ➤	Overcoming anxiety
Feelings of anxiety and worry, whether due to mental illness or because of stigma and negative experiences, can make it difficult to engage in new activities or return to activities once enjoyed.	Being bored can also create feelings of anxiety and depression. When people are inactive, they tend to spend a lot of time alone, which also increases anxiety. Being active is an effective distraction from worry, and learning relaxation and anxiety management techniques can help.

Stress ├ — — — — — — ➤	Overcoming stress
The fear that stress could prompt a relapse is often a barrier to participating in activity.	Engaging in valued activities is important in learning to manage illness and experience recovery. Best practice in mental health matches activity participation with supports to enhance coping, manage expectations and demands and ensure much needed supports are in place.

Changes to social networks ├ — ➤	Developing new social networks
Social contacts can change or be lost during the course of mental illness. Confidence to socialize can be shaken. Changes in activity patterns can also affect the opportunity to meet new people.	Friends provide social support that can help to enjoy and manage day-to-day activities. By participating in new activities, opportunities to meet new people and develop new friend- ships can present.

Financial barriers ├ — — — — ➤	Dealing with financial barriers
People with mental illness on a limited income may find their activity options limited. Activ- ities can be costly, which may be a barrier to participation. Disability income may impact work opportunities.	Activities do not have to be costly. Low cost (or no cost) activities exist. Funds may be available to cover some costs of working. Familiarity with the policies related to income can ensure that all opportunities for activity participation are pursued.

Moving beyond stress in activity participation

Consider these strategies to actively manage stress experienced in activity:

i. Choosing Activities

Choose activities that hold personal meaning and value
This can help you sustain your commitment in activity if the going gets rough.

Choose activities that are a good match for your strengths, skills, abilities and past experiences
Capitalize on your many strengths to reduce the experience of stress in activity.

Learn more about your own experience of stress
Use this information to help you in planning your activity involvement.

ii. Managing Stress in Activity

Learn new skills necessary to participate in the activity
Consider the task and social skills required and create the opportunities to learn these skills.

Take stock of your coping style and skills and learn new skills to help you adapt
Consider what coping strategies have worked for you and which haven't.
Try out new coping strategies.

Learn to identify signs/symptoms of your mental illness in activity
By identifying potential "triggers" you are in a good position to learn new ways to actively manage your illness while continuing with important activities.

Develop supports and resources to assist you with your activity participation
Supportive people can provide emotional support; help you learn new skills; and ways to cope. Consider what resources might make it easier for you to participate and work with your supports to get these resources where possible.

iii. Reducing the Experience of Stress in Activity

Consider how the activity might be changed to support your participation and reduce stress
Most activities can be adapted to create a better "match" for individuals. These modifications are sometimes called "accommodations."

Substance use, activity and well-being

While the use of street drugs and overuse of alcohol has been shown to increase symptoms and community living problems associated with mental illness, it can also interfere with the ability to experience the benefits of participation in activities.

Here are a few examples:

- Substances can be **expensive**, taking away from money that could be spent doing valued or potentially rewarding activities.

- Using street drugs and other non-prescription drugs may be **difficult** and **dangerous** to get. Getting these drugs may deplete energy - energy that could be put into other rewarding and valued activities.

- Abusing substances can cause **isolation** from important family and friends. Activities that do not depend on substance use are more likely to provide opportunities for positive social connections.

- The effects of using drugs or alcohol may make it **unsafe**, **difficult**, or even **impossible** to do other activities.

- Frequent substance use can **reduce** the opportunity to experience the **pleasure** and good feelings that can be associated with activity.

- While using substances might reduce anxiety or other distress associated with participating in valued activities, in the long run it can seriously **limit opportunities** for learning healthy ways of participating.

Consider reducing your use of substances. Services and resources are available to help.
Ask your mental health service providers for more information!

Preparing for changes in activity participation

Date: _____/_____/_____

Name: _____

The activities that I enjoy doing now are:

_____

_____

Activities that provide structure and order to my days are:

_____

_____

The most meaningful activities I now do are:

_____

_____

Thinking about the way I now spend my time, the things I don't want to change are:

_____

_____

The activities I do now that I don't enjoy are:

_____

_____

If I could change one thing about the way I spend my time it would be:

_____

_____

My ideal day would include these activities:

_____

_____

Prioritizing plans for activity change

Date: _____/_____/_____

Name: _____

A. Look back at the **Worksheet 2.10: Activity engagement measure.** Fill in the chart below using your ratings for each dimension from this measure.

Remember that a LOWER rating indicates that you could benefit from attending to this dimension of activity more in your life.

Area of Activity Engagement	Rating (out of 10)
Balance in my life	
Physical activity level	
Structure and routine	
Meaningfulness of activity	
Satisfaction derived though activity	
Social interaction	
Accessing community environments	

Based on these scores, what three areas would you rate as the most important to improve?

1. _____

2. _____

3. _____

Prioritizing plans for activity change

(continued)

Date: _____/_____/_____

Name: _____

B. Look back on all of the worksheets and reflections. What activities or activity patterns have you identified as perhaps requiring change? Write them down here.

_____

_____

_____

Add other new activities or activity pattern changes that you have been thinking of:

_____   _____

_____   _____

_____   _____

C. Could any of these activities help you improve those areas of activity participation you prioritized above in section A? How?

_____

_____

_____

_____

D. What changes to your activities or activity patterns would you most like to make?

_____

_____

_____

Activity dimensions are adapted from the work of Bejerholm (2007) and Bejerholm, Hansson, & Eklund (2006).

Planning for activity change

Date: _____/_____/_____

Name: _____

1. List ONE desired activity change: _____

2. What challenges or issues do you expect might arise in making this activity change?
Use Resource 5.1 and Resource 5.2 to help guide you in this exercise.

✔	Challenges	Examples
	Personal learning	
	Material resources	
	Illness management	
	Emotional needs	
	Managing social judgments	
	Activity modifications or accommodations	
	Social supports	
	Other	

Planning for activity change

(continued)

Date: _____/_____/_____

Name: _____

3. Consider each of the challenges listed in the previous section. How might these issues or challenges be managed to help you participate successfully in this activity? What supports might you need to address these challenges?

Challenges	How can this challenge be reduced or managed?

Giving shape to plans for activity change

Date: _____/_____/_____

Name: _____

1. I would like to make the following change to my activity participation:

_____

_____

_____

2. In order to make this change I will: (Outline the steps to be taken.)

_____

_____

_____

3. The following people will be involved in helping me achieve this plan for change: (Identify the people and explain how they will be involved.)
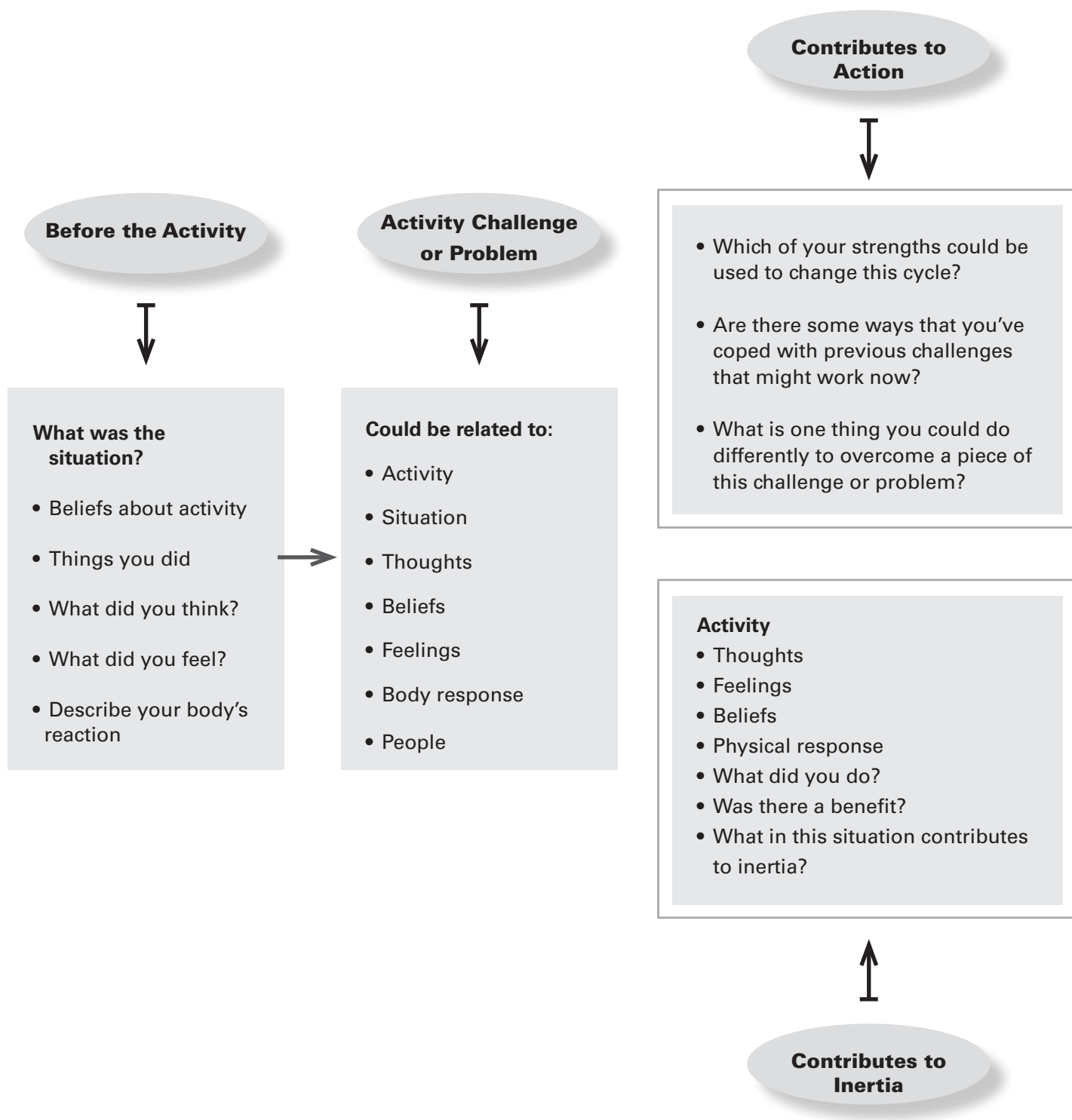
_____

_____

_____

4. The changes I expect as a result of this change are:

_____

_____

_____

5. I will monitor my progress on this activity change by:

_____

_____

_____

Managing challenges to activity change

Challenges	Examples
Personal learning New activities might require new information/knowledge or skills or "tuning up" old skills	- *Practice asking co-workers for assistance or asking a supervisor for clarification* - *Learn about a new area of town or transportation services* - *Learn how to use a new or updated computer program*
Material resources Every activity will require access to things such as transportation, new clothing, equipment, etc.	- *Secure employment supports available through government financial assistance* - *Gain access to a computer to use social networking programs* - *Update clothing for a job interview*
Illness management Understanding how experiences of illness present in new activities and learning how to manage is important	- *Speak with the doctor about a medication schedule that reduces morning fatigue* - *Identify symptom "triggers" in the activity and learn to avoid or manage these triggers* - *Build rest times into the day to give energy to manage symptoms*
Emotional needs Keeping up involvement in any new activity depends on experiencing positive emotions and a sense of well-being	- *Learn relaxation techniques to help deal with feelings of anxiety* - *Identify negative thought patterns that are affecting the experience* - *Remember the positive experiences of activity to counterbalance any negative emotional aspects*
Managing social judgments Addressing misguided attitudes about mental illness that other people hold can help make activity participation more pleasurable and rewarding	- *Decide what to "disclose" about mental illness and practice how to disclose* - *Connect with supportive people while participating in activity* - *Become familiar with legal rights protecting involvement in community activities*
Activity modifications or accommodations There are aspects of activities that can be changed or modified when activity participation is difficult.	- *Work schedules can be flexible to accommodate the need for a later start because of early morning fatigue* - *Training time can be increased to give more opportunities to meet learning needs* - *Private space can reduce distractions*
Social supports Activity participation is enhanced when practical, emotional or information support is available from other people	- *Identify a friend who is willing to participate with you* - *Find a confidante who will give another perspective or help with problem solving* - *Organize your time to be with other people just for fun – to offset other activities that are challenging.*

Road bumps on the path
from inertia to action

Contributes to Action

- Which of your strengths could be used to change this cycle?

- Are there some ways that you've coped with previous challenges that might work now?

- What is one thing you could do differently to overcome a piece of this challenge or problem?

Before the Activity

What was the situation?

- Beliefs about activity

- Things you did

- What did you think?

- What did you feel?

- Describe your body's reaction

Activity Challenge or Problem

Could be related to:

- Activity

- Situation

- Thoughts

- Beliefs

- Feelings

- Body response

- People

Activity
- Thoughts
- Feelings
- Beliefs
- Physical response
- What did you do?
- Was there a benefit?
- What in this situation contributes to inertia?

Contributes to Inertia

Road bumps on the path
from inertia to action (example)

Contributes to Action

↓

Ideas generated:
- Start with 10 min. walk around the block
- Get exercise equipment for house
- Exercise with a TV program
- Buy a beginners exercise DVD (e.g., Yoga, Tai Chi)
- Exercise early in morning/late at night/during when fewer people are likely to see me
- Ask a friend to do it with me
- Decide to do it at my best time of day – after lunch
- Reward myself with a cup of favourite tea
- The 95% 'doable' idea to experiment with this week is: walk around the block every day after my early supper

Before the Activity

↓

- Put on weight
- More self-conscious about looks
- Get stopped before I even put on my runners
- Afraid I'll run into people I know
- Don't want people to see me
- Frustrated with myself
- Keep thinking of how many times I've tried and failed at this

Activity Challenge or Problem

↓

I want to exercise but I don't do it!!

- Make excuses
- Feel worse
- Distract myself with other things in the house to keep from going out
- Eat more
- Smoke more cigarettes
- Drink more coffee
- Sleep more
- More bored
- Feel worse about myself
- Become more isolated from friends and family

Contributes to Inertia

↑

Reflecting on practices of supporting activity change

(service provider)

Date: _____/_____/_____

Name: _____

Service provider's name: _____

What knowledge/evidence do I have that assures me that the planned activity changes hold personal meaning for the individual?

_____

_____

_____

From my knowledge of this individual I think my support actions will need to be sensitive to the following issues:

_____

_____

_____

How will I deliver my practice efforts so that they are attentive to these sensitivities?

_____

_____

_____

How will I ensure that my efforts to support change with this individual are collaborative and person-centred?

_____

_____

_____

Enabling sustained commitment by supporting activity performance

Date: _____/_____/_____

Name: _____

The following checklist provides an opportunity to consider how specific enabling processes to support the positive **performance** of activity are implemented with an individual. The information gained from this worksheet can be used to make explicit these enabling processes for discussion with the individual, other health service providers and for documenting and recording.

Supporting activity performance	Specific efforts
Balance difficulties that emerge with attention to the person's strengths and capacities that emerge in activity participation.	
Build on strengths and capacities rather then focusing on personal weaknesses or inabilities.	
Refine or modify the context or conditions of the activities to promote success and well-being.	
Develop additional human supports to support performance, with particular attention to engaging the support of people that also participate in the activity or "natural supports."	
Access new material resources that will enhance performance.	
Identify and support the learning of new knowledge and skills needed to perform the activity well.	

Enabling sustained commitment by supporting positive activity experiences

Date: _____/_____/_____

Name: _____

The following checklist provides an opportunity to consider how specific enabling processes to support the positive **experience** of activity are implemented with an individual. The information gained from this worksheet can be used to make explicit these enabling processes for discussion with the individual, other health service providers and for documenting and recording.

Support action	Specific efforts
Convey an attitude of experimentation – an attitude where there is no failure only new learning and growth.	
Decrease the assistance of formal supports in activities as the natural benefits of activities emerge and the individual gains confidence.	
Make explicit the benefits the individual experiences with changes in activity patterns. Use the dimensions of health through activity to identify and expand upon benefits.	
Highlight any positive impacts on important friends, family, and other social connections, which emerge in the context of new activity patterns.	

Enabling sustained commitment by supporting positive activity experiences

(continued)

Date: _____/_____/_____

Name: _____

Support action	Specific efforts
Validate and address difficult emotional experiences and help to equip the individual with the knowledge and skills to manage these emotions.	
Identify and address situations that leave the individuals vulnerable to experiences of trauma or victimization.	
Assist with refining activities and activity patterns to match individual needs through periods of instability of mental health.	
Provide ongoing support to refine activities so that they most closely reflect the meaning and purpose that the individual associates with the activity.	
Validate concerns related to stigma and discrimination and assist the individual with developing personal disclosure plans and ways to manage social evaluations or judgments in activity.	
Build in ways to celebrate achievements in the process of changing activity patterns.	

Identifying changes in my activity patterns

Date: _____/_____/_____

Name: _____

Look back at the areas of change you prioritized (e.g., Worksheet 5.2: Prioritizing activity change). Are these areas being improved by your participation in these new activities? Fill in the chart below.

Area of activity engagement that I wanted to work on…	My activity changes that target this area…	What changes have I actually experienced in this area? How has this area changed?
1.		
2.		
3.		

Thinking about changes in my activity patterns

Date: _____/_____/_____

Name: _____

Think about the activity changes you have been working on over the past _____ (time period). How would you answer these questions?

The most <u>difficult</u> change to make in my daily activities was:

_____

It was difficult because:

_____

_____

I managed these challenges by:

_____

_____

The <u>easiest</u> change to make in my daily activities was:

_____

It was easy because:

_____

_____

The most <u>enjoyable</u> change I made to my activities was:

_____

It was enjoyable because:

_____

What <u>benefits</u> did you experience as a result of these activity changes?

_____

_____

Is there anything about your activity changes that you have been unhappy or concerned about? If so, what are these concerns?

_____

Measuring changes in my activity patterns over time

Date: _____/_____/_____

Name: _____

This form is meant to be used along with Worksheet 2.10: Activity engagement measure.

Directions:
Use this form to keep track of the change in your ratings on the different aspects of your activity patterns over time. List the ratings given for each of the dimensions of activity for both time 1 and time 2. Examine these ratings to identify changes. In the final column, note if positive change (a higher ranking) has occurred.

	Time 1 Ratings Date completed	Time 2 Ratings Date completed	Change: Positive change yes/no
Balance in my life			
Physical activity			
Structure/routine			
Meaning			
Satisfaction			
Social interactions			
Access to community environments			

Activity dimensions are adapted from the work of Bejerholm (2007) and Bejerholm, Hansson, & Eklund (2006).

A framework for presenting program-level information

Date: _____/_____/_____

Name: _____

I. Activity-health – Baseline status

Total number of people completing the Activity Engagement Measure: N= _____

Activity Engagement Measure I could benefit from more of the following in my day…	Ratings: number of people									
	1	2	3	4	5	6	7	8	9	10
Balance										
Physical activity										
Structure/routine										
Meaning										
Satisfaction										
Social interactions										
Accessing community environments										

Activity dimensions are adapted from the work of Bejerholm (2007) and Bejerholm, Hansson, & Eklund (2006).

A framework for presenting program-level information about activity-health

(continued)

II. Activity-health – Tracking change over time

Total number of people completing the Activity Engagement Measure (baseline): N= _____

(follow up 1): N= _____

(follow up 2): N= _____

Activity Engagement Measure I could benefit from more of the following in my day….	Baseline evaluation (Mean)	Follow-up evaluation at ____ months (Mean)	Follow- up evaluation at ____ months (Mean)	Difference between baseline and last follow-up: *(check all that apply)* **-ve =** 2 or more point decrease **Neutral =** no change **+ve =** 2 or more point increase
Balance				( ) – ve ( ) Neutral ( ) + ve
Physical activity				( ) – ve ( ) Neutral ( ) + ve
Structure/routine				( ) – ve ( ) Neutral ( ) + ve
Meaning				( ) – ve ( ) Neutral ( ) + ve
Satisfaction				( ) – ve ( ) Neutral ( ) + ve
Social interactions				( ) – ve ( ) Neutral ( ) + ve
Accessing community environments				( ) – ve ( ) Neutral ( ) + ve

Preparing for continuous improvement applied to activity-health: Mission and goals

Are the mission and goals of my service/program consistent with attending to the activity patterns of people served?

Does the philosophy underlying the service mission and goals support attention directed to activity patterns and the dimensions of health supported by activity patterns?

What specific concepts or ideas in the mission and goals are consistent with attention to activity-health?

What values espoused by the service or program are consistent with a focus on activity-health?

What service priority goals may compete with efforts directed to activity-health?

What knowledge/research will help to explicitly link activity-health to the mission, goals and values of the service?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Preparing for continuous improvement applied to activity-health: Engaging the support of leaders

1. Identifying key leaders

Who are the "leaders" in this service who are in a good position to influence the extent to which intervention approaches focused on improving health and well-being through activity are integrated into daily service delivery?

Who are the formal leaders?

Who are the informal leaders?

2. Informing key leaders

What information do these leaders need in order to increase their appreciation of health through activity for this service and its intended outcomes?

What evidence can I share with these leaders that will raise the profile of the importance of services directed to health through activity for people receiving this service?

How might the evaluation of services related to health through activity be integrated into program evaluation activities?

3. Securing the support of key leaders

What ideas can I share about how attention to health through activity might be developed as a fundamental part of service delivery?

What are the challenges I can expect to the integration of health through activity in daily service delivery? How can ideas about service delivery related to activity-health be presented to key leaders in a manner that remains sensitive to these challenges?

How can I explicate the link between activity-health and the mission and goals of the service in order to secure support?

Preparing for continuous improvement applied to activity-health: Taking stock of resources and structures

1. Who are the people connected to this service who will have a particular interest, and commitment to activity-health?

_____

_____

_____

2. What experiences, knowledge and training of service providers and other stakeholders can be used to move forward an activity-health approach? How might these be mobilized to encourage dialogue and increase awareness of activity health?

_____

_____

_____

3. What service structures can be used to increase awareness of and commitment to activity-health approaches and outcomes? For example, could service meetings, service-level communications, educational sessions, and so on, be used to support dialogue and interest?

_____

_____

_____

4. What written organizational structures do or could provide support for an activity-health approach? For example, do service descriptions, job descriptions, annual reports, intake assessments, and so on, currently include information related to activity-health? Could they be developed or modified to include an explicit activity-health focus?

_____

_____

_____

5. What program-level evaluation resources and activities currently exist? Do they include evaluation of service processes and outcomes that are consistent with activity-health? Could they be modified or developed to include an activity-health perspective?

_____

_____

_____

A framework for presenting program-level information about activity-health (example)

Background:

Jamie and Afsanah collected the completed responses from the initial Activity Engagement Measures for all individuals who received services focusing on their activity patterns over a two year period. They first compiled the resources into a format that provided an easy to understand description of these responses at baseline (the initial completion of the activity measure). In total they had responses for 40 people. This represented 25% of the total population of people who were served by their program in this time period.

The responses at baseline were consistent with a picture of individuals who experience their activity patterns as lacking in important dimensions of health and well-being. While ratings suggested a need for attention across all dimensions, responses were particularly low for physical activity, satisfaction experienced in activity and access to community environments.

The Activity Engagement Measure was readministered at six months and one year for these individuals. Only 34 people actually completed both follow-up periods. Jamie and Afsanah calculated the means for each dimension across the three time periods. They noted that for each dimension ratings either improved or stayed the same. Positive change was particularly noticeable in the areas of balance, physical activity, meaning, and access to community environments. Changes in social interactions and satisfaction did not improve appreciably.

Jamie and Afsanah presented these results at a service meeting. Excited by the changes, there was interest in adapting the scale to allow for examining the statistical significance of change. The service member responsible for program evaluation agreed to work with Jamie and Afsanah to develop this. Discussions also focused on the area of social interactions and how specifically this was being addressed by the service. Jamie and Afsanah were charged with taking these evaluation findings out to people using the service to get their impressions of the findings and the implications for the services they receive.

Activity dimensions are adapted from the work of Bejerholm (2007) and Bejerholm, Hansson & Eklund (2006).

A framework for presenting program-level information about activity-health (example)

I. Activity-health – Baseline status

Total number of people completing the Activity Engagement Measure: N= __40__

Activity Engagement Measure I could benefit from more of the following in my day…	Very true 1	Ratings: number of people							Not true 10
		2	3	4	5	6	7	8	9	10
Balance	4	5	10	4	10	4	3	0	0	0
Physical activity	7	10	9	10	4	0	0	0	0	0
Structure/routine	3	2	4	10	10	6	4	1	0	0
Meaning	6	7	10	10	6	1	0	0	0	0
Satisfaction	5	8	10	10	6	1	0	0	0	0
Social interactions	6	9	7	7	10	0	0	1	0	0
Accessing community environments	7	8	10	9	6	0	0	0	0	0

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A framework for presenting program-level information about activity-health

(continued)

II. Activity-health – Tracking change over time

Total number of people completing the Activity Engagement Measure (baseline): N= <u>40</u>

(follow up 1): N= <u>38</u>

(follow up 2): N= <u>34</u>

Activity Engagement Measure	Baseline evaluation (Mean)	Follow-up evaluation at 6 months (Mean)	Follow- up evaluation at one year months (Mean)	**Difference between baseline and last follow-up**: *(check all that apply)* **-ve =** 2 or more point decrease **Neutral =** no change **+ve =** 2 or more point increase
Balance	3.9	4.1	6.2	( ) – ve ( ) Neutral (√) + ve
Physical activity	2.85	3.4	5.8	( ) – ve ( ) Neutral (√) + ve
Structure/routine	4.07	5.8	5.8	( ) – ve (√) Neutral ( ) + ve
Meaning	3.15	3.9	5.20	( ) – ve ( ) Neutral (√) + ve
Satisfaction	3.17	3.05	4.10	( ) – ve (√) Neutral ( ) + ve
Social interactions	3.23	3.30	3.42	( ) – ve (√) Neutral ( ) + ve
Accessing community environments	2.98	3.52	5.3	( ) – ve ( ) Neutral (√) + ve