

Valued Living for Adults with Metastatic Cancer Intervention Manual

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Citation & Use Notice:

This intervention manual was developed as part of the Valued Living for Adults with Metastatic Cancer research studies. It is made publicly available for educational and research purposes. If you use or adapt this manual in your own work, please cite the relevant protocol or methods papers listed below.

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Facilitator Guide

Valued Living for Adults with Metastatic Cancer “The M-ACT Study”







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Manual Style and Format Legend

Directions and instructions	Instructions and directions are indicated with bold text
<i>Sample optional script</i>	Examples of wording and script are in italics below the instructions. This is suggested phrasing, we encourage you to put things into your own words.
<u>*Note to Facilitators</u>	Bolded, underlined and beginning with “Note to Facilitators” indicates important tips and content not to miss.
	Indicates that there is a slide deck to be used with the instructions. The name of the slide deck is bolded and red
	Indicates that there is text that should be copy and pasted into the chat function of Zoom.
Page __, index cards, worksheets	Purple bold text indicates that there is reference to an index card, worksheet or specific pages in the participants Workbook .
	Indicates that there is a Zoom poll.
	Indicates that Zoom breakout rooms will be used for the exercise.

Zoom Instructions and Guidelines

The Zoom group will be managed by a Professional Research Assistant (PRA) from CU Boulder who will take care of the Zoom hosting duties. Facilitators will be assigned to “co-host” and should be comfortable sharing their screen and slide decks as well as using the chat function.

PRA’s will be muted and display no video. They will be on as a silent “Technical Support” tile for the group session. Facilitators and participants can chat to Technical Support at any time. Tech Support will be responsible for muting and unmuting participants as needed, managing the breakout rooms, running the polls, sharing poll results, recording the group session, and admitting individuals from the waiting room.

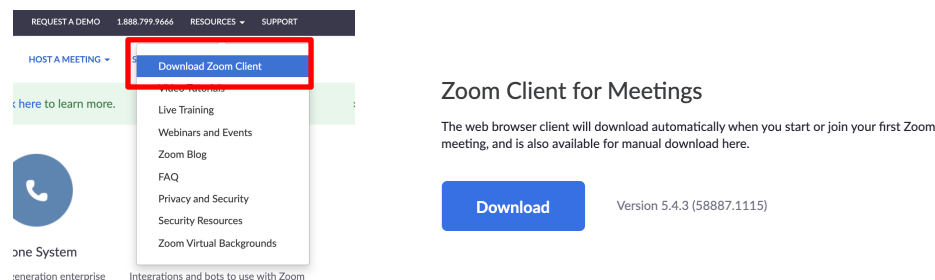


Below are some instructions for these Zoom features.

How to login to Zoom.

There are a few ways to access Zoom.

Option 1: You can download the “Zoom Client” (application) onto your computer and create a login. To do this, go to www.Zoom.us and under the “Resources” tab at the top right-hand side of the webpage select “Download Zoom Client”. You will be taken to a page and you can select the first option “Zoom Client for Meetings” a webpage follow the instructions. This will download an application onto your computer where you can easily login to Zoom meetings. Make sure your Zoom application is always up to date.



Option 2: You can go to www.Zoom.us in a preferred web browser and select the **JOIN A MEETING** button on the home page before each group session. You will be prompted to enter the Meeting ID and passcode (*information about the Meeting ID and passcode is in the next section*)

How to login to the Valued Living Group Session.

The Zoom meeting link and passcode will be unique for each cohort. The PRA will pre-schedule all Valued Living group sessions and create a single passcode for the meetings that only facilitators and group members will have access to. The PRA will send the Zoom link, Meeting ID and passcode to all facilitators and the group participants via email.

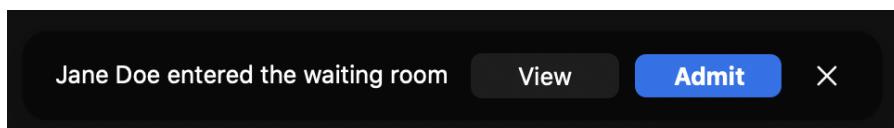
Once you login to the Zoom meeting, the PRA will transfer co-hosting duties to the facilitators which will allow for the facilitators to have access to the Zoom meeting features below.

How to let in participants from the waiting room.

The PRA will be logged into the Zoom meeting 20 minutes prior to the start of the group session (unless other arrangements are made to meet earlier).


When a participant first joins the Zoom meeting they will be placed in a “waiting room” which requires a Zoom hosts approval to let them into the Zoom group. The “waiting room” is in place so that facilitators can be on the Zoom meeting privately prior to the beginning of the group. Once participants have arrived, you will see a notification at the top of your Zoom browser that someone has arrived as well as small red dot where you can see the participant list and waiting room.

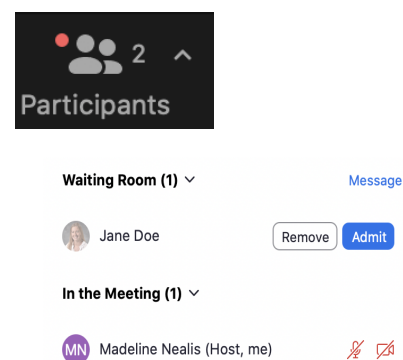
Here is what the notification will look like:



If you click on the “Participants” button at the bottom of your Zoom page, a window will appear that will show who is in the waiting room and who is currently in the meeting ▼

The PRA will oversee admitting participants to the group at the start of the group session.

If you do need to admit someone, you can click the  button to bring participants into the meeting.

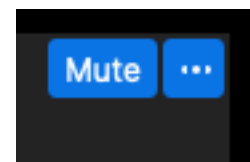


How to mute/unmute participants.

Participants will be instructed to have their microphones on unless there is background noise or are otherwise directed. If necessary, the meeting hosts can mute participants as needed. Note: you cannot unmute a participant so if a participant has been muted and are trying to talk, you can simply mention to the participants “please mute/unmute your microphone”. Or, you can see below to “ask to unmute”.

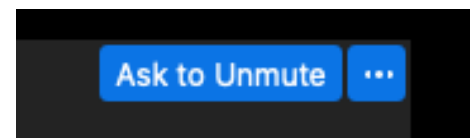
Mute.

To do this hover your cursor over the participants video square and a ‘mute’ button will appear in the top right-hand corner. This will only appear if a participant’s microphone is ON.



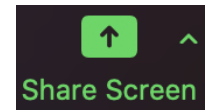
Ask to unmute.

If a participant is speaking but forgets to unmute their microphone, you can hover your cursor over the participants video square and select the “Ask to unmute” button that will appear in the top right-hand corner. The participant will then receive a notification requesting that they unmute.

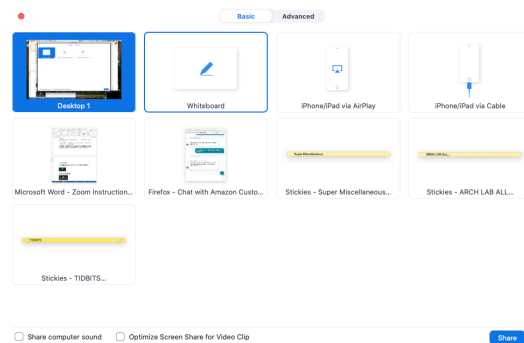


How to share your screen.

To share the facilitators screen with the group members, select the share screen button at the bottom of Zoom.



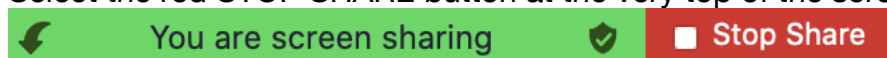
A pop up will appear to ask which ‘screen’ or item you would like to share. The first default option is ‘Desktop’, (highlighted in blue in the image) this will show the facilitators entire desktop and its contents to participants. It is advised that facilitator ONLY select on the document/presentation that they want to share.



For example, select only the PowerPoint slide you will be using from the options displayed. This way, participants cannot see files saved on the facilitators desktop and maintains privacy for the facilitator.

How to stop sharing.

Select the red STOP SHARE button at the very top of the screen.

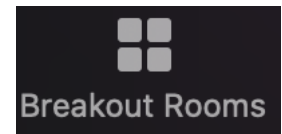


How to use breakout rooms.

The PRA will manage the breakout rooms. However, there may be rare occasions when the social worker facilitators will manage them instead.

Typically, there will be one breakout room with a facilitator and half of the participants and the other facilitator will stay in the main room with the other half of participants.

To open a breakout room, navigate to the bottom of your Zoom screen and select the Breakout Rooms button



A pop-up option for breakout room arrangements will appear.

Create "1" breakout room

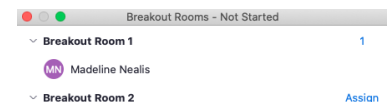
Select "Assign manually" and then hit the "Create" button

Create breakout rooms

- ☐ Assign automatically
- ☒ Assign manually
- ☐ Let participants choose room

Create

You will then be able to create breakout room and "assign" participants to a breakout room.



A breakout room will generally contain 50% of the group and a facilitator. An exception to this will be in group session 2, participants will be partnered up with one another.



You can then select the settings wheel to make the following adjustments:



uncheck the first two boxes

select "auto close breakout rooms after # minutes"

select "notify me when the time is up"

- ☐ Allow participants to choose room
- ☐ Allow participants to return to the main session at any time
- ☒ Automatically move all assigned participants into breakout rooms
- ☒ Auto close breakout rooms after minutes
 - ☒ Notify me when the time is up
- ☐ Countdown after closing breakout room
- Set countdown timer: seconds

How to use the polling feature.

Important note: The PRA will manage the few polls that we use in the Valued Living groups. However, in case you want to create a poll, we've included instructions below.

Create a poll.

Polls must be created in advance on the Zoom website.

- 1) Go to Zoom.us in a preferred web browser.
- 2) Sign into Zoom.us
- 3) Select 'meetings' and select the meeting in which you would like to add a poll.
- 4) You will be brought to a page with all the meeting details.
There will be a second tab option that says "Poll". Select this tab and you will be brought to the poll "home page" which will show any polls that have already been created
- 5) Off to the right, you will see an "Add Poll" button.
- 6) You will be brought to the "Create a poll" page and can create as many polls as you would like.
- 7) Ensure that you make the poll anonymous by checking the box 'anonymous' and you can allow participants to select more than one option to the questions if necessary.

Details

Poll

+ Add Poll

Here is what a created poll might look like.

Poll about chocolate

1. Do you like chocolate?

☐ Yes

☐ No

☐ Unsure

+ Add Question

☒ Anonymous

Save Cancel

How to start a poll.

Once a poll has been made following the above instructions, you should see this 'Polling' button at your Zoom meeting. Select this button and then select which poll you would like to run if you have more than one.



Select "Launch poll" at the bottom of the pop-up and then the poll will be viewable on participants screens.

Poll 1: Week 2: ACP Where are you at? ▾ Edit

1. Where are you at with Advance Care Planning?

☐ I don't know what it is at all

☐ I know a little bit about it but not much

☐ I know what it is but I've been avoiding it

☐ I've completed some documents but need to revisit or do more

☐ I've completed all documents and updated them recently.

Launch Poll

How to end a poll.

Once you've received all the responses from participants, you can select the "End Poll" button in red.

Week 2: ACP Where are you at?... 00:00:06

Attendees are now viewing questions 0 of 0 (0%) voted

1. Where are you at with Advance Care Planning?

I don't know what it is at all (0) 0%

I know a little bit about it but not much (0) 0%

I know what it is but I've been avoiding it (0) 0%

I've completed some documents but need to revisit or do more (0) 0%

I've completed all documents and updated them recently. (0) 0%

End Poll

How to share the poll with the group.

Once you close a poll, only the host can see the results. If you would like to share the results with the participants select the "Share Results" button in blue in the bottom right hand corner.

Poll 1: Week 2: ACP Where are you at? ▾ Edit

Poll closed 0 voted

1. Where are you at with Advance Care Planning?

I don't know what it is at all (0) 0%

I know a little bit about it but not much (0) 0%

I know what it is but I've been avoiding it (0) 0%

I've completed some documents but need to revisit or do more (0) 0%

I've completed all documents and updated them recently. (0) 0%

Download Re-launch Share Results

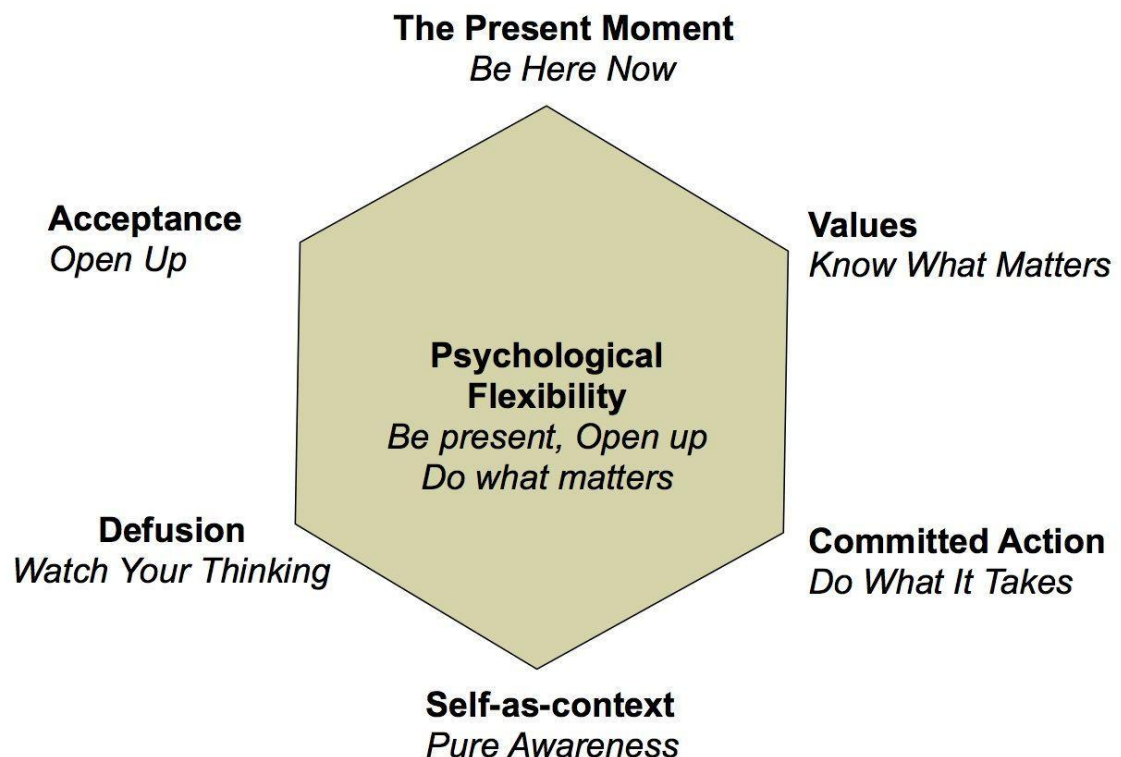
Introduction for Group Leaders

Acceptance and Commitment Therapy = ACT

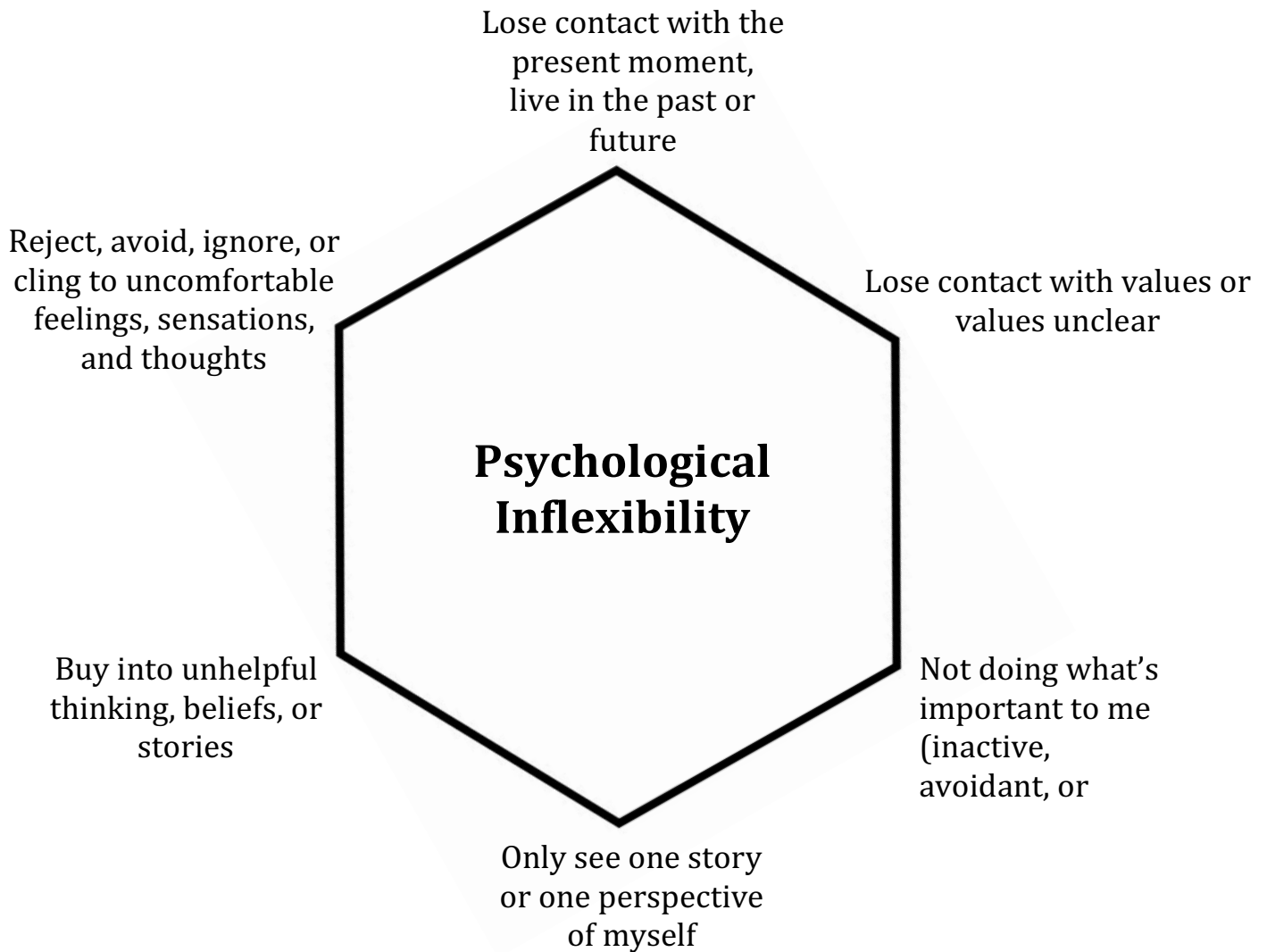
Pronounced as the verb to “act”,
NOT as the individual letters A.C.T.

The essential components of ACT are known as the
“hexaflex” – a hexagon model that shows what we help
patients to do when we’re doing ACT:

ACT In A Nutshell



ACT theorizes that when we become stuck in the opposite processes, we become psychologically rigid and inflexible, which often leads to suffering:



Many group participants will be stuck in one or more of these psychological inflexibility processes. Our job is to see where they are stuck – as individuals or as a whole group – and to draw on core ACT processes that promote psychological flexibility to help them become less stuck.

Embodying the ACT model

The approach we take is behavioral. The most important aim of ACT is to help people *do* more of what they care about. Thus, **ACT helps people align their lives, and especially their behavior, with who and what they most care about (their values)**. This is true even when one's choices or life length are quite limited, as in most forms of metastatic cancer. Even in the face of metastatic cancer, we aim to help people take advantage of the choices they DO have to live in more meaningful ways – to align their outer lives, their medical choices and preferences, their actions large and small – with their inner lives, with what's important to them on the inside.

The major assumption of the ACT model is that **thoughts do not need to cause behavior**. People often respond to them as if they do, yet ACT teaches otherwise. We work to build, through mindful attention, **space between thoughts and overt behavior and between feelings and overt behavior**. Regardless of what shows up inside of us (thoughts, feelings, memories), we hope to empower people to choose to behave in line with what matters to them. This includes in the domain of advance care planning. We also help people to cultivate compassion for the human tendency to judge ourselves and our experiences in ways that restrict our view of ourselves and our lives.

The success of this group depends on the facilitators embodying the ACT approach. Modeling, particularly from a respected authority figure, represents a powerful form of teaching. We encourage you, as the group facilitator, to embody the ACT psychological flexibility model in the way that you lead and manage the group.

What does this look like? Here are some examples:

1. Model validation not reassurance.

In ACT, we model total validation of people's experiences without offering reassurance. Validation at its core is about affirming and reflecting the client's experience without commenting on its usefulness or correctness ("You are mourning what you lost. I can see how much this pains you, how hard this feels."). The participant feels seen and heard as she is. You know you have validated successfully when a participant stops racing through her narrative and contacts her feelings. Validation also can involve normalizing ("I hear how enraged you sound. I could imagine feeling enraged if that happened to me.")

The function of reassurance is completely different: it is to take away or invalidate a person's experience in an attempt to make them feel better. For

example, in response to a participant worrying about cancer progression, imagine an innocuous statement such as, "All will be okay now; the cancer's stable and you will be fine." The implicit message is that certain experiences such as worry or sadness are bad or harmful and should be fixed or changed, and that the participant's feelings are somehow not okay. It sends a message to participants that the goal is to feel good all the time...In fact, sharing vulnerability can be a source of connection, and a source of authentic and meaningful living.

So how might we respond instead? We work towards validation: "I see that this brings up intense emotions; it seems like it's been a scary journey so far. I also see that living a life that is about something meaningful to you, not one that is only about cancer, is really important to you."

2. Focus on lived experience rather than didactics or simple praise.

In many skills groups, the focus is on teaching skills and having participants practice those skills for the group leaders' approval. If a group member reports that s/he tried a new skill taught in group, we often respond with "Good job!", "Nicely done" or "Excellent!" and leave it at that.

In ACT, our orientation is to return patients to their lived experience and help them understand what works and doesn't work based on that lived experience. If a group member reports using a newly taught skill, it's fine to offer a word of praise or encouragement ("Wow!" or "Thanks for sharing that!"), but it's **very important to follow up** by helping participants to reflect on their own experience: "How did that work for you?" "What did you notice?" "What happened next?" (see Contextualizing Questions below). Thus, we encourage you to help patients reflect on their own experience in their context. Our goal is to help participants hone their discrimination skills for seeing what allows them to live more flexibly and with greater connection to sources of meaning *versus* what leads to inflexibility and blocked meaning for them.

3. Embody the model in the way you respond to others.

As the group leaders, we encourage you to embody the model flexibly and respectfully according to what circumstances arise in the group:

In general, if strong emotion is present, it is usually more helpful and respectful to first validate and fully accept the client's experience in that moment ("that sounds really hard..."), and only later to practice ACT defusion skills (if helpful) ("that thought has a powerful grip right now– I wonder what might help to loosen it a little?").

For example, if a group member feels ashamed upon admitting her anger about having to live with metastatic cancer forever, you might say something like: “I’m glad you shared that experience...Shame can show up when we acknowledge anger” [validate/ normalize]. “Let’s make some space for the shame... Where do you feel it in your body right now? [mindfulness, acceptance]” After, you might explore what shame-related thoughts get in the way of moving forward and might benefit from applying defusion skills.

You can walk the group through how to approach strong feelings: “When strong feelings arise, we can say to ourselves “There’s a strong feeling here. Let’s make space for it. What does this feeling feel like in my body? ...What thoughts or stories is my mind producing about it? ...What do I feel like doing right now? We can imagine embracing the strong feeling – and ourselves, like we would hold a small child or a favorite pet/animal.

4. Maintain the group’s commitment to its own goals and values.

Groups often stray in focus. Often, straying or exploring a new pathway can lead to new insights and opportunities for relevant exploration. However, sometimes a single group member or a particular topic (“advice on how to tell if a surgeon will be good”) can serve to derail the group’s focus. To the extent that you can respectfully hold the group accountable to its values, you will do the group a great service. ACT’s focus on values can provide a nice framework for responding effectively when this happens.

If one member completely dominates to the extent that others shut down, you can say something like: “I’m noticing that we seem to have lost our sense of balance among the many voices in the room. One of our commitments as a group is to explore new ways of thinking and relating to ourselves and others that move us in the direction of growth and meaning. It seems that some of us are more comfortable talking and others feel quieted or are more comfortable listening. With your permission, can we all commit to practicing new ways of being present together? (Secure permission.) If you’re sharing, I invite you to practice more listening and if you’re listening, I invite you to practice sharing.”

If the topic strays, you could offer: “I am noticing that we began exploring the many ways that our minds trip us up and now we are talking about which reconstructive surgeons are best. If this topic feels like it will help us open up and move in new directions in our life, great. If not, I’m wondering whether it might make sense to discuss this after the group and return to where we left off with John’s experience of getting stuck in anxious thinking...”

5. Judiciously share our own experience of using ACT.

According to the ACT model, suffering is a universal experience. The process of becoming psychologically ‘stuck’ represents repeated enactments of unhelpful psychological processes that are familiar to most of us. As facilitators, if we become stuck in judgments about our abilities, say something we did not intend, struggle with leading an exercise, etc., it is okay to judiciously share our experience.

For example: “There goes my mind again, saying something it didn’t mean to say. I take full responsibility for that habit of my mind, which I don’t enjoy but have learned that that’s what it does sometimes. I apologize as I may have hurt someone’s feelings when I said that even though I didn’t intend to. What was your experience of what I said? How did *your* mind respond? (Explore, make space for group member’s experience.) What I intended to say was...”.

Another example: “Thank you for your compliment about how I led the exercise. It’s funny, but every time I do that exercise my mind says, ‘You are so bad at this! How do you expect that anyone will get anything out of your facilitating?’ So, I respond ‘Hello thought, old friend’ and then move ahead and lead the exercise...Does anyone else have recurring thoughts about your own inabilities that show up for you?... That might be showing up right now?”

6. When in doubt, return to the present.

If the group seems to be having a theoretical conversation about distant experiences, your job is to model bringing everyone’s experience back to the here and now. You might say something like, “This topic feels important, but the way we’re talking about it seems distant from our actual experience. Is anyone experiencing _____ (the topic – e.g., shame, unworthiness, anger, gratitude, etc.) right now, during this conversation? What’s coming up for you right now?”

Week-by-Week Intervention Schedule

Week	Group Session	At Home Practice
1	How do we Navigate?	Module 1: Towards & Away Choice Point Daily Check-in
2	Passengers: An Introduction	Module 2: Growing your Values Choice Point Daily Check-in
3	Practice with Passengers	Module 3: Driving your Bus Skills Daily Check-in
4	Practice with Passengers 2	Any Module, Any daily Check-in
5	Looking Back, Looking Ahead	Continued access to online program
6	Reconnect (1 month later)	Continued access to online program for <u>one more month</u> after this session.

Contextualizing Questions

****Please keep this page handy when facilitating the group****

Use ACT deepening and contextualizing questions to guide reflection on what participants share in the Opening Circle or smaller group discussions and beyond. Please be sensitive and acknowledge and validate the shame and pain that many feel when they identify that they didn't do what they committed to.

Mindful noticing.

- (If a lot of emotion is present): *I can see that a lot is coming up right now for you, in sharing that....* (mindfulness of present moment responses, validation/acceptance)
Perhaps add: *Can you describe what's showing up for you right now?*
- *What did you notice (or not notice)?* (mindfulness)
- *What showed up for you when you did that? What happened next?* (mindfully contextualize and link process with outcome)
- *What was helpful or rewarding about doing that (or making that choice)?*

Validation, coping, and workability.

- *So, it sounds like _____ (difficult thought, emotion, symptom, situation) showed up and triggered you—that's hard and it happens for all of us sometimes.* (Validate a sense of shared humanity)
- *No wonder those feelings (or thoughts/memories) are showing up right now! Look what's at stake for you...*
- *What do you tend to do when that thought/feeling comes up?*
- (If avoidant/focused on distraction): *If you want to avoid or distract yourself from that thought or feeling, what do you tend to do?*
- *How does that work for you – over the short term? Over the longer term?*
- *What might work better? What would be more helpful or rewarding about that?*

Acceptance, values, and committed action.

- *Is that a feeling/thought you'd be willing to allow to be present and to make space for?* (Especially if making space would release you to focus on what would serve you more?)
- *What allowed you (or would allow you) to move forward with that goal despite _____ being present?*

Common Humanity.

- *Are there others here who can relate to those thoughts/feelings/experiences? Have similar thoughts/feelings/experiences at times?* (raise your hands)
- *What is positive or meaningful about noticing that?*

Conceptualizing Towards, Away moves & Values

Below are some diverse ways in which to describe and explain ‘Towards’ and ‘Away’ moves as well as Values when working on the Choice Point. This can be helpful when Away moves are being framed as “bad” and helps to bring compassion to our choices.

Towards & Away	Values
Vital & Survival	Who and what matters most to you, what makes you feel most connected, alive, vital
Satisfaction & Relief	Brings vitality, meaning, purpose, ease
Vital & Habitual	The person I most want to be
Thriving & Surviving	My own personal compass – what direction do I want to be moving in?

Towards	
Vital / Vitality	<ul style="list-style-type: none"> • Aligned with values • Help us to gain more ease or joy in life • Bigger picture, reasons for surviving • Taking charge of life • Increasing purpose and meaning • Connected or motivated by values
Deeply Satisfying	
Thriving	

Away	
Survival in the moment	<ul style="list-style-type: none"> • Focus on the immediate or very short term • Avoid, disconnect, hide, distract • Fight, Flight, Freeze • Soothe, comfort • Natural survival mechanisms
Relief	
Habitual	
Reactive / Reacting	

- The same behavior can have both “survival” functions and “vital” functions.
- We can eat food in such a way that is simply for the intake of nutrition but be disconnected from the experience. OR: We can eat the very same food in a way that provides nutrition *and* connects us to a sense of community, sensory pleasure, etc
- We do what we need to do to survive, but just surviving is not enough. We crave a more purposeful, self-directed life full of vitality.
- In addition to this the same behavior can be both towards and away in different contexts or for different people. For example, eating lots of ice cream can be an “away” move (for example if one is doing it to avoid or drown difficult feelings) but eating that same ice cream could also be a “towards” move in some circumstances if doing so is honoring a value of savoring life, bringing joy to oneself, or celebrating with loved ones.

Time Management

The group sessions are designed to run **2 hours each week**, including a 5-minute mid-session break and giving time to complete session feedback forms at the end.

To help the leaders manage time, often a challenge in structured groups, we have included approximate times for each section of each weekly module.

With online facilitating, if you read the scripts the **participants can tell that you're reading** (they can clearly see your eyes moving back and forth across the page). So please try GLANCING at the script regularly rather than read it word for word. Try saying things in your own words while hitting the main points.

Practice using Zoom and its features (share screen, breakout rooms, polling, muting other participants) **ahead of time** so that you're comfortable during the group.

Important Facilitating Notes

Participant Missing a Group Session.

If a participant misses a group session, there "Summary Sheets for Participants Who Miss Session" for each week. These sheets can be emailed to the participant. If a participant missed the first session a "Summary sheet" should be sent AND a facilitator should call to review the first session.

Participant Dropping out to health concerns or other.

In cases of a participant dropping out of the group sessions due to health concerns, death, or no longer wanting to participate, facilitators should follow up with the participant and/or their family members. Whoever contacts the participant and/or their family should be sure to ask: ***"Is there anything you (or the participant) wants to convey to anyone in the study team or group?"***

Participant who passes away during the intervention period.

In cases of a participant passing away during the intervention period, the team should use some group time to process the loss. An approach that we have found to be helpful in the past is for the facilitators to lead a “wishes” or “blessing” circle in which any group member and facilitator who wants to can offer a wish or blessing out loud to that person and/or to their family. If that doesn’t feel right to the group you could also hold a minute of silence.

The lead P.I, Joanna Arch, will also send a condolence card to the family on behalf of the study team.

When only one (or none) participants show up.

In cases of there being NO participants joining the group, the group can be rescheduled, and an additional week added.

If only one participant shows up you can defer to that participant to see what they might want to do. They may want to continue as usual, and be rewarded for showing up! Or, they may want other group member there and consider rescheduling. There is flexibility in these situations.

Group Session Week 1: Brief Outline

0:00-0:20

- Troubleshoot Zoom
- Introductions
- Introduce group agreements
- Discuss videorecording and research-related surveys
- Discuss group purpose
- Establish ground rules for communicating in Zoom

0:20-0:35

- Group Introductions (~1.5 min/person)
- Leaders either go first, or first and last
Model a BRIEF yet meaningful introduction

0:35-1:35

- The “Choice Point”: Do all together

SHORT BREAK (4-5 minutes)

1:40-1:47

- Introduce Advance Care Planning

1:47-1:55

- Wrap up and Summary of the Group Session
- Introduce Online Program and Home Practice

1:55-2:00

- Participants complete and turn-in Reflection Sheets

Group Session 1: Full Outline: “How do we Navigate?”

Session intentions:

- Facilitate group cohesion and intimacy
- Introduce the ACT model using the Choice Point model
- Emphasize the core ACT principles of values/choice, workability, creative hopelessness

Pay special attention to:

- Facilitating participants’ exploration and awareness of their own authentic struggles and values (instead of framing values in terms of what participants “should” value, dictated by us, their family, or society)
- Noticing when participants feel bad because they don’t feel comfortable sharing

Have Participants Bring:

- Participant workbooks
- Pen
- Conduct the Zoom group on computers or tablets (so they can see everyone at once) and NOT smartphones

Facilitators be Ready to:

- Share screen
- Use slide deck
- TURN OFF ONLINE NOTIFICATIONS such as email during the group

PRA be Ready to:

- Let participants in from the Zoom waiting room
- Troubleshoot with participants as needed
- Record the group session
- Send Reflection Sheet 1 links through Zoom chat and/or email if needed
- Send group completed Choice Point

Welcome & Introduction to the Online Program

20 minutes

0:00-0:20

Troubleshoot Zoom and ensure that everyone has joined the meeting.

Leader Introductions

Leaders briefly introduce ourselves, why we're here, and what it means to be here. Discuss our professional training and what name we'd like to be called. Here is a place for the leaders to show some vulnerability and presence, and really slow down and show up to the meaning of being useful in here. Note that in a moment everyone will have a chance to introduce themselves but first there are some basics we'd like to discuss.

Cover the foundations of the Valued Living program, the ACT model, how the program is structured and its' aims

We will be taking an approach in this group based on a well-studied intervention model known as Acceptance and Commitment Therapy (ACT; said as the one word "act" as in "to act") – we call our version "Valued Living." It's about drawing on our own wisdom and learning new skills, that help us respond to cancer in a way that gives us more choice and freedom, and more space to pursue what's important to us, both here and now, and in terms of exploring and communicating our preferences for our future care. Does that sound of interest to anyone here? (Acknowledge responses.)

*This group will likely feel a bit different from other programs you may have attended. This is a very **structured group** and we have very specific aims to help facilitate advance care planning and alleviate some of the distress you might feel living with metastatic cancer. Because this is a structured program, we are going to be spending limited time on open discussions.*

*Based on the feedback of over 200 people living with cancer who have attended this program in the past, we have found this approach to be very helpful for many participants and many of our group members have formed some strong connections through the program. That said, if you are eager for more open unstructured discussion time, you might want to also consider exploring some of the other groups offered through RMCC (like Coffee and Conversations or Living Beyond Limits) to meet those needs. Wherever you are in your cancer journey, at the beginning or many years in, feeling optimistic or feeling down, **we embrace you where you are**. You are all*

welcome! We just ask you to cultivate openness towards trying out new skills. We're excited to work with you!

Introduce group agreements. Refer participants to [page 1](#) of their Workbooks.

We will work to respect ourselves and each other by asking everyone here to:

1) Maintain the group's confidentiality.

*This means not sharing other group members' identities and not sharing the content of what other group members share or experience outside of the group. However, you may speak outside of the group about **your own experience** in the group if that is something you value. Confidentiality is important because we want to create trust and safety to try new behaviors.*

2) Open yourself to practicing new ways of thinking and relating to yourself.

Some of strategies that we will be exploring in the coming weeks may feel different or counterintuitive. For example, we're going to ask you to play with different ways of using and responding to your mind or to thoughts and feelings, and this may feel awkward at first. We may encourage you to talk about and explore fears or thoughts that you may prefer to avoid.

You may find your mind judging this approach or judging how well you're doing things. 'does this really help?', or 'am I doing this right or not?' Does anyone here have a mind like that? (I do!) That's totally fine and normal – most minds like to put out judgements when doing new things.

We ask that in this group, you simply NOTICE judging thoughts and make room for them. Suspend 'buying into' the judgment. Instead, invite yourself to continue exploring these new ways of thinking and acting, even when judgment shows up.

If you notice that your mind has concerns about what will or will not be possible here, we welcome you and your mind's concerns back next week. And if you really feel that this group isn't for you, please reach out to us after the group today.

3) Be respectful of your own and others' boundaries.

Please share with the group what helps you to grow or move forward, while also respecting your own boundaries for self-care with regard to sharing.

Try to avoid giving unsolicited advice, instead allow others to find their way or asking questions that help them find their way.

4) Please take responsibility to ask for what you need.

We may bring up a topic that's triggering for you – please reach out to the hosts if you are triggered. It's normal to feel emotional about the topics we'll be discussing, but if you're worried about yourself or your response to the program, please reach out to us immediately. Please be your own advocate. We are here for you.

Does anyone have questions about any of these?

Discuss video recording use and research-related group purpose.

As you know, this group is part of a research study. Part of contributing to the study is making sure that we, the group facilitators, do as good a job as we can. To help us achieve this aim, we record the sessions for supervision and research purposes. The recordings are completely confidential and will only be seen by the research team. Does anyone have any questions about that?

Establish ground rules for communicating in Zoom. Refer participants to [page 2](#) of their Workbooks.

1. Keep your video on at all times except during breaks.
2. For your privacy and the privacy of your fellow group members we ask that you join the call from a private location in your home where ideally you can close the door and avoid interruptions or others listening in. If there is noise in the background, please mute your line unless speaking (and at times, if we notice extra noise we might mute a line for you).
3. Please do NOT do anything else during the meetings – no texting, emailing, etc, as tempting as it might be. You will get WAY more out of this if you are 100% paying attention, which is harder to do online. The more you put into this, the more you'll get out of it.
4. When you want to **speak**, please **physically raise your hand** so that everyone can see (Physically demonstrate this).
5. When you want to show **agreement**, or that you share the experience someone is speaking about, please **give a physical thumbs up**.

6. Similarly, if you want to show compassion for someone you might cross your hands/arms over your heart
7. We request that you make a strong effort to arrive ON TIME or a few minutes early (if you can) we need to begin the group ON TIME to get the most out of it! When you log into the Zoom meeting you will be in a “waiting room” and we will open the room and plan to start the group right on time!
8. If for some reason you/we lose internet connection, please try to log back in and rejoin the group in Zoom. If after a few minutes the system is still not working, please look for an e-mail from the research tech support team (or you can e-mail them directly at the email address on the blue card in your workbook.
9. If you need to miss a session some week or leave early, please reach out to the research team and or (the facilitators) to let us know not to expect you or anticipate your early departure, and if there is any information you would like us to share with the group about your absence.

0:20-0:35

Group Introductions. One leader goes first, and model a BRIEF yet meaningful introduction (~1.5 minutes per person)

Optional acknowledgement: Before we start with introductions, we want to acknowledge that we as facilitators are in a different space because we’re not facing cancer head on. You all are the experts in your own experience. We have skills and exercises to share with you over the next 5 weeks, but it is up to you to apply them within your own experience.

In a moment we are going to go around and give you a chance to briefly introduce yourself and to share one thing that drew you to this program and one thing that inspires you in life more generally.

Take a moment now to just think about that – and then I’ll go around and call on you to share -- what is one primary thing that motivates you to explore this program and what is one thing that gives you strength (this could be a person, pet, aspiration, belief, or value) that inspires you to continue on in the midst of challenging times. (Pause few seconds)

Ok – So based on the order you all appear on my screen; I’m going to go around and call on you one at a time and invite you to share



***Note to Facilitators:** Copy and paste the below questions into the Zoom Chat and let participants know they can see them there as a reminder.

- 1) *Your first name*
- 2) *Your diagnosis (Only if you want to & we're not going to get into the details about treatment here)*
- 3) *One thing that drew you to this program OR that you hope to get out of this program OR one thing you think will be rewarding about this program*
- 4) *One thing that inspires you/or gives you strength when the going gets tough.*

We [the group leaders] will start...

***Note to Facilitator:** say who is “on deck” after the next speaker to help give for example: “I am going to ask John to answer first, and Mary is on deck.”

Invite group members to introduce themselves by name and share if they feel comfortable. No need to shape these—briefly validate each person and thank them for sharing.

Have one facilitator take brief notes on what each participant says to refer back to later. Note that these may inform the “Values” on right side of the Choice Point.

Transition to the Choice Point exercise.

Reflect back to participants what you heard, for example:

“Wow, there are so many powerful sources of strength that were shared just now. We’re going to draw on those in our next activity.”

Introducing the Choice Point

60 minutes

0:35-1:35

Introduce the Choice Point: adapted from Russ Harris, 2017, website: www.actmindfully.com.au



Illustrate the Choice Point together. Have a facilitator bring up slide deck titled “1a) Choice Point Slide by Slide” and share their screen.

Goal: Explain the Choice Point and generate a **group Choice Point at the end** that contains contributions from everyone in the group. By doing a Choice Point together, participants can get to know each other and see similarities in their experiences.

***Note to facilitators:** During this exercise, 1 group facilitator will briefly introduce the Choice Point discussion using the slide deck “**1a) Choice Point Slide by Slide**”. Next, the same group facilitator will put the slide with all parts of the Choice Point up on the screen and facilitate filling in each part with content generated by the group. The 2nd group facilitator will type in the group responses onto this slide as they are generated.

Start by distinguishing between behaviors that move you toward what matters or is of value to you - that is, moving **toward** things that make us feel most alive and fulfilled, **VERSUS** moving **away** from vitality, meaning, and what matters most to us. This can be in general, or about dealing with cancer specifically.

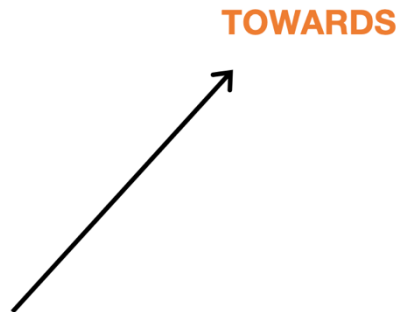
Now we’re going to explore more about what matters to you and what gets in the way of doing what matters to you. To do so, we’re going to introduce a map called the Choice Point that outlines the direction we’ll take in this group.

Can I show it to you?

All day long, we humans do things – we cook dinner, drink coffee, text family members, do work, play with kids or grandkids, show up to doctor’s appointments, and more. We’re always doing something, even if it’s just sleeping in bed.

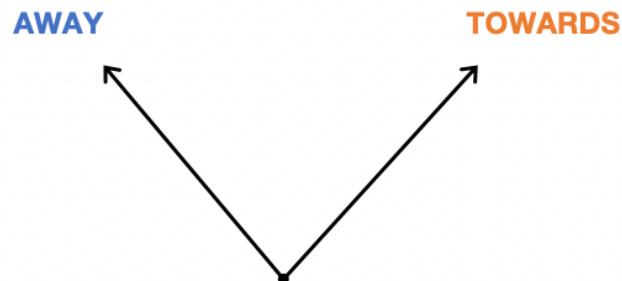
Slide 2: describe and discuss “Towards Moves”.

*Now, some things we do move us toward the values we want to live by -- behaving like the person we want to be or acting effectively. Things like spending quality time with loved ones, inviting friends to do something fun with you, standing up for what you believe in, stopping to enjoy the flowers in a garden . . . These things you do that fit with your values will differ from person to person, depending on who and what you most value. We call these ‘**Toward Moves**’.*



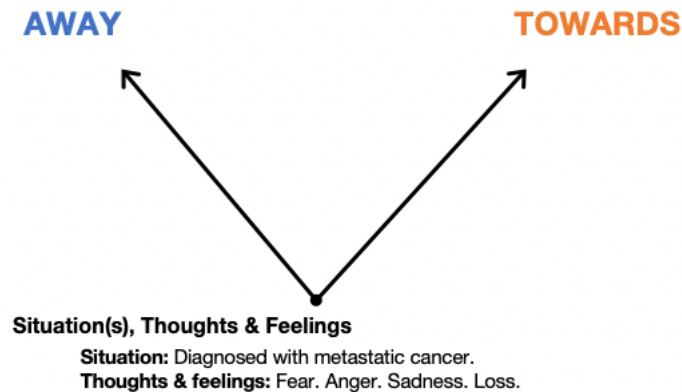
*And some things we do move us away from the values we want to live by behaving unlike the person we want to be or acting ineffectively. For many of us that might be isolating when we long for connection, snapping at loved ones when irritable, spending countless hours online or watching TV instead of doing things we that fulfill us on a deeper level. We call these “**Away Moves**”.*

Slide 3: Away Moves.



*Can everyone here tell the difference between when you’re doing **Toward Moves** – when you feel alive and connected to what matters to you, when your actions are aligned with the person you want to be, versus **Away Moves** – when you’re moving away from what you care about, when you’re acting ineffectively, and unlike the person you want to be? We all do both!*

Slide 4: Difficult situations, thoughts, and feelings are when we most need to pay attention to how we're responding – with Toward or Away Moves



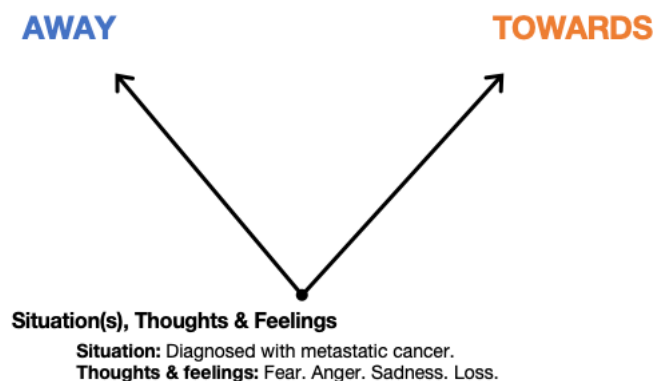
When life is easy, giving us what we want, it's often effortless for us to choose Toward Moves, to act effectively, treat others the way we want to in our hearts, do things that make our life better over time instead of worse.

But unfortunately, life isn't that easy most of the time, and it often doesn't give us what we want, at least not forever. Cancer showing up is one of those things we don't want and we don't ask for, but it shows up and can create lots of challenges. So, as we go about living our life, all sorts of challenging situations, thoughts and feelings arise. It's much harder to do Towards moves during challenging situations, and the hard thoughts and feelings that come with them.

Slide 5: Away Move Examples

When we're feeling really triggered by dealing with cancer, we might respond in all kinds of ways. For example, raise your hand if you sometimes respond by isolating or withdrawing? What about being irritable and snapping at loved ones?

- Away Moves:**
- Isolate/Withdraw.
 - Being irritable/snapping at loved ones.



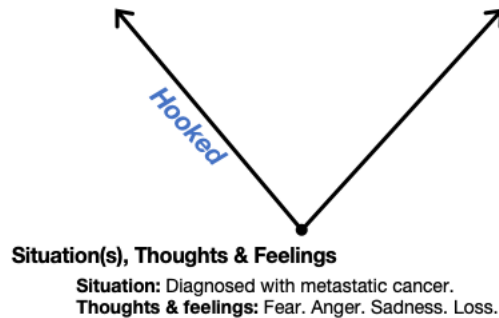
Slide 6: Discuss getting 'hooked'

Away Moves:

- Isolate/Withdraw.
- Being irritable/snapping at loved ones.

AWAY

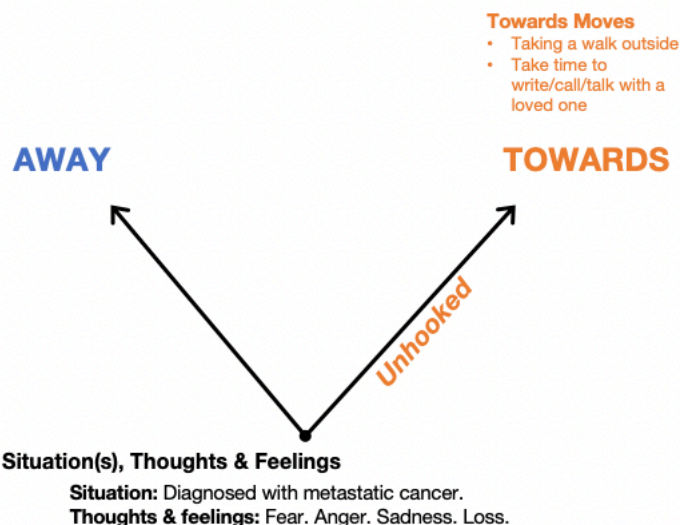
TOWARDS



Unfortunately, we tend to easily get “hooked” by the difficult thoughts and feelings that arise in those situations, they hook us, trigger us, jerk us around, and pull us off track – and once we’re hooked, we start doing more Away Moves.

Almost all psychological problems and suffering –from anxiety to depression to addiction, boils down to the basic process of: we get hooked by difficult thoughts and feelings and start doing Away Moves.

Slide 7: Discuss getting 'unhooked'



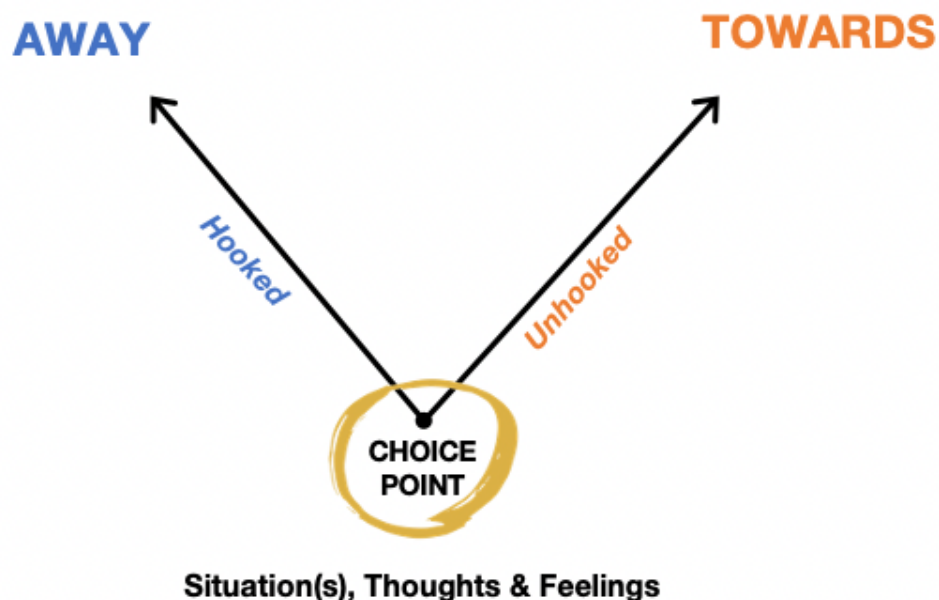
Towards Moves

- Taking a walk outside
- Take time to write/call/talk with a loved one

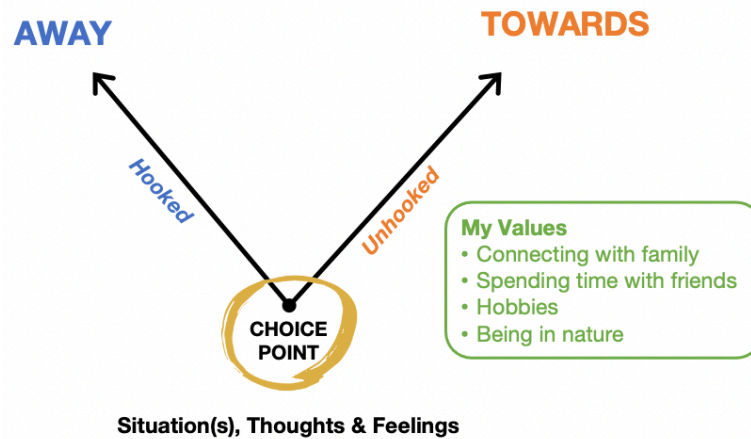
Now, there are also times when we can unhook ourselves from being so jerked around by difficult thoughts and feelings. We acknowledge them but don't allow our behavior to be dominated by them. In these moments, we can choose to do Towards Moves instead – doing things that move us Towards the life we want to live, acting effectively, behaving like the person we want to be, perhaps like the examples here. The better we become at unhooking, the more we feel we're living life to its fullest, and the better life gets. This is true even – and maybe especially – if you're dealing with cancer, when one's energy and time is more limited, because it helps to get the most out of the energy and time you do have.

Slide 8: Introduce the “Choice Point”

So, when we're in these challenging situations, experiencing difficult thoughts and feelings, there's a CHOICE for us to make. We call this the **CHOICE POINT**. If we can catch that we have a choice, if catch the Choice Point, we can reflect on our choices in that moment or situation:
 How are we going to respond?
 Do we unhook and do Towards Moves?
 Or do we get hooked and do Away Moves?
 Or a little of both perhaps?



Slide 9: Introduce Values



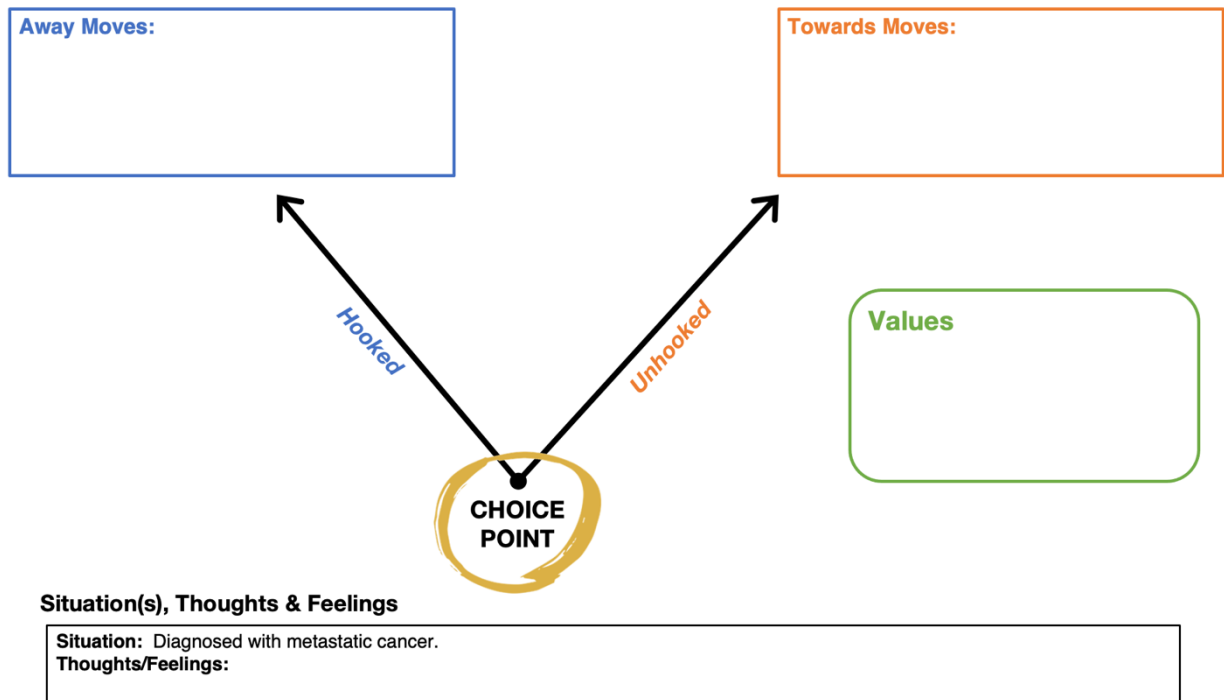
There are two things we'll do in this program that will make it much easier for us to choose this way (point to Towards arrow) rather than this way (point to Away arrow), when we want to.

*The first, is to get clear about who and what matters to us – our **values**! If we become clear about our values, we'll find we have more choice about how we respond. It becomes easier to move towards our values if we're in touch with them.*

*The second is to **develop our unhooking skills**, which we'll learn more about in coming weeks.*

Today we'll start by talking about our values – who and what are important to us. Values are guideposts, our North star that guides us in a meaningful direction in our life. To contact our values, ask yourself: What's important to me? What feels most central in my life? What do I want to stand for, embody, or be about, in the world, in the face of cancer and otherwise? We'll circle back to sharing those in just a moment.

Slide 10: Facilitate Filling in the Group's Choice Point



Below there are two outlines for the Group Choice Point.

- 1) 'Basic and brief' outline of how facilitating the Choice Point online will work.
- 2) Outline of Choice Point with a script and points of discussion.

Basic & Brief Outline of the Group Choice Point

One facilitator should type in brief the responses and examples that participants provide throughout.

- One leader facilitates the group discussion, and the 2nd leader types in the group responses as they're said.
- Whenever a challenge is named (or an Away Move, etc), ask others to raise their hand if they can relate to it.
- Start by having the group brainstorm challenging situations, thoughts, and feelings related to cancer. Try to have them list ~ 3 to 5.
- Ask: When you feel Hooked by that situation, thought, or feeling, what Away Moves do you tend to do? Try to have the group come up with at least 5-6.
- Then Ask: When you notice that you have a Choice, and can acknowledge and Unhook from those difficult situations, thoughts, or feelings, what Towards Moves are you able to do?
- Try to name Towards Moves that are balanced by not overdoing it or underdoing it. Have the group come up with at least 4 to 6 Balanced Towards Moves and have 2nd leader type them onto the slide.
- Have them answer and List their values in the "My Values" box on the right by asking: Who and what do you most value in life, or makes you feel most alive and connected? What do you most want to stand for in your dealing with cancer?
- Ask them to notice: When you connect with your Values, what types of Toward Moves are you drawn to doing?
- Summarize the model, emphasizing the Choice Point and how connecting with Values can pull them towards balanced Towards Moves, and how normal and okay it is to do Away Moves too.
- The emphasis is noticing when they have a Choice.

Scripted Outline of the Group Choice Point

Now it's time to complete our own Choice Point together as a group!

Let's start with "Being diagnosed with metastatic cancer" as the Situation.

Let's SHARE what types of challenging feelings, thoughts, and situations have been showing up around this situation lately? What shows up that gets in the way of moving toward where we want to be in our lives?

This could be difficulties communicating with your doctor or medical team, or with family members; this could be feeling frustrated, lonely, concerned, scared, or sad; this could be being haunted by thoughts of dying OR BETRAYED BY YOUR BODY; this could be feeling pain or discomfort from cancer; this could be lots of things...

Whatever you're experiencing, I guarantee you're not alone. When we name difficult thoughts and feelings, we "Name it To Tame It." That is, when we name difficult thoughts and feelings, it reduces their power."

What types of challenging feelings, thoughts, and situations show up for you around dealing with cancer?

Facilitate a discussion here and have the group come up with ~3-5 situations, thoughts, or feelings. Type them in the bottom box.

Whenever a common situation, thought, or feeling is named, ask: *Who else here can relate to that? Raise your hand if you can relate.*

What types of Away Moves do you tend to do when you get hooked by _____? (name the Challenging Situations, Thoughts, and Feelings from the bottom box)

As needed, start with a personal example of getting hooked and doing an Away Move. I've listed one below you can use if it resonates with you; if not, please use an example that's true for you.

Facilitator 2 can type in their Toward Moves:

Example: *For example, when I need to be doing something challenging, I get hooked by the thought that it will be super unpleasant or that I'm incapable of doing a good job, I tend to surf the internet instead, a procrastination focused Away Move for me.*

Does anyone else surf the internet as a way of procrastinating doing hard things? Is that an Away Move for anyone else here?

Or sometimes I get irritable and snap at my family instead. Does anyone else get irritable or yell at loved ones when you get hooked by difficult thoughts or feelings?

What do each of you do when you get hooked or triggered by difficult thoughts or feelings in these situations, and do Away Moves?

Type in Away Moves in the upper left box:



Now what about when you're able to Unhook from that Situation, Thought, or Feeling, and do something that is more aligned with who you want to be in the world? What does that look like? What could we see you doing with your hands and feet? Or kind ways of talking to yourself or sending good wishes in your mind?

Perhaps it's texting or calling a friend or family member, perhaps it's going for a short walk, gardening, fishing, eating well, engaging with your medical team, taking steps to plan for the future...it could be anything that reflects what you enjoy and value, or that makes you feel alive and connected.

As needed, offer a personal example of ‘unhooking’ and a Towards Move.

I’ve listed one below you can use if it resonates with you; if not, please use an example that’s true for you.

Example: *For example, when I need to be doing work and the thought that I’m incapable of doing a good job shows up, sometimes I’m able to just notice those thoughts, and respond by reminding myself of why the work is important and start working right away. I’m able to unhook and do a Towards Move for me.*

Facilitator 2: Type in their Away Moves on the slide.

To summarize, ‘Towards Moves’ are things we do that move us towards vitality and values, and ‘Away Moves’ are things we do that move us away from vitality and what we value. Of course, we often do things that have bits of both ‘Towards’ and ‘Away Moves’ in them – that’s important to notice too.

Facilitator 1 should list 1-2 personal examples for the “My Values and Skills” box.

Refer participants to the “Values List” on [page 10](#) of their workbook for some examples of values.

For Examples, list 1-2 values that are important to you such as: taking care of my health, being a loving parent (or grandparent, partner, friend, pet owner, etc.), being of service to others, pursuing justice, etc.

Have participants generate anything that is meaningful to them that they want to be about to fill in under “Values (“I want to be loving to my family” as opposed to something they want *done to them*, e.g., “I want my husband to love me more”).

Acknowledge participant responses (“So ___ sounds really important to you”) and type in the Values section with their responses.

Work to use language of: “What makes you feel most vital and alive, and what fills your life with vitality, fulfillment, connection, and meaning” as opposed to always sticking with “values” language.

Ask: *When you’re really in touch with your values, does it make it more or less likely that you’ll respond to a challenging situation, thought, or feeling with a Towards Move? (answer: more likely!)*

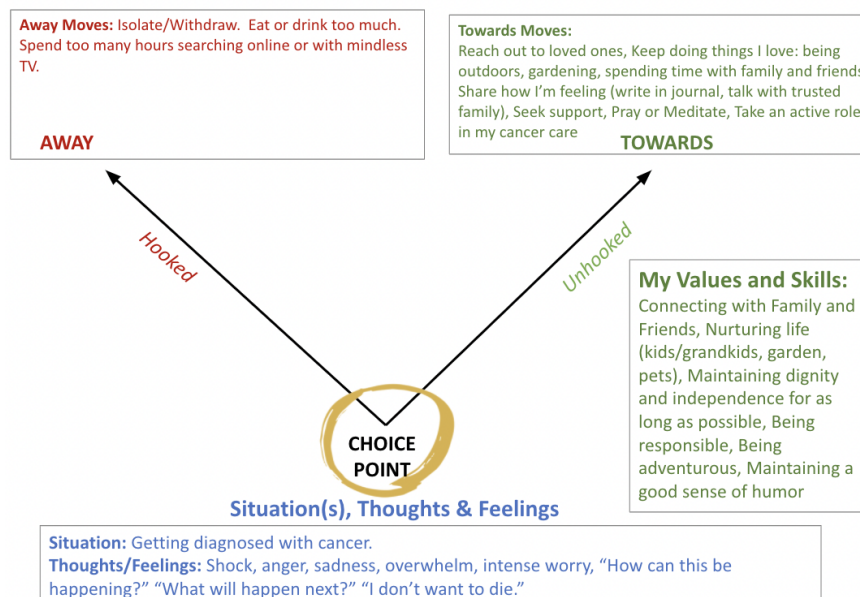
Helpful Hint 1: If participants have difficulty thinking of things, you can discuss how “*the flip side of pain is values*” (and *the flip side of values is pain*) which means that if you look at where you’re struggling, it points towards what you value, because the flip side of what we struggle with is usually something we value. For example, if you’re struggling with worry and anxiety, perhaps you value being fully present and enjoying life right here and now (instead of worrying about the future) or perhaps you value your family most, and thus you worry about something bad happening to those you love.

Helpful Hint 2: Participants may state values such as “I want to be a good Mom/Dad” or “I want to be a good friend (worker, community member, etc.).” This may seem vague or nonspecific. At this point we just want to reinforce people putting ideas of what matters to them on paper. If you have time, however, you can explore participants' values in a deeper way, so you may choose to help to explore further, with questions such as: “So what are the qualities of a good Mom/Dad/friend? If you want to earn that title, how would you behave towards the people involved?”

Address questions: *Who has questions about this model? Don’t be afraid to speak up! I’m sure you’re not the only one with your question.*

Finally, step back and appreciate the completed group Choice Point that they have been filling in behind the scenes and highlight the link between their Values to their Towards Moves (also known as Valued Behaviors.) Here’s an example of what a completed Choice Point looks like:

***Note to facilitators: SAVE** the Choice Point slide that the group has filled in because you’ll need to show it again next week.



Short Break (5 minutes)

Now we're going to take a 3-to-4-minute break to get a drink of water, use the bathroom, stretch. Please make sure you're back no later than _____ (state the return time).

***Note to Facilitators:** ENSURE you limit the break to 5 minutes, or you'll run out of time in the second half.

Linking Values to Advance Care Planning

7 minutes

1:40-1:47

Link Values to Advance Care Planning (ACP)

The Choice Point is a helpful tool for visualizing (and exercising) our choices and helps us to use our Values to guide those choices.

*One of the major Choices is to plan for and influence our future medical care by engaging in a process known as Advance Care Planning or ACP. How many people here have heard of Advance Care Planning?
Who here knows what it is? (Ask for show of hands)*

Explain what ACP is and include the following points:

Advance Care Planning is a process that can help you to center your medical care on your values and maintain more control over medical decision making. Specifically, it often involves getting clear on your values and goals, discussing these values with your medical team and your loved ones, and documenting your wishes about care formally by completing a medical power of attorney document, living will, and maybe even more specific medical directives as appropriate.

We all want **more choice and more control in our care**, right? And yet, it can feel overwhelming and scary to really think about our own potential future needs for medical care. In response to those concerns people often **avoid or procrastinate** thinking about and planning for their future. (Can anyone relate to this? Raise your hand [facilitators too] if you have avoided or procrastinated on anything related to advance care planning.) That tendency to avoid is very natural, and it is one example of how many of us get hooked by fear or avoidance.

In the coming sessions, we will be discussing all of these things more in detail, including how to deal with some of the fear, concern, or hesitation you might or might not be feeling about advance care planning.



Bring up slide deck “1c) Overview of ACP”

In the coming weeks, we’re going to focus in part on working through advance care planning (ACP) and completing or revising advance directives. We’re going to be working with you to:

- *Explore your values and preferences for care*
- *Identify someone who could speak on your behalf if you’re thinking became fuzzy or you became unable to voice your wishes*
- *Have a discussion with loved ones and medical providers about your wishes*
- *Document your wishes on paper and in your medical charts.*

Emphasize its importance to everyone doing ACP, not just when we get a cancer diagnosis:

*By the way, advance care planning is not just for people with a diagnosed illness, **it is important for every adult** to be engaging in. Although I procrastinated initially, I’ve completed advance directives and I continue to spend time revisiting advance care planning as an ongoing process in my own life.*

Speak briefly to what/how we are going to walk people through this in the group in the coming weeks.

Emphasize what they can do THIS WEEK:

1. *If you have previously completed advance directives – great! - please find your copies, read through them, and consider whether there is anything you would like to amend, clarify, or revisit. If you haven’t completed advance directives rest assured that many people haven’t, and that we are going to be supporting you in completing them in the coming sessions.*
2. *Especially if you haven’t had any experience doing advance care planning – which is completely OK - we invite you to look through the advance care planning forms in the back of your workbook. (hold them up). We will talk about these more in the coming weeks.*

Wrap Up: Summary of Today's Session and the Group

3 minutes

1:47-1:50

Summarize what the Valued Living program is.

In sum, this is what we're here for: to facilitate choosing to connect with what's most important to us in the midst of coping with the anxiety, uncertainty, and unease that often accompanies being diagnosed and treated for cancer.

We'll learn skills for what to do when our worry, uncertainty or unease feels out of control, or when we feel disconnected and out of touch with others and the world around us.

In addition, we will be talking about Advance Care Planning- both to stay focused on our values from now into the future, and as a context in which to use these new skills.

Acknowledge the challenges that this group/program can bring up

Now you have a sense of the path for the work we will do together. This work has been helpful for many people and for ourselves.

You may be thinking, "I love this!"

You may be thinking, "This is really not for me at all" and that's okay too. We're happy to talk with you about any concerns you might have after the session.

You may feel something in between, like "This is strange or uncomfortable, but I have a feeling there might be something of value here for me." We invite you to hold that discomfort - It's normal to feel questioning, judging, or hesitant about exploring new ways of thinking. We welcome you to continue on and to explore what is of value here.

In sum, if you have any questions or concerns about continuing, please feel free to discuss with us after the session today.

Introduce Online Program and Home Practice

5 minutes

1:50-1:55

Discuss what will be covered and what needs to be done in the coming weeks.

We are only together for a short time each week and the online modules and daily check-ins are a way to ensure that what we learn here generalizes to the rest of your life.

*For this reason, home practice is **extremely important**. Prior to our next group meeting we are going to ask you to commit to completing at least a few online daily check-ins and the online program for the week. If something gets in the way and you don't complete it, please recommit to doing it the next week.*

It's also VERY IMPORTANT to bring your participant workbook (the 3-ring workbook we sent you in the mail) to the group sessions each week. If you forget, please absolutely join us anyway! But you will get more out of the group sessions if you have your Workbook.

Turn to page 3 & 4 in your Workbook and look over the instructions for how to login to the online program.

If you have questions about any of this, please stay on after the group and Tech Support can help you. You can also call Tech Support at the number on the blue card in the front pocket of your workbook ANYTIME during the work week.

Please go to page 7 in your workbook to follow along with this weeks Home Practice.

In this upcoming week BEFORE our next group session, please do the following:

1. **Complete Online Module 1: Noticing Towards and Away Moves.** Go online and show them what this looks like.
2. *The online module will help you to personalize your Choice Point and hone in on your values and on compassionately identifying your Towards and*

Away moves. Identifying your personal values as well as your ‘towards’ and ‘away’ moves will be the foundation for the upcoming group sessions so its important that you work through this before our next group session.

3. *The nice thing about the online modules is that you can do them more than once! You can log in and complete them as many times as is helpful to you.*
4. **Complete the Choice Point Daily Check-Ins** – *we’ll send you reminders 3 times each week to help you remember. This is the orange button on the lower left hand side of the home page.*
5. **For Advance Care Planning:** *Please find your old, advanced directives if you have any, and if you haven’t done any or are curious, please take a look at the advance directives forms in the back pocket of your book.*
6. *In the online daily check-ins and more generally: practice NOTICING what makes you feel truly alive and connected to others or to the world in some way. Practice asking yourself and noticing each day: What are the things that I **choose to do that** move me towards or further away from feeling fully alive? Towards or away from what I value and find meaning in?*

What questions do you have about that distinction between towards and away moves?

*On **page 8** of your workbook we’ve include a **blank Choice Point** for those of you who would like more opportunities to try this out this week, beyond the online program. On **page 9** of your Workbook, we’ve also included a worksheet to simply notice your choices and whether they bring you towards or away from your values. If it feels meaningful to do so, we encourage you to complete these!*

Self-compassion: *Please bring A LOT of self-compassion to this noticing because sometimes we want to beat ourselves up when we notice our away moves. Just gently notice if this happens and remind yourself that you’re doing the best you can in any given moment. We’ll discuss this more in the coming weeks!*

*Does anyone have any questions about how to **access** the Online Modules or Online Daily Check Ins?*

See you next week, no matter if you do the home practice or not!

Remember, please do your true best to complete the Online Modules and Daily Check-ins, but we DEFINITELY want you to return to our group session next week, SAME time and SAME Zoom link, even if you don’t complete them!

Reflection Sheets <i>5 minutes</i>
--

1:55-2:00

Technical support PRA to send the individual reflection sheet links to each participant.

In these last few minutes together, we invite you to click on the link in the chat to complete the reflection form.

This reflection forms serves two purposes, one to help you reflect on what is useful to you and two to help us understand what's working or not working in this group.

Please click on the link in the Zoom Chat right now. This will take you to the Reflection Sheet. Please complete these before you leave today. We really value your feedback!

Thank you! We look forward to seeing you next week.

Note to facilitators: please encourage participants to complete their reflections sheets before they leave the Zoom group meeting.

Notes Sheet

Notes Sheet

Group Session 2: Brief Outline

***Note to facilitators:** Time is tight today so please keep a close eye on time and begin on time regardless of whether everyone has arrived.

0:00-0:15

- Welcome and Meditation
- Make sure everyone's Zoom is working
- **Briefly** review group agreements and Zoom ground rules
- Lead brief mindful noticing meditation (3-5 minutes)
- Check in about Online program completion & questions

0:15-0:40

- Brief Opening Circle
- One card opening

0:40-1:05

- Creating Passengers on Cards
- Introduce and complete the "Words, Memories, and Images that Hook Us" worksheet

SHORT BREAK (4-5 minutes)

1:05-1:20

- Sharing Passengers

1:25-1:35

- Introduce Passengers Metaphor and how to notice Passengers
- Encourage them to focus on passengers that come up around ACP

1:35-1:50

- ACP Overview. Emphasize MDPOA and Living Will as most important for everyone to complete, and as the focus for this week
- We will continue to discuss next time

1:50-1:55

- Show them links to Online Module 2 in screen share
- Home practice: Complete Online Module 2, ACP, Daily Check ins

1:55-2:00

- Participants complete and turn-in Reflection Sheets online

Group Session 2: Full Outline “Passengers: An Introduction”

Session intentions:

- To increase a sense of common humanity among group members
- To increase a sense of self-acceptance and self-compassion
- To increase people’s capacity to observe and relate to their own minds and behavior
- Validate, validate, validate! Validate how challenging it can be to discuss passengers and to skillfully relate to them (yet how important!)

As participants arrive for Zoom session:

- Take attendance virtually by noting who’s there
- Ask and make sure they have their participant workbooks with the blank index cards and pen found in the workbook binder pocket.
- Are all on computers or tablets (so they can see everyone at once) and NOT smartphones

Facilitators bring to Zoom session:

- Have ready the Powerpoint Choice Point filled-in slide from last week
- Participant questions from the first online Module
- Have an internet tab with the Valued Living home page cued up on the facilitator’s computer.

Facilitator be Ready to:

- Share screen
- Use PowerPoint slides
- TURN OFF ONLINE NOTIFICATIONS such as email during the group
- Practice the online check-ins 2-3 times this week yourself!
- If you *haven’t* done this week’s online session before, please do the online session between this group session and the next
- If you *have* done this week’s online session already, please refresh your memory of what it involves before the next group session

PRA be Ready to:

- Let participants in from the Zoom waiting room
- Start recording the group session
- Put participants in break out rooms for the opening circle and in pairs for the passenger cards
- Troubleshoot with participants as needed
- Send Reflection Sheet 2 links through Zoom chat and/or email if needed

Welcome & Meditation

10 minutes

0:00-0:10

Welcome people back. Ensure that everyone's Zoom is working. Review the group agreements and online communication guidelines. Highlight anything of importance to your group.

*First let's briefly review **the group agreements and online communication guidelines**:*

1) Group agreements: Summarize BRIEFLY.

Confidentiality: *This means we ask you to not share other group members' identities outside of the group and not share the content of what other group members share outside of the group. You may share your own experience with people outside the group but not others' experience.*

Openness: *We invite everyone to try new ways of thinking and being, including allowing space for judgements to arise without needing to respond to them.*

Boundaries: *Please respect your own and others' boundaries, including taking responsibility for your own experience and asking for help when it's needed. We may bring up a topic that's triggering for you – please reach out to the hosts if you are triggered. It would be normal to feel heavier or emotional about the topics we're addressing, but if you're worried about yourself or your response to the program, please reach out to us immediately. Please be your own advocate. We are here for you.*

2) Zoom communication guidelines: Summarize VERY BRIEFLY.

- *Keep your video on at all times except during breaks*
- *For your privacy and the privacy of your fellow group members we ask that you join the call from a private location in your home where ideally you can close the door and avoid interruptions or others listening in, if possible. If there is noise in the background, please mute your line unless speaking (and at times, if we notice extra noise we might mute a line for you).*
- *Please do NOT do anything else during the meetings – no texting, emailing, etc, as tempting as it might be. You will get WAY more out of this if you are 100% paying attention, which is harder to do online. So we request your full attention.*

- When you want to **speak**, please **physically raise your hand** so that everyone can see (Physically demonstrate this)
- When you want to show **agreement**, or that you share the experience someone is speaking about, please **give a physical thumbs up**.
- Similarly, if you want to show compassion for someone you might cross your hands/arms over your heart
- We request that you make a strong effort to arrive **ON TIME** or a few minutes early (if you can) we need to begin the group **ON TIME** to get the most out of it! When you log into the Zoom meeting you will be in a “waiting room” and we will open the room and plan to start the group right on time!
- If for some reason you/we lose internet connection, please try to log back in and rejoin the group in Zoom. If after a few minutes the system is still not working, please look for an e-mail from the research tech support team (or you can e-mail them directly at the email address listed at the front of your Workbook)

Lead a brief mindful awareness exercise:

One goal of this program is to help us all increase our awareness so that we can more clearly see our Choice Points and move toward our values. So today we are going to begin with a brief exercise to help us become more present together in this (Zoom) room and more aware and open toward our experience.

The aim of this 3-to-4-minute eyes-closed exercise is to increase your awareness of your present moment experience, which may or may not feel relaxing. At times that might feel blissful, other times it might feel the opposite! All experiences are welcome.

The next page exercise is taken from “Act Made Simple” (Russ Harris, p. 44, 1st edition):

I invite you now to sit up straight, let your shoulders drop and gently push your feet into the floor . . . and get a sense of the ground beneath you . . . and you can either fix your eyes on a spot, or close them, whichever you prefer.

Now just take a moment to notice how you are sitting.

<Pause 5 seconds>

And notice how you are breathing.

<Pause 5 seconds>

And notice what you can hear.

<Pause 5 seconds>

Notice what you can feel against your skin.

<Pause 5 seconds>

And notice what you can taste or sense in your mouth.

<Pause 5 seconds>

Notice what you can smell in your nose, if anything.

<Pause 5 seconds>

And notice what you are feeling.

<Pause 5 seconds>

Notice what you are thinking.

<Pause 5 seconds>

Now take a moment to reflect on why you came here today... <Pause 5 seconds>

There is something that matters to you, something that is important deep inside that has motivated you to come back. Just take a moment to connect with that... <Pause 3-4 seconds>

Is it about nurturing your health? <Pause 3 seconds>

Connecting with similar others? <Pause 3 seconds>

Not letting fear get in the way? <Pause 3 seconds>

Learning new skills or growing? <Pause 3 seconds>

Just take a moment now to open up to whatever's in your heart <Pause 3 seconds>

We invite you to keep that value or intention in mind during the group today.

Now please return to noticing the sounds in the room <Pause 5 seconds>

And when you are ready, gently open your eyes. <Pause 5 sec>

If time debrief: *How was that? Anyone able to really focus on most of it? Anyone feel unfocused, which is totally normal? All of your experiences are welcome.*

Online Program Check-In

Brief ~2-5 minutes

0:10-0:15

Facilitators check in about any questions that came up in doing the online program and touch on the importance of engaging in the online program, as follows:

First, congratulate and celebrate out loud with the group if 1) everyone did the online session (perhaps ask for a show of hands only if you know everyone did it) 2) multiple group members did the daily check-in more than 3 times that week.

Second, briefly check in about each portion of the online program:

*Did anyone have any questions about Module 1 or find anything helpful?
This module is the foundation for the work that we will be doing over the coming weeks so if you didn't already get a chance, please complete this as soon as possible.
We find that folks who engage with and complete the modules receive the most benefit from the group.*

*What about the Choice Point daily check-in?
The goal of the Choice Point Daily Check-in is to help you to pause, notice your choices and move towards what matters to you. We recommend completing a check-in once each day because through this repeated use produces the most benefit!*

If you're having difficulty remembering to do a daily check-in try:

- Putting a calendar reminder in your phone
- Putting a note somewhere you will see it like the fridge
- Reward yourself when you've done a check-in

If relevant (sometimes there are no questions), please read aloud the questions that participants wrote online about the online module and address them briefly.

Opening Circle Exercise

25 minutes

0:15-0:40

Brief Opening Circle

Very briefly review and state today's focus
 Show the Choice point slide from last week
 Briefly address questions, if any, that were submitted in online Module
 Introduce Opening Circle and go to rooms for 15-20 min to discuss opening circle questions

Briefly review and state today's focus

Last group session we created a group Choice Point [share the Choice point slide here] to help us become more aware of and map out what we care about, and how our behavior may be connected to how we respond to our minds. We introduced the concept of moving "towards" and "away" what gives us our greatest sense of vitality and connection in life.

- *How of you this week were more aware of those Away Moves we tend to make? (Wait for show of hands)*
- *How many of you were a little more aware of any Choice points that you might not have noticed before?*

This week we are going to go a little deeper in increasing awareness of our Choice points and in learning skills to help us become 'unstuck' or 'unhooked' from thoughts and feelings that trigger us.



Pull up Slide deck "2a) Opening Circle" and introduce the opening circle questions and have participants pull out a blank white index card and write their responses to the following questions:

- 1) *What Towards & Away moves did you notice this week?*
- 2) *What was that like to notice those? Did you notice that you had more choices? (Ask: How many did away moves this week? Emphasize how we ALL do away moves, it's perfectly OK, we need kindness and compassion)*

Points to highlight as the opportunity arises:

- Validating the universality of Away Moves – We all do them, and that’s perfectly okay. The goal isn’t to get rid of all Away Moves, simply to notice that we have more choice.
- Acknowledge loss of choice/ control that comes with cancer, and YET we do still have choices within that. We can choose to notice our Choice Points.
- Emphasizing self-kindness and self-compassion –It’s perfectly okay to do away moves. What would a loved one or loving being say to you in that moment? What’s a **positive aspect** in noticing them?
- Sometimes our best Towards Move is just getting through the day or avoiding doing something harmful
- Use whatever works! (sometimes avoidance works at least short-term and is the best we can do in that moment)



PRA will sort group members into two groups, have one facilitator in each Breakout Room to lead the smaller group.

Now, we’re going to split into two smaller groups using something called Breakout Rooms, to give everyone more time to share and explore your responses. Some of you will see the screen go blank for a moment, and then a pop up will have you click to join the Breakout Room.

***Note for facilitators: State out loud the return time so that the PRA can close the rooms at the appropriate time**

We will return from our breakout rooms at __:__ (share time)

**Next go around the circle and have everyone share their response.
Facilitators share your responses too.**

***Note for facilitators:** Please **turn to page 19** in this manual and as time allows, use the contextualizing questions to help participants explore their use of the material, what works for them and what doesn’t, etc. Address any questions briefly. (If needed, offer to address more individual questions after the group.)

Creating Characters on Cards

25 minutes

0:40-1:05

Transition to talking about characters.

Note to facilitators: Refer to them as ‘Characters’ because the passenger’s metaphor has not been introduced yet.

Now we’re going to shift gears and reflect on the challenging thoughts, feelings, or images that hook us, trip us up regarding cancer, and make it more challenging to do Towards Moves. To facilitate reflecting on this, we use some prompts to help us.

You might wonder: Why are we doing this/spending time on clarifying those challenging thoughts or feelings (that many of us might prefer to avoid)? Facing them head on and allowing ourselves to become more aware of what is hooking us or nagging at us, can be an important first step to releasing their grip upon us or releasing our struggle with them. We can think of it as “Name it to Tame it.”

Have participants turn to the “Words, Memories, and Images that Hook Us” worksheet from [page 14](#) of their workbooks.

Once you have the worksheet, please begin filling it out. Be fully honest with yourself – this worksheet is for your eyes only.

Once most people are finished, continue by SAYING: “Now please circle a few words or phrases from your sheet that best capture what triggers, haunts, or hooks you. Copy the top two things you circled onto your two remaining index cards, writing one on each card.”

Ask for a few volunteers to share a few responses, highlight:

- * how shared the concerns are
- * how longstanding they might be (messages from childhood)
- * how even if we **know** they are not “true” they can still **feel** very strong within us

Now I want us to imagine something. What if the things you wrote on your cards were characters, creatures or people? Caricatures or characters with personalities? What might they look like? What might their names be? What

would they say? What would their voice sound like? How would they behave? Feel free to be playful and creative with this.”

Give examples of characters:

Miss Doom and Gloom. Ms. Ugly or Ms. Worst Case Scenario. Ms. Unlovable or Unworthy. Mr. Grim Reaper.

Part of what we’re doing here is Naming it to Tame it – though we may not be able to get rid of these characters, naming them reduces their power over our actions.

Optional: show an example character on an index card from a previous participant and model what they might say.

Have participants pull out a yellow index card from their Workbook and draw a picture or describe their character.

Help participants to elaborate on their characters.

Please write out a name for each character and phrases that the character says in your head. No matter how basic your drawing skills are, we encourage you to draw out a picture of the character. Get playful with it!

Ask that participants hold on to their cards to reference through the next group sessions.

Short Break (5 minutes)

1:05-1:10

Now we’re going to take a 3 to 4-minute break to get a drink of water, use the bathroom, stretch. Please make sure you’re back no later than _____ (state the return time).

Cards Exercise

15 minutes

1:10-1:25



Sharing a Card in pairs in breakout rooms

One of the hardest things about having passengers, particularly in the context of cancer, is that they can feel so isolating.

We will use something called breakout rooms to allow you to have a private space with one or two other group members to share your character.

Partners pay attention, because we are going to ask you to describe your partner's passenger to the rest of the group in a minute.

Each of you will have a few minutes to speak and then please switch and let the other group member(s) speak. We'll flash a quick message to remind you to switch if you haven't already.

Any questions before we begin?

When the Breakout room begins, your screen will have a pop up inviting you to a breakout room. Hit the blue button, then the screen will go blank for a moment before you are admitted to the room. Then it will automatically bring you back to the group after 8 minutes or so. BEGIN.

***Note to Facilitator or PRA:** After a few minutes, broadcast a message saying, "Please switch who's sharing if you haven't already."

After 8-10 minutes, end the Breakout rooms and return everyone to the same meeting.

Now, we invite you to briefly introduce your partner and their passenger to the group.

Have everyone introduce their partner's characters. Help the group to notice how shared/overlapping their fears are and that even the less commonly shared fears were often easy to relate to by others, i.e. they are not alone!

Engage the group around common fears/concerns that get shared: *Please raise your hand if you relate to that. What can we learn from seeing that other hands are raised too?*

***Note to Facilitator:** If anyone's struggling with this exercise, it's a great chance to pair one of the facilitators with the person(s) struggling, to help them understand and engage with the exercise.

Introduce Passengers on the Bus Metaphor

10 minutes

1:25 – 1:35

Welcome everyone promptly back from break

Welcome back from break! Do I have everyone's permission to share a metaphor that helps us to understand our Passenger cards in a different way?



Introduce the Passengers on the Bus metaphor. Pull up slide deck “2b) Bus Metaphor” to illustrate.

I'm going to share a metaphor that has grown out of decades of doing this work with many people around the world.

*What if the feelings, thoughts, memories, and fears that you wrote about in your reflection and on your cards are like **passengers on a bus you're driving**. A bus that represents your life. (or if there's some other vehicle or metaphor that speaks to you, please substitute it!)*

*You're driving your bus down the road, **heading in a valued, vital direction** that you want to travel in your life (inspired by your Values on the Choice Point)*

Just as you start to head down the main road in the direction you want to go, you realize that there are some scary looking passengers on your bus.

*They start to **yell at you**, “You're going in the wrong direction! Turn left! Turn right! Don't go straight ahead!” They make threats... Trying to control your every move.*

***You get scared** – who wouldn't? You think: What if the passengers are right about bad things happening if I stay on route? And you start to imagine all kinds of terrible things that could happen if you continue moving in this valued direction. (imagine a few here). You're also a bit embarrassed or ashamed: What if other people knew that I spent time with passengers like this, or thought I picked them up on purpose or that it's my fault that they're on the bus?*

***So you stop driving** down the main road, give up on your route, and just slow down and drive aimlessly for a while, which seems to quiet your passengers. They no longer bother you as much.*

***But as soon as you start moving in a direction you really care about** – making lots of Towards moves and driving in a meaningful direction in your life –*

the passengers start getting rowdy again... **They start threatening you.** You grow so used to them that all they have to do is pop their head up and you feel scared and veer off course. You might even park your bus for a while and try to deal with them.

What you may not realize is that the **passengers on your bus that represent your thoughts, feelings, memories, fears –they can’t actually DO anything to you.** They can say things and threaten things like “you can’t do it”, “bad things will happen if you try to drive forward on the road” and “your cancer will worsen if you eat that junk food”...They can yell and scream at you, but they can’t actually drive the bus.

You could stop the bus and order them to get off, but the thing is – **they live here. This is their home. They cannot leave the bus.**

Summarize where the exercise is going:

In the coming weeks and online this week, we’re going to learn skills for dealing with Passengers so that we can continue to move forward in our lives in valued directions even when they show up.

Ask: *Does that interest anyone here? (invite a show of hands)*

*Together we’ll learn skills so that we’re not as bossed around by our Passengers through acknowledging and opening up to difficult feelings they trigger and yet maintaining our control of the wheel even when those darn passengers get loud. How does that sound? The very first step, though, **is simply noticing and naming them, and noticing when they tend to show up** – what triggers them to appear. That’s something I invite all of us to do this week.*

Introduce This Week's ACP Focus

15-20 minutes

1:35-1:55

Transition to discussing ACP focus (adjust order/content to your group!)

- Bridge the connection between bus metaphor/values/ACP
- Briefly redefine ACP
- Speak briefly to what/how we are going to walk people through this in the coming weeks

Continuing with the “bus metaphor” . . .

Beyond just focusing on challenging “passengers” we also want to spend time getting clear on the direction(s) that you want to be headed. . . Where do you want to be driving? What are the values you want to be focused on in your life? What support do you think might be helpful on your journey? And how can you designate a substitute driver in the event that you become unable to drive your own bus?

This leads us to think about Advance Care Planning . . . Advance care planning includes:

- *Deciding what types of care and/or treatment you would or would not want should you be diagnosed with a life-limiting illness.*
- *Sharing your personal values with your loved ones and professional caregivers (like your oncology team)*
- *And, completing advance directives to put into writing what types of treatment you would or would not want – and who you chose to speak for you – should you be unable to speak for yourself.*

Let’s take an informal poll about where you’re at with ACP. Wherever you’re at right now is totally fine...that is, to not have discussed your preferences for future medical care with your medical team and loved ones, or appointed a healthcare proxy, or officially documented any of this. How many of you are in this position?



Note to Facilitators: there is an option to use a formal Zoom poll that will be programmed and available for use.

How many of you have done some part or parts of ACP but not all of it?

How many of you have done all of ACP but would like to revisit it, or aren't sure what your current ACP documents say?

How many of you have done all of ACP but aren't sure whether you want or need to revisit it?

How many of you aren't sure what you have or haven't done yet?

The good news is, wherever you're at, this program can be helpful to you. It's very common to not have done any ACP yet.

Even if you've already done some advance care planning, it's something to revisit and reassess as time goes on, as your health and priorities shift.

Have everyone turn to the [ACP Checklist](#) in their Workbook on [page 47](#)

Introduce the ACP Checklist in their workbook (and briefly summarize what we'll be covering. Spend 5 minutes going through PAGE 1 of the ACP checklist by verbally walking them through it.

Check what they've done so far on PAGE 1.

Introduce the MDPOA form and describe it's importance.

This is the most important form (or its equivalent) to start with. The online module that you'll do this week will walk you through thinking about this and more!

Home Practice

5 minutes

1:50-1:55



Show Participants the Next Online modules by sharing your screen and showing the slide deck “2c) Online program instructions” and talk through the instructions for accessing the Valued Living home page and pointing out what they’ll be doing this week.

Have participants turn to page 13 and follow along.

Introduce this week’s focus and assignment:

We are only together for a short time each week; the online modules and check-ins help ensure that what we learn here generalizes to the rest of your life.

*For this reason, home practice is **extremely important** to commit to the online program, between this group and the next group meeting. Even if something gets in the way and you don’t complete it, please recommit to doing it the next week.*

No matter if you’re thinking about this for the first time or if you’re well along in your ACP journey, we hope that the online content is helpful in supporting you to take more steps on this journey.

Emphasize this week’s home practice, to be done BEFORE the next group session

1. Complete online Module 2: Growing your Values

You are welcome to do the session together with your spouse (if present) or another loved one if you wish. Or to first go through it on your own, and then go through a second time with a loved one – but that may not be right for everyone. Doing them alone works well too!

This week’s online Module 2 will help you explore values and preferences around ACP. Together, they will help you to explore your values around future care, reflect on how to communicate your values and goals around future care with your loved ones and healthcare providers, and will automatically prepare a summary for you at the end.

The online module focuses primarily on medical care decision making, but we recognize that there are a lot of other conversations and ways of planning for the future that you may wish to engage in.

At the end of Online Module 2, you can email yourself or print out your summary page and complete the first step in advance care planning (if you haven't already), which involves appointing someone to serve as your healthcare proxy and discussing this with them. It is outlined at the end of the online module 2.

Show them links to Online Module 2 in Zoom's screen share from the Valued Living Home page.

1. **Do the Choice Point Daily Check-in each day or as many days as possible:** *Keep noticing your Towards and Away moves, and what helps or gets in the way when you aim to move Towards*
2. *For this week, we also invite you to focus on noticing any passengers that come up around ACP or planning for the future more broadly, which we know can be triggering and understandably so.*
3. *On **page 16** of your Workbook we've also included a worksheet "**Towards and Away**" to simply notice your Choices and whether they bring you towards or away from your values. If it feels meaningful to do so, we encourage you to do this!*
4. *We also recommend you complete your MDPOA or, if you've already done that, revisit it and ensure that it reflects your current values and preferences.*

We can stay beyond the group if anyone has further questions. You can also contact the study team at the phone number or email that's in the front of your Participant Workbook on the blue card.

Acknowledge emotions that can be brought up by the group and that there is support available:

*We want to acknowledge that the things we are discussing in this program can bring up a whole range of thoughts and emotions, much of which are very normal and can even be helpful at times. However, if you are feeling overwhelmed, in crisis, or need more individual support, please reach out to one of us, the social worker at your RMCC site, or depending on the urgency of your need, please call the crisis line to discuss additional one-on-one support options. Please see the "**I'd like more support!**" page in your workbook **pages 55-56** for a list of contacts and links for exploring individual support or therapy.*

Reflection Sheets <i>3 minutes</i>
--

1:55-2:00

Technical support PRA to send the individual reflection sheet links to each participant.

In these last few minutes together, we invite you to click on the link in the chat to complete the reflection form.

This reflection forms serves two purposes, one to help you reflect on what is useful to you and two to help us understand what's working or not working in this group.

Please click on the link in the Zoom Chat right now. This will take you to the Reflection Sheet. Please complete these before you leave today. We really value your feedback!

Thank you! We look forward to seeing you next week.

Note to facilitators: please encourage participants to complete their reflections sheets before they leave the Zoom group meeting.

Notes Sheet

Notes Sheet

Group Session 3: Brief Outline

0:00-0:10

- Welcome everyone back
- Briefly review group agreements and Zoom ground rules
- Opening meditation

0:10-0:30

- Opening Circle

0:30-1:00

- Skills for Getting Unhooked from Passengers
- Thought Suppression Exercise
- Introduce Defusion from Thoughts & Beliefs
- Introduce Acceptance and Compassion for Feelings
- Brief Acceptance of feelings exercise

SHORT BREAK (4-5 minutes)

1:05-1:35

- Practice with Passengers: First time
- Experiential driving exercise

1:35-1:50

- Debrief and discuss remaining questions on ACP.
- Start with discussion of ACP and answer questions on MDPOA and Living Will, discuss MOST and DNR in more depth
- **OR** you can poll participants and see if they'd prefer to do this before break, and do all passengers work after break

1:50-1:55

- Introduce this Home Practice: the week's online module and check-in

1:55-2:00

- Participants complete and turn-in Reflection Sheets online

Group Session 3: Full Outline “Practice with Passengers”

Session intentions:

- Allow participants to cultivate their own wisdom and compassion for themselves.

Pay special attention to:

- Acknowledging fears and modeling acceptance of their impact before moving to defusion
- Viewing wise passenger(s) as another voice/presence to tune in to rather than a force to pit against other passengers in a battle or struggle.

As participants arrive for Zoom session:

- Ask and make sure they have their participant workbooks with the blank index cards and pen found in the workbook binder pocket.
- Are all on computers or tablets (so they can see everyone at once) and NOT smartphones.

Facilitators be Ready to:

- Refer to the cognitive defusion strategies handout.
- Refer to the acceptance strategies handout.
- TURN OFF ONLINE NOTIFICATIONS such as email during the group!
- Practice the online check-ins 2-3 times this week yourself!
- If you *haven't* done this week's online session before, please do the online session between this group session and the next
- If you *have* done this week's online session already, please refresh your memory of what it involves before the next group session.

PRA be Ready to:

- Let participants in from the Zoom waiting room.
- Start recording the group session.
- Put participants into breakout rooms for Opening Circle and Passengers exercise.
- Troubleshoot with participants as needed.
- Send Reflection Sheet 3 links through Zoom chat and/or email if needed.

Welcome and Meditation

10 minutes

0:00-0:10

Welcome people back. Ensure that everyone's Zoom is working.

*First let's just keep in mind the **group agreements and online communication guidelines** these are in your **workbook on page 2**. Confidentiality, Openness, and Respecting your own and Others' boundaries. Please also restrain from giving unsolicited advice.*

Facilitator mention or highlight any agreement that is relevant to your group.

Please also reach out to us facilitators if you are triggered by anything we discuss today. Feeling heavier about a topic could be normal and okay BUT if you're worried about yourself or your response to the program, please reach out to us immediately. Please be your own advocate. We are here for you.

Review Zoom guidelines, briefly highlight ones that are relevant to your group

1. Keep your video on except during breaks
2. We might mute you if there's background noise, to reduce distraction.
3. Sit in a private location with your door closed, if possible.
4. Please do NOT do anything else during the meetings – no texting, emailing, etc, as tempting as it might be. You will get WAY more out of this if you are 100% paying attention, which is harder to do online.
5. Please **physically raise your hand** to speak, gives a physical thumbs up to show agreement.
6. If for some reason you/we lose internet connection please try to log back in and rejoin the group in Zoom. If after a few minutes the system is still not working please look for an e-mail from the research tech support team (or you can e-mail them directly at the email address listed at the front pocket of your Workbook)

Mini-Grounding Exercise

We'll be doing an eyes-closed exercise, so we won't go through a longer one now like we usually do. But, just for a moment (slow down...), I'd like everyone to close your eyes (pause 3-5 seconds) and check in with your breathing (pause 5-10 secs). Notice any sensations that are present in your body (pause 5-10 secs), and any thoughts or feelings that are present right now (pause 5-10 secs). I invite you to bring that sense of awareness of what's going on inside of you right now in this moment... into the rest of our session today (pause 3-5 secs). And when you are ready, please gently open your eyes (pause 3-5 secs)

Online Program Check-In

Brief

Facilitators check in about any questions that might come up around the online program and touch on the importance of engaging in the program.

Mention, congratulate and celebrate aloud with the group as a whole if many did the check-in more than 3 times (don't single anyone out) and if many completed the Module.

Did anyone have any difficulties or questions about Module 2?

*This module **explores your values and preferences** in the context of advance care planning. It will help you reflect on what's most important to you and how you can communicate this to others.*

Did anyone have any difficulties or questions about the Choice Point daily check-in?

What barriers come up surrounding the daily-check-in?

We find that people who complete 3 or more check-ins each week benefit the most from the group. We will have a new daily check-in this week.

Opening Circle

20 minutes

0:10-0:30

Briefly review last session and state today's focus: (1-2 minutes)

Last group session we introduced the Passengers on the Bus metaphor, created and shared some of our Passengers that trip us up when we're trying to drive forward, and discussed (and started to do) advance care planning.

This week we are going to go a little deeper in playing with the Passengers on the Bus metaphor, and in learning skills to help us become 'unhooked' or 'unstuck' from thoughts and feelings that trigger us.

The more we unhook, the easier it is to do Towards Moves.

We'll go deeper into that awareness in the first half and explore new approaches to becoming unstuck in the second half of today's group.

We will also go deeper with advance care planning. Any questions before we begin?

Shift towards the Opening Circle

Optional as needed: *We understand that there is a ton going on for everybody with your own illness and also a lot going on in the world that can feel overwhelming and stressful. So we would like to focus the sharing in a very specific way right now. In the online session this past week we asked you to focus a lot on clarifying your health care agent and completing your MDPOA and communicating your wishes, values, and preferences with your loved ones and healthcare providers.*



Open slide deck “3a) Opening Circle” and share screen.

***Note to Facilitators:** A recommended approach to Opening Circle questions: have each group member answer the first question and then open to general discussion. Don't worry if you can't make it through all the questions.

In a moment I will read these out loud to discuss, but first we want to give everyone to think about their responses and jot them down on a notecard from those in the pocket of your Workbook. So go ahead and take out a notecard.

I'll read these opening questions out loud. In a moment we'll share our responses in smaller breakout rooms so that everyone has a chance to share.

1. **What is one way you took a step forward with Advance Care Planning this past week?** Or if you did not take a step forward, what is one step you'd like to take soon?
2. **What is one thing that was helpful to you in doing that?** Or if you did not take a step forward: What's one thing that you imagine will be helpful in taking a step forward in the future?
3. **What was one challenge that arose** and how did you handle it?

Now, we're going to split into two smaller groups using Breakout Rooms, to give everyone more time to share and explore your responses. Some of you will see a pop up on the screen, you can click the button to enter the breakout room.



Have one facilitator in each Breakout Room to lead the smaller group.

Next go around the circle and have everyone share their response. If there's time, use ACT contextualizing/ deepening questions to guide reflection on what participants share (see also page 19 in this manual):

"In what ways did that move you toward or away what matters to you?"

"It's important to take credit for what you did to move forward, no matter how small the step. What did YOU do to make that happen? Or how did you help yourself take that step?"

"What was rewarding about doing that?"

*"So, it sounds like X thought (or emotion or sensation) showed up and hooked you (and perhaps pulled you in the direction of an Away Move) – something that happens for all of us sometimes. What's **a positive aspect** of noticing when we get hooked?"*

Skills for Getting Unhooked from Passengers

30 minutes

Introduce the concept of “unhooking” from thoughts

We’ve talked a bit about how we all have a tendency to get “hooked” by challenging thoughts and feelings and that when we’re hooked we have a harder time making Towards moves or moving in the direction of what we truly value in life. From our discussions just now, it is apparent that these “hooks” sometimes pull us off-track even when we intend to take important actions to helping our loved and supporting our care.

Last week we introduced the Passengers on the Bus Metaphor and the idea of imagining these challenging thoughts and feelings as if they are characters in our minds or passengers on our bus. We are going to continue working with that metaphor today, but first we’re going to spend more time talking about two basic approaches you might try when those difficult “passengers” come up to help you unhook from them so that it’s easier to make Towards Moves.

Passengers typically come with two flavors of experience: Thoughts and feelings, including physical sensations. We offer some strategies for relating to both in a way that allows you to acknowledge passengers without having to spend your precious energy fighting them.

First, let’s do an exercise to explore our thoughts more.

Thought Suppression Exercise

5 minutes



Lead the “White Bear” thought suppression exercise to demonstrate the futility of thought suppression. Bring up slide deck “3b) White Bear” and share screen.

Sit comfortably and close your eyes.

Now imagine a big, fluffy bear.

Imagine that the bear is...bright white!

Imagine it as vividly as possible – in full detail.

The fuzziness of its fur.

It’s enormous size.

It’s bright white color.

Its movements and sounds...

<wait 5-10 seconds>

For the next full few minutes, I want you to NOT think about the white bear.

Try as hard as you can to put it completely out of your mind.

For the next minute or two, don’t think about it, not even once.

<Continue for 60 to 120 seconds>

Now you may open your eyes.

Debrief the exercise and relate it back to unwanted thoughts.

*How many of you thought about the white bear even when you tried not to?
(leaders should raise their hands assuming they too failed at this).*

Are you thinking about white bears more or less now?

This is taken from a famous exercise by a psychologist named Daniel Wegner. It has been shown in group after group that most people think about the bear, even more so after the exercise is over, even when they try hard not to. What can this teach us about our own attempts to rid ourselves of unwanted thoughts, memories, or images? How much energy does it take? And does it even work in the end? (wait for response)

If we can’t get rid of them, what can we do with them? Could we relate to them differently, accept them in skillful way, so that we don’t have to spend as much energy trying to get rid of them?

Unhooking Part 1: Defusion from Thoughts & Beliefs

13 minutes

Basic points to cover:

- What's an alternative to struggling with really negative or repetitive thoughts?
- Thoughts are like overprotective bodyguards that try to keep us away from anything challenging or new by making it seem scary or awful
- Their job is to churn out scary, negative thoughts all day
- If we get hooked into listening to these bodyguards, if we buy into them, then we start moving away from what matters to us and our life shrinks
- What's the alternative to listening to bodyguards all day? = Using skills for distancing from thoughts, called defusion skills
- Just sharing our Passengers out loud can help to create some distance from them – Did anyone notice that?
- The goal isn't to get rid of thoughts. White Bear exercise: does that work permanently?
- The goal instead is to hold difficult thoughts more lightly in order to be able to move forward in life even when they show up

Script:

In addition to challenging emotions, our passengers also churn out negative, scary, or depressing thoughts, yes? That's because they're like overprotective bodyguards – they try to keep us away from anything that might be challenging or new by making it seem really scary or awful. Their job is to churn out these thoughts all day. However, the problem is that if we always listen and spend lots of time reacting to the thoughts our bodyguard churns out, or if we do as they say, then we allow these thoughts to keep us away from life's opportunities and sources of connection – Towards Moves – the very things that give our life meaning.

Do we have to take these thoughts seriously, give them our attention, or let them boss us into doing Away Moves? NO. Using skills for distancing from thoughts, skills known as defusion skills, we can hold our thoughts more lightly so that we have the freedom to pursue our values, even when difficult thoughts arise.

When you and your partner shared your passengers last week, did anyone notice gaining a little more space, perspective or distance between you and your passenger? (wait for response) Simply sharing a thought or passenger out loud often helps to defuse from it.

How many of us can press a button and make difficult thoughts never ever appear again? (wait) That's right, it's impossible. The goal isn't to get rid of your thoughts or passengers. The goal is to hold difficult thoughts more lightly so that they don't have to dominate and control our behavior."

Have participants grab their workbooks and turn to page 19 "Ways to Defuse"

*Now, please turn to **page 19** – where it says "**Ways to Defuse**". We will highlight a few of these now, and then we'll encourage you to spend more time exploring these in your daily check-ins for this week. As we explore how to relate differently to difficult thoughts and beliefs, **we acknowledge that these can raise difficult feelings as well. We will return to compassionate ways to approach feelings in the next section.***

Highlight the following from the worksheet and give examples with concrete thoughts offered by participants or the facilitators:

- Notice and Label
- Reframe into third-person language
- "I'm having the thought that..."
- Wry humor and sarcasm
- Singing the word

Ask participants for thoughts or beliefs that their Passengers frequently churn out, and then have participants try out using a defusion skill or two to create some distance between themselves and those thoughts (BUT NOT to get rid of them or suppress them).

These are deceptively simple. At first glance they may seem too easy, silly, or maybe even dumb, but they have to be used and practiced in order to have any effect and to help us feel less stuck. So you need to try them out for yourself!!

Remember, the goal isn't to get rid of the thought or image, but to relate to it more lightly and flexibly, so that even when they show up, you have the room to move forward in your life.

***Note to facilitator:** if participants laugh or smile that's a sign that defusion is taking place. If they say, "this is dumb/ stupid", "this is so silly", etc., it's a sign that judgment is taking place. You can then just notice and gently invite themselves to defuse the judging thoughts.

Unhooking Part 2:

Acceptance & Compassion Toward Feelings

12 minutes

Basic points to cover:

- The next approach we'll practice with is acceptance of feelings.
- Acceptance is about experiencing emotions cleanly as they are, without exhausting ourselves by trying to make them go away.
- The goal isn't to get rid of the feelings, just to make space for the feelings to free up energy to do other stuff.
- Ask if people have Passengers that keep showing up
- Ask if they've tried to get rid of them, how much energy it takes to do that, and how successful that is
- (If successful, don't challenge, just honor that)
- If not successful and more broadly, ask if they would like to experiment with a more accepting way of approaching feelings?
- Have them pick up the Passenger card(s) for any Passengers that trigger challenging feelings
- Invite them to get in touch with the feelings that Passenger(s) triggers, and to raise their hand once they feel it.
- If they can't come up with a feeling, invite them to focus on an uncomfortable, tense, or distressing sensation that's present in their body right now (including pain).
- Then start the Brief Acceptance of Feelings eyes-closed exercise.

Script:

The next approach is acceptance of feelings. Cultivating acceptance and compassion helps us to experience emotions more cleanly, without the many layers of reaction we have that muddy emotions and make it harder to move through them.

First, we'll start with noticing – How many of you have at least one Passenger on your bus who is difficult to deal with? (wait for responses) If you've tried to get rid of that Passenger entirely, how much energy did it take? (wait for responses) Did the Passenger eventually come back? (wait for responses)

That's right, they tend to always come back. They're asking us to notice them. To give them attention. How might we notice and acknowledge them without letting them drain our energy? Some of you probably already have your own ways of doing that. Today we'll explore some other ways, some of which might reflect what you're already doing and some of which might be new.

The goal is NOT to get rid of challenging feelings– if you tell yourself not to feel something, does the feeling just magically disappear forever? (Ask group...acknowledge the answer: no). The goal is to open up to and relate to your Passengers in a way that makes space for them, reduces the energy you spend fighting against yourself, and frees up energy for doing what really matters to you.

*Go ahead and pick up the cards for any Passenger that triggers challenging **feelings** in you. Please choose one challenging feeling that's triggered by that passenger that shows up a lot – better yet, choose one that's showing up now, or is right beneath the surface. Maybe it's anger, sadness, or fear....or any combination of those. Take a moment to get in touch with that feeling as best you can, allowing yourself to invite it in for a moment, even if you don't like it or want it. <pause 8 seconds> Just kindly inviting it to show up...<pause 5 seconds> Please raise your hand once you've sensed the feeling in yourself <pause until all hands are raised or check in per the note below>*

***Note to facilitator:** If some participants never raise their hand, depending on the participant and your clinical judgement, you can very briefly check in with them and see if they can contact it. If not, invite them to do the exercise anyway, and SAY: *if you're having trouble contacting a feeling, you're welcome to do this exercise with any tense, odd, distressing, or uncomfortable sensations that are present in your body right now (including pain).*

I invite you now to allow any feelings triggered by your passengers to be present – or if you're working with bodily sensations, please allow any sensations you're experiencing right now to be present.

Brief Acceptance of Feelings Exercise

(8-10 minutes of the 12 minutes)

Note to facilitators: Lead at a nice easy pace.

Now I invite you to sit up comfortably in your chair and gently close your eyes or stare at a spot on the floor in front of you, whichever allows you to relax while remaining alert.

Just take a moment to notice what you're feeling or sensing.

<Pause 5 seconds>

Notice where you're feeling it in your body.

<Pause 5 seconds>

Where in your body it's most intense.

<Pause 5 seconds>

Maybe it's in your stomach, your throat, your chest, jaw or shoulders...

Just noticing wherever it shows up.

<Pause 5 seconds>

Simply notice the sensations in the body and gently breathe into it. See if you can open up around the sensations just a little – give them some space – expand around them as you breathe.

<Pause 5 seconds>

To surround the feelings with space, imagine that you are a great big body of water, like a giant lake, and this feeling is a small part of that body of water, like a ripple or a wave in the lake. See if you can just let it sit there for a moment, a small part of a larger whole.

<Pause 5 seconds>

You don't have to like or enjoy it – just allowing it to be there.

<Pause 5 seconds>

Now, let's shift gears and just imagine – if this feeling were an object within that giant lake or within you, what would it look like? What shape would it have, texture, color, and temperature?

<Pause 5 seconds>

Observe this object curiously, breathing into it, opening up around it.

<Pause 5 seconds>

Now gently place a hand where you feel the feeling most intensely and see if you can hold it gently.

<Pause 5 seconds>

You can imagine that it's your own hand, or the hand of a very loving person or being

<Pause 5 seconds>

Feel the warmth of the hand, sending love and kindness to yourself and to this feeling.

<Pause 5 seconds>

Simply acknowledge the feeling by noting the name of whatever you're feeling. Like: "Here's the feeling of fear" or "Here's a feeling of sadness"

<Pause 5 seconds>

It makes good sense why you have this feeling – you're human and you're facing something challenging. No wonder you have this feeling!

<Pause 5 seconds>

Now notice the feeling again. Also notice your breathing...and notice your body.

<Pause 5 seconds>

And notice the room around you.

<Pause 5 seconds>

When you're ready, please gently open your eyes.

IF TIME Debrief: *What was that like for you? Were there particular approaches to experiencing feelings that spoke to you more than others? Or that related to what you already do?*

This week's daily check-ins continue to build upon and expand these skills and offer you the opportunity to try these again in the context of your everyday life.

The point of acceptance and opening up to feelings is not to force or push the challenging feelings away, but rather to "unhook" and to reduce the energy we put toward struggling against them so that we can instead put that energy toward where we want it in our life, toward who and what we most value.

Have participants grab their workbooks and direct their attention to [page 26 "Opening up to Feelings"](#).

The exercise we just did is also in your workbook on page 22-25 but now let's turn out attention to [page 26 "Opening up to Feelings"](#). You will get more practice with these in this week's Skills Daily Check-In but just want to briefly look over these now.

Short Break (5 minutes)

1:00-1:05

Now we're going to take a strictly 5 minute break to get a drink of water, use the bathroom, stretch. Please make sure you're back no later than _____ (state the return time).

***Note to facilitator:** ENSURE you limit the break to 5 minutes, or you'll run out of time in the second half.

If it seems like this session might run over, check in after the break and see if participants can stay on for another 5-10minutes to set this expectation.

Practicing with Passengers

30 minutes

1:05-1:35

Transition to practicing with passengers.

As we return to the room, this week we invite each of you to continue your work with challenging thoughts and feelings – your 'passengers' - that we began last group session and continued in this past week's online module. Who can briefly tell us what 'Passengers' from our bus are? (wait for response, affirm but correct as needed).

That's right...And when passengers show up and we respond by spending all of our energy struggling with them, are we more likely to do more Towards or Away Moves? (answer: Away moves)

Today we're going to try out different ways of driving our bus with our passengers on it, so that we practice for real life. How does that sound to everyone? (wait for response)

We'll break into smaller groups using Breakout Rooms so that more people have an opportunity to participate

Briefly explain the Act out the Bus Metaphor in the Group:

So how do we deal with our passengers? The ones who sit on our bus and harass us as we try to drive forward in valued life directions? Who harass us as we try to choose Towards Moves in response to life choices?

It's one thing to TALK about what you would do with these passengers when they start bothering you (when you're in a calm and safe space), but it's another thing to ACT on it (when you're feeling in crisis, anxious, or depressed) – isn't it?

So, with that in mind we are going to ask for volunteers to act this metaphor out

What happens if we argue with them or yell back or spend a lot of time responding to them? Let's see what happens...Are you willing to give this a try?

It can be uncomfortable at times, even for me, so I ask that we make room for the feelings that come with trying out new things together in the name of cultivating greater freedom when our passengers show up.

Please think about whether it would be a 'Toward move' to practice being with your passengers in a different way. That said, I give you permission to sit it out. (You can say: I'll even volunteer to be the driver if needed.)

Now, the more people who have a chance to practice driving their bus, the better! That's why we're going to use Breakout Rooms to divide you up into 2 groups so that more of you get a chance to participate.

Have participants grab their workbooks and open up to page 19 "Ways to Defuse"

Explain to Volunteers how driving the bus will work and request two volunteers to be bus drivers.

***Note to facilitators:** Strongly encourage volunteering! Worst case scenario, the facilitators can volunteer for roles.

Before we divide up into two smaller groups, first: Can I have two volunteers who are willing to drive their bus and share some of their Passengers with the group, (whom I'll bet can relate to them)?...Even if you're not somebody who normally volunteers for things like this, perhaps stepping up is a 'Towards move' for you? If so, please give it a try.

Can I have four volunteers who are willing to act out this person's passengers?

Can the rest of you please open up your "Ways to Defuse" and a copy of the eyes-closed acceptance exercise we just did together, starting on page 19 in your workbooks...We'll need them to help coach our driver in a moment.

Now we'll assign breakout rooms so that each smaller group has one driver and two passengers.



PRA will move participants into Zoom Breakout Rooms by assigning participants to breakout rooms so that each room has 1 volunteer driver, 2 volunteer passengers, and 1 group leader.

In your BREAKOUT ROOM, Basic Facilitator Outline:

1. First, help the bus driver volunteer choose a valued life direction s/he *wants* to travel in but finds it difficult to move towards (such as “Communicating my wishes to my family” or “Being Active”). Then name a few Towards moves/ behaviors that enact that life direction/value.
2. Now ask the bus driver volunteer to name a few passengers that show up when s/he moves in this direction, and that s/he has trouble dealing with. Have them choose 2-3 and give one to each of the 2-3 ‘passenger’ actor volunteers. Have the driver explain their passengers and coach the two volunteers about which challenging passengers they should act out, what the passenger should say, what tone of voice to speak in, how they should act, etc.
3. Ask the Driver: Do the volunteer Passengers have permission to say these things to you? Would it be helpful for you to have a chance to practice with them? Will you be mad at the volunteers for saying those things? Or is it okay to have them say those things, for the sake of having an opportunity to practice responding skillfully to them?
4. Have the group members (other than the Driver) turn to their Defusion Skills worksheet on page __ of their Workbooks.
5. Act out the Metaphor: Have the volunteer Driver pretend to physically drive her/his bus in the valued direction they identified. As they’re driving along, have them notice if it’s easy or hard to drive forward when their Passengers are silent (it should be easy). Then have their Passengers start to say their usual Passenger negative things to the Driver. Have the driver and group members notice for themselves: Did the driver stop driving in response to the Passengers? Start to argue with the Passengers? Take their eyes off the road? What happened to moving forward in their valued direction?
6. As noted below, **The OVERALL GOAL** is to get the driver to let go of the steering wheel and begin to talk back or argue with one or more of them.
7. The driver is then asked to experience what it’s like to drive while **allowing the chatter** of the Passengers, keeping their attention on the road instead of on fighting the chatter.

8. The group is asked to encourage the Driver and suggest simple Defusion skills (from the worksheet) for them to try, such as simply naming the Passengers when they show up. (“Ah, there’s Miss Lazy. I know her.”)
9. Continue with the Debrief and Wrap Up, below.

***Note to facilitator:** Ensure that volunteer Passengers know that it’s OKAY to do their roles, that they don’t need to feel guilty or bad about saying those things. If needed, ask the drive permission to say these things so that the passengers can feel more comfortable.

In the Breakout Room, Script:

This is how this will work. Our driver __ (name) __ is going to drive her bus towards __ (solicit her valued life direction) __. As she drives (please have her/him physically gesture that they’re driving!), I want one of the passengers to speak. Our driver has explained exactly what this passenger says and how to say it. The passenger will then say those things and try to get in our driver’s way on her/his valued path, be bold and really try to distract and bully her/him, pull her/him off course. The driver will try to respond and can ask for help from the group in responding at any time. Any questions?

***Note to facilitators:** Have them drive FIRST and respond naturally to their Passengers and see what happens. Then AFTERWARDS have them (and their fellow group members) bring in the strategies.

By the way, if you’re feeling a little uncomfortable or anxious about doing this – that might be a good thing. Do you know why? When do you most need some of these strategies? When you’re feeling distressed or anxious, right? So it’s valuable to practice these strategies in a similar state.

For you (the passenger volunteers) to say these harsh things to your fellow group member can be hard, but this is an opportunity to help them work through something that they’ve been trying to work through for a long time.

Act out the Passengers on the Bus.

Have the bus driver stand up in the center of the group onscreen and pretend to drive a bus forward, saying out loud the valued life direction she’s driving toward that her passengers interfere with (e.g., “towards giving to others”, “towards connecting with others”, “towards healing and cultivating health”, “towards being a great parent to my kids”, etc.).

So you are driving towards (fill in their chosen value). Now, as you drive merrily along, you notice that some scary passengers are riding on your bus.

Have the first volunteer go. Ask the driver to tell her what to say and in what tone. Have her say that and try to distract her from driving. Allow the driver to react.

Notice what happens when the driver gets distracted by her passengers: Where is our bus headed? (veering off course, into a dangerous ravine, stopped in the middle of the road, etc.) Where is our focus and energy? On moving forward towards our values, and living our lives fully OR on fighting with our passengers?

Ask the Driver first: *What do you need to do to continue driving? What would be an alternative way of dealing with this passenger? Could you make room for the passengers to simply be there without having to stall or drive off course to deal with them?*

Ask group second: *What can s/he do? Is there anything on your defusion page that you want to offer?*

Note struggle moves and what happens when the driver does them:

Stop the bus? – what happens?

Shove the passengers off the bus? – can't do it, they live there
(and then you're not driving)

Struggle with them? – where does that get us? what happens to our focus and energy?

Yell back at them? – do they get louder or quieter over time?

Note acceptance (open) moves and what happens when the driver does them.

*What would it be like if you could **move with** this voice, this passenger? Be able to keep driving forward even with them on your bus?*

What if you could just acknowledge that the passenger is there, and keep driving forward? Name it to Tame it? Acknowledge it with kindness and then shift your energy toward driving?

Note defusion moves and what happens when the driver does them.

*What would it be like if you could **move with** this voice?*

Acknowledge them "Ah, there's Passenger X..."

Joke with them?

Say "nice one Ms. X"!

Label them and allow them to be there, but not wrestle with them & continue driving

Say "Miss X" is over there AND I'm going to continue driving.

AFTER identifying one or two strategies to help the driver to continue driving even when the Passengers get loud, **do a “Take 2”** of acting out Passengers with the same driver and passengers. This time, have the driver use the newly identified strategies to respond differently to the passengers and to try to continue driving (or to get less sidetracked) even when they show up.

Note: For some drivers, it may take several tries (a Take 2 *and* a Take 3), and several discussions of strategies to use, and coaching on how to use them, before the driver is able to continue driving forward with the noisy passengers.

TIPS for leading Passengers on the Bus online:

Physicalizing the driver’s response to the Passengers (blocking their path, responding in other embodied ways) becomes harder to do in the online environment. However, group leaders can still encourage the driver and passengers to physically respond to one another, wave their hands at one another, cover their ears if they’re trying to drown out the passenger, etc...and embody the metaphor as much as possible. More than one passenger can go at once. You can say: *Let’s pause here* to stop. Get creative!

The OVERALL GOAL is to get the driver to let go of the steering wheel and begin to talk back or argue with one or more of them. The driver is then asked to experience what it’s like to drive while allowing the chatter, keeping their attention on the road instead of on fighting the chatter.

Optional: *What would happen if you (the driver) put a hand on each passenger’s hand in turn, heard what they had to say, and invited each one on your bus as an expression of willingness to accept your own history, the contents of your own mind, and to lay down the struggle with them. Are you willing to do that? Let’s do it and see what happens.*

DEBRIEF and WRAP UP:

Important Wrap up: *If continuing down this road is what matters to you, are you willing to allow the passengers to speak and yell, in service of driving your bus forward? Are you willing to keep your hands on the steering wheel and just allow the passengers to remain on the bus and do what they do? Can you cultivate a sense of compassion for yourself that these passengers exist, that we sometimes hate them, that it’s totally okay to have them, to embrace them even as a part of your experience and your history – in the name of moving your bus forward?*

Debrief: *What was that like for you?* (driver and each passenger; if time, ask audience too) *What did you notice or learn, if anything? How did you learn it?*

Driver: *What was that like for you? Are you ok with the other group members for saying those things?" (It's important that the Passengers don't feel guilty or bad about their role, that they know they were helpful!)*

Passengers: *What was that like for you? Was it okay to help the driver by acting out your role?*

Afterwards, invite everyone to imagine what it might be like to allow their passengers to chatter while we drive forward in valued life directions.

In the rare event that there is more time: Do another round! The more patients who get to practice driving, the better! This is what we've consistently heard from participants in past groups.

OR

Have folks continue elaborating on their cards what their passengers are called (name them), look like, sound like, and share their cards with a partner (if they desire, if not they can just practice the next part) and practice pushing away from and then accepting their 'passenger' cards by compassionately placing them in their lap. Emphasize compassion. (10 min)

(Optional) IN THE FULL GROUP: Discuss/ Debrief. (5-10 min). *What was that like for everyone? What did you notice or learn, if anything? How did you learn it?*

Advance Care Planning Follow-Up

15 minutes

1:35-1:50

Transition to talking about ACP and relating passengers to the ACP process.

Now we're going to transition to check in about advance care planning or ACP for short. Speaking of Passengers, how many of you notice that doing ACP triggers some of your passengers?

Validate how normal this is.

Encourage participants to practice applying the acceptance and defusion skills we learned today to deal with any passengers that show up during ACP.

Share that this week's Skill Daily Check in will offer more opportunity to practice these skills.

Have participants turn to the ACP checklist on [page 47](#) of their workbooks and to pull out the [ACP forms from the back pocket](#) of the workbook.

Review PAGE 2 of the ACP Checklist and briefly define and introduce the forms (Living Will, MOST, DNR) and the workbook page with the ACP online resources (p. 49 in Resources tab or thereabouts).

Facilitators either:

pull out physical copies of the ACP forms to show

OR



Share screen with slide deck ["3c\) ACP Document Overview"](#).

Define each form, show copies on screen, and answer any questions they have.

Emphasize that we will continue to discuss these and answer questions in the coming weeks.

Briefly check-in to see where everyone is and how they're doing with it. Invite further questions.

Last week they checked the steps they've already completed. This week, have them decide what would be the next step, and circle that on the checklist. Prioritize the MDPOA form if they haven't completed that yet.

If you haven't completed an MDPOA form yet, we recommend you start there.

If you're not sure who to choose for your MDPOA, or if you're not sure how to talk to your MDPOA about your wishes, then your next step might be to reach out to your social worker at your clinic. You don't have to figure this out alone; they're here to help.

If you've already completed an MDPOA and given a copy to your doctor, then look through the checklist and decide what is the next best step is for you now.

*No matter what your next best step is, Go ahead and **circle it** on the checklist. Then jot down where and when you'll take action.*

In sum: Ask participants to complete the MDPOA (if you didn't do so last week) or plan for their next best move regarding ACP

Note: *If you haven't yet finished doing Online modules 1 and 2...What's getting in the way? What encouragement can we offer? Commitment do you want to make (to complete on a specific day/time/ way)*

Solicit and address any questions now –

Now is the time to ask questions!

Home Practice

5 minutes

1:50-1:55

Introduce home practice for this week by having participants turn to [page 18](#) in their workbooks and follow along



Optional: slide deck “3d) Home Practice Instructions”

Restate the importance of completing the online program and practicing the skills using the daily check-ins

We are only together for a short time each week and the online modules and daily check-ins are a way to ensure that what we learn here generalizes to the rest of your life. For home practice this week:

1. Complete **Online Module 3: Driving your Bus**. You can focus on *Passengers that show up in the context of ACP or more broadly, depending on what’s most helpful for you.*
2. Do the **Skills Daily Check-In**. We have a new *Skills Daily Check In* this week! The *Skills Daily Check-in*, the **green button** on the lower right-hand side of the screen is skills-focused, and offers lots of skills to try out this week for responding skillfully to *Passengers* and otherwise. Try to do it daily or as often as possible. You can repeat skills you really like or try out new ones each time – it’s up to you!
3. **Take an advance care planning step:** As discussed, if you haven’t already, complete an MDPOA which is located in the back pocket of the Workbook OR your next best advance care planning move from the checklist! Indicate when you’ll do it, how you’ll remember and think about what values may guide you in doing that next step.

*Finally, we want to acknowledge that the things we are discussing in this program can bring up a whole range of thoughts and emotions, much of which are very normal and can even be helpful at times. However, if you are feeling overwhelmed, in crisis, or the need for more individual support please reach out to one us, the social worker at your RMCC site, or depending on the urgency of your need, please call the crisis line to discuss additional one-on-one support options. Please see the **“I’d like more support!” page 55-56** in your workbook for a list of contacts and links for exploring individual support or therapy.*

Reflection Sheets <i>5 minutes</i>
--

1:55-2:00

Technical support PRA to send the individual reflection sheet links to each participant.

In these last few minutes together, we invite you to click on the link in the chat to complete the reflection form.

This reflection forms serves two purposes, one to help you reflect on what is useful to you and two to help us understand what's working or not working in this group.

Please click on the link in the Zoom Chat right now. This will take you to the Reflection Sheet. Please complete these before you leave today. We really value your feedback!

Thank you! We look forward to seeing you next week.

Note to facilitators: please encourage participants to complete their reflections sheets before they leave the Zoom group meeting.

Notes Sheet

Notes Sheet

Group Session 4: Brief Outline Practice with Passengers 2

0:00-0:05

- Welcome everyone back
- Briefly review group agreements and Zoom ground rules
- Brief grounding exercise

0:05-0:25

- Brief Opening Circle

0:25-0:55

- Wise and Kind Passenger
- Eyes-closed exercise
- Draw it out on a card
- Debrief and share with group

SHORT BREAK (4-5 minutes)

1:00-1:30

- Practice with Passengers: Second time
- Experiential driving exercise

1:30-1:50

- Debrief and discuss remaining questions on ACP.

1:50-1:55

- Introduce this Week's Online Practice

1:55-2:00

- Participants complete and turn-in Reflection Sheets online

Group Session 4: Full Outline Practice with Passengers 2

Session intentions:

- Allow participants to cultivate their own wisdom and compassion for themselves

Pay special attention to:

- Acknowledging and validating fears and concerns before moving to defusion
- Viewing wise passenger(s) as another voice/presence to tune in for support and wisdom, and not as a force to pit against other passengers in a battle or struggle

Have Participants Bring:

- Participant Workbooks, including blank index cards found in the workbook pocket
- A pen, found in workbook pocket
- Are all on computers or tablets (so they can see everyone at once) and NOT smartphones

Have Facilitators be Ready to:

- Share screen
- TURN OFF ONLINE NOTIFICATIONS such as email during the group!
- Practice the online check-ins 2-3 times this week yourself!
- If you've missed doing any of the online sessions for the first time, then please do them this week!

PRA be Ready to:

- Let participants in from the Zoom waiting room
- Start recording the group session
- Troubleshoot with participants as needed
- **NEW this week: collect contact information from participants during the break**
- Send Reflection Sheet 4 links through Zoom chat and/or email if needed

Welcome and Mini-Grounding Exercise

5 minutes

Welcome people back. Ensure that everyone's Zoom is working.

*First let's just keep in mind the **group agreements and online communication guidelines** that we've reviewed each week regarding Confidentiality, Openness, and Respecting your own and Others' boundaries. Please also restrain from giving unsolicited advice.*

Please also reach out to the hosts if you are triggered by anything we discuss today. Feeling heavier about a topic could be normal and okay BUT if you're worried about yourself or your response to the program, please reach out to us immediately. Please be your own advocate. We are here for you.

Very briefly review Zoom online communication guidelines, highlighting only the ones that are relevant to your particular participants.

1. *Keep your video on except during breaks*
2. *We might mute you if there's background noise*
3. *Sit in a private location with your door closed, if possible.*
4. *Please do NOT do anything else during the meetings – no texting, emailing, etc, as tempting as it might be. You will get WAY more out of this if you are 100% paying attention, which is harder to do online. So we request your full attention.*
5. *Please physically raise your hand to speak, gives a physical thumbs up to show agreement.*
6. *If for some reason you/we lose internet connection please try to log back in and rejoin the group in Zoom. If after a few minutes the system is still not working please look for an e-mail from the research tech support team*

Mini-Grounding Exercise

We'll be doing a different eyes-closed exercise, so we won't go through a longer one now like we usually do. But, just for a moment (slow down...), I'd like everyone to close your eyes (pause 3-5 seconds) and check in with your breathing (pause 5-10 secs). Notice any sensations that are present in your body (pause 5-10 secs), and any thoughts or feelings that are present right now (pause 5-10 secs). I invite you to bring that sense of awareness of what's going on inside of you right now in this moment... into the rest of our session today (pause 3-5 secs). And when you are ready, please gently open your eyes (pause 3-5 secs).

Online Program Check-In

Brief

Check in about any questions that came up in doing the online program and touch on the importance of engaging in the online program, as follows:

First, congratulate and celebrate out loud with the group if 1) everyone did the online session (perhaps ask for a show of hands only if you know everyone did it) 2) multiple group members did the daily check-in more than 3 times that week (can ask for a show of hands

Did anyone have any difficulties or questions about Module 3?

This module will **explore the “Passengers on the Bus” metaphor** from our group. You can develop your passengers further and learn some skills to un-hook yourself when faced with a challenge. This module really helps with metaphor that we’ve been acting out so you can come prepared to engage in the session!

Did anyone have any difficulties or questions about the Skills daily check-in?

This check-in has multiple skills available for you to learn and practice. We benefit most from these skills when we practice them repeatedly, so we encourage you to do this daily check-in as often as possible. There are almost 20 different skills to try out through this daily check-in and we encourage you to check them all out.

*I want to note that on **pages 19-20** in your Workbook there is an overview of the skills that were offered in the Skills Daily Check-in*

Opening Circle

20 minutes

0:05-0:25

Opening Circle. Have participant bring out their Workbook and pull out a **blank white index card** and note the following:

*Before we begin, I want to note that on **pages 19-20, 26-27** in your Workbook there is an overview of the skills that were offered in the online Skills Daily Check-in you did this week.*

In the online session this past week we asked you to focus on exploring the Passengers on the Bus metaphor and how it applies to your own life and circumstances. We also tried out acceptance and defusion skills in the online daily Skills check-in. So, for the opening circle, we'd like to hear:



Pull up slide deck “4a) Opening Circle”.

For our opening exercise, we're going to use another 1 of your note cards. On the card, please write down

What is **one new approach** you tried in responding to a Passenger (or barrier) this week?

How did it work for you?

If it did work well: What was the positive aspect about trying that?

If it didn't work well: What was a positive aspect of trying it (including something you learned)?

***Note to facilitator:** Please use the Contextualizing Questions below (and on page 19 as time allows to help participants explore their use of the material, what works for them and what doesn't, etc.



Move participants into Zoom Breakout Rooms with one facilitator in each Breakout Room to lead the smaller group. Limit the amount of time each person has to share/discuss to the number of participants divided by the amount of time left.

If there's time, we also recommend following up and asking contextualizing questions out loud such as:

- “How did that work for you?”
- “In what ways did that move you toward or away what matters to you?”
- “What showed up for you when you did that?”

- “What allowed you to move forward with that despite _____ being present? (difficult thought, emotion, symptom, situation)

Go around the circle and have everyone share their response. Use ACT deepening questions to guide reflection on what participants share, as time permits, listed above:

- *“In what ways did that move you toward or away what matters to you?”*
- *“What showed up for you when you did that?”*
- *“So it sounds like X thought (or emotion or sensation) showed up and hooked you (and perhaps pulled you in the direction of an Away Move) – something that happens for all of us sometimes.”*
- *“What allowed you to move forward with that despite _____ being present? (difficult thought, emotion, symptom, situation)”*

Address questions and next, if relevant (often there are no questions), please read aloud the questions that participants wrote online about the online module and address them briefly.

Wise and Kind Passenger Exercise

15-20 minutes

0:25-0:45

Invite everyone to take out a green index card and pen from their Workbook. Tell them to place it nearby and make sure they these items handy because they'll need it at the end of the exercise.

Introduce the idea of a wise and kind passenger

Last week we introduced defusion strategies and this week we want to focus a little deeper on one strategy in particular right now called the “The Wise and Kind Passenger”. I think we can all agree that we might have a lot of really challenging passengers on our bus who love to shout, yell, say upsetting things and generally try to distract us from where we want to be focusing our energy where we want to be driving our bus in our life.

Well, so what if we invite on at least one wise and Kind passenger onto our bus? One who could offer us wisdom, hope, humor, or strength? This passenger could be a loved one, friend, spiritual being, someone you know or just some presence you imagine.

Perhaps this it's even your own wise and kind inner self, or your playful, hopeful self.

This wise and kind passenger is NOT there to fight or struggle against your other passengers, but rather could be there to offer you wisdom and support or buffer you when the more challenging and potentially derailing passengers show up and get loud or feisty.

In connecting with our wise and kind passenger, we are more likely to defuse from Passengers, and shift to doing more Toward Moves.

Do the eyes-closed Wise and Kind Passenger meditation:

With this concept in mind, I invite you now to do a little guided meditation on this for the next few minutes.

Wise and Kind Passenger Meditation

I invite you now to please go ahead and close your eyes. Start out by focusing on your breathing . . . feeling the rise of your belly on the in breath, and the fall of your belly on your exhale...(Continue for @ 1 minute)

Now imagine that you are on your bus, the bus that you are driving in a direction that you value. But right now, you're taking a break from the driving to scan over the passengers on the bus. You look around your bus and notice the familiar faces/characters that we talked about last week that tend to try to steer us off course while we're driving (pause 2-3 seconds) But now you also notice one passenger that sticks out – a wise, kind, compassionate and loving passenger. (pause 2-3 seconds) If you don't already see a wise and kind passenger on your bus, then you go to open the door and realize that there is a wise and kind passenger right outside the door waiting to get on. (pause 3-4 seconds)

Perhaps this wise and kind passenger is someone you've never met before, or perhaps it's a passenger you've known a long time, living or no longer living. Perhaps this wise and kind passenger is a favorite pet who can now speak. Perhaps it is the wisest and most compassionate part of yourself. Perhaps it is a religious or spiritual figure. Perhaps it takes some other form. Take a moment now and just think about what form this passenger takes (pause 5-7 seconds). . Now invite that passenger on and invite them to sit close to you near the front of the bus. (pause 3 seconds). And now, listen to what they have to say. To the loving support they offer you. . . (pause 10 seconds))

You now face the road and begin driving, driving your bus in the direction that you want to be headed, the life that you want to lead. And now, the other passengers begin to speak up in their same old threatening and tiring ways. (pause 4-5 seconds) But the wise and kind passenger also speaks. pause 1-2 seconds The wise and kind passenger knows better than to fight with the other passengers. Instead the wise and kind passenger shares wisdom, love, and support. What does the wise and kind passenger say to support you and to help you be able to continue driving your bus/living your life in a direction you value . . .? (pause 10 seconds) Or perhaps they don't need to say anything...They just bring you a warm supportive feeling, and comfort that they are also with you on this bus. Spend a few moments now just feeling into, listening, and focusing in on what this wise and kind passenger is offering to you . . . (pause 12-15 seconds)

You know that when you return to drive the bus tomorrow, this wise and kind passenger will still be there. And you can always call on them or on other wise

and kind passengers. . . They will always be here on your bus, ready to support you. (pause 3-5 seconds)

In a moment now, I will ask you to open your eyes and to draw and write about the wise and kind passenger that you just focused in on . . . So slowly now, when you're ready, return your focus to the room, open your eyes, and using the green index card and pen from the pocket of your workbook (or a blank sheet of paper), let's spend the next few minutes in silence as you take some time to draw a picture of and note a few sentences about what your wise and kind passenger does or says on your bus. . . What did the wise and kind passenger say to help or support you? Did he or she buffer or help you to deal with the voices of your other passengers? How so? Take a few minutes now, and then we will discuss this experience with the larger group. . . .

Give 5 minutes for each participant to draw their wise and kind passenger on a green notecard.

Wise and Kind Passenger: Debrief

10 minutes

0:45-0:55

Facilitate a debriefing discussion about wise and kind passengers, guided by questions such as:

- *What did you notice about your wise and kind passenger?*
- *Did anything surprise you?*
- *How do you typically relate to this passenger?*
- *How would you like to relate to this passenger?*
- *Does anyone want to share their passenger?*

Make sure that they do not fall into the trap of believing that their Wise and Kind Passenger is there to “fight off” or “keep away” the other passengers, i.e. to do battle with themselves. Rather, this Passenger is there to help them remember to send love and kindness to themselves during difficult moments in their journey.

Short Break (5 minutes)

0:55-1:00

Ask participants to share contact information to the Tech Support chat if they want to connect with other group members.

We’re about to take a break, but we’d like to offer you the opportunity to connect with one another outside the group. If you’d like you can send your email and phone number to Tech Support who will compile everyone’s contact information to share.

SAY: Now we’re going to take a 3-to-4-minute break to get a drink of water, use the bathroom, stretch. Please make sure you’re back no later than _____ (state the return time).

ENSURE you limit the break to 5 minutes, or you’ll run out of time in the second half.

Practicing with Passengers: Take 2!

30 minutes

1:00-1:30

Do another round of acting out Passengers on the Bus with a new set of driver volunteers, to give other participants a chance to act it out if they'd like to do so.

If you can do two rounds with two different drivers and sets of passengers, that's best. The more patients who get to practice driving, the better!

Now we're going to return to the Bus metaphor so that others in the group have an opportunity to act out driving their bus. For whom here would it be a towards move to do so?

Have participants review the “Ways to Defuse” sheets starting on page 19 of their Workbooks and have them keep the worksheet out before starting.

Encourage audience to coach the driver as needed, drawing upon the defusion strategies and wise and kind passengers, patients' own inner wisdom – or whatever works

Briefer outline of how to lead this exercise again:

***Note to facilitators:** Strongly encourage volunteering! Worst case scenario, the facilitators can volunteer for roles.

*Before we divide up into two smaller groups using the Breakout Rooms, can I have two volunteers who are willing to drive their bus and share some of their Passengers with the group, (whom I'll bet can relate to them)? Even if you're not somebody who normally volunteers for things like this, perhaps stepping up is a 'Towards move' for you? If so, please give it a try. Today is the **last chance** to drive your own bus in the group or experience what it's like to be a Passenger.*

Can I have four volunteers who are willing to act out their passengers?

Can the rest of you please open up your 'Ways to defuse' and a copy of the eyes-closed acceptance exercise we just did together, starting on page 19 in your workbooks...We'll need them to help coach our drivers in a moment.

Right now we'll have everyone head to our breakout rooms so that each smaller group has at least one Driver and their Passengers.



PRA will manually assign participants to breakout rooms so that each room has at least 1 volunteer driver, 2 volunteer passengers and 1 group facilitator.

BREAKOUT ROOM Basic Outline:

1. First, help the bus driver volunteer choose a valued life direction s/he *wants* to travel in but finds it difficult to move towards (such as “Communicating my wishes to my family” or “Being Active”). Then name a few Towards moves/ behaviors that enact that life direction/value.
2. Now ask the bus driver volunteer to name a few passengers that show up when s/he moves in this direction, and that s/he has trouble dealing with. Have them choose 2-3 and give one to each of the 2-3 ‘passenger’ actor volunteers. Have the driver explain their passengers and coach the two volunteers about which challenging passengers they should act out, what the passenger should say, what tone of voice to speak in, how they should act, etc.
3. Ask the Driver: Do the volunteer Passengers have permission to say these things to you? Would it be helpful for you to have a chance to practice with them? Will you be mad at the volunteers for saying those things? Or is it okay to have them say those things, for the sake of having an opportunity to practice responding skillfully to them?
4. Have the group members (other than the Driver) turn to their **“Ways to Defuse”** Skills worksheet starting on **page 19** of their Workbooks.
5. Act out the Metaphor: Have the volunteer Driver pretend to physically drive her/his bus in the valued direction they identified. As they’re driving along, have them notice if it’s easy or hard to drive forward when their Passengers are silent (it should be easy). Then have their Passengers start to say their usual Passenger negative things to the Driver. Have the driver and group members notice for themselves: Did the driver stop driving in response to the Passengers? Start to argue with the Passengers? Take their eyes off the road? What happened to moving forward in their valued direction?
6. As noted below, **The OVERALL GOAL** is to get the driver to let go of the steering wheel and begin to talk back or argue with one or more of them.
7. The driver is then asked to experience what it’s like to drive while **allowing the chatter** of the Passengers, keeping their attention on the road instead of on fighting the chatter.

8. The group is asked to encourage the Driver and suggest simple Defusion skills (from the worksheet) for them to try, such as simply naming the Passengers when they show up. (“Ah, there’s Miss Lazy. I know her.”)
9. Continue with the Debrief and Wrap Up, below.

In the Breakout Room, Script:

First, help the bus driver volunteer choose a valued life direction s/he *wants* to travel in but finds it *difficult* to move towards. Then name a few towards behaviors that enact that life direction/value.

Now have the bus driver volunteer name a few passengers that show up when s/he moves in this direction, and that s/he has trouble dealing with. Have them choose 2-3 and give one to each of the 2-3 ‘passenger’ actor volunteers. Have the driver explain their Passengers and coach the Passenger volunteers about which challenging Passenger they should act out, what the Passenger should say, what tone of voice to speak in, how they should act, etc.

This is how this will work. Our driver __ (name) __ is going to stand up and drive her bus towards __ (solicit her valued life direction)__. As she drives, I want one of the passengers to speak. Our driver has explained exactly what this passenger says and how to say it. The passenger will then say those things and try to get in our driver’s way on her/his valued path, be bold and really try to distract and bully her/him, pull her/him off course. The driver will try to respond and can ask for help from the group in responding at any time. Any questions?

***Note to facilitators:** Have them drive FIRST and respond naturally to their Passengers and see what happens. Then AFTERWARDS have them (and their fellow group members) bring in the strategies.

By the way, if you’re feeling a little uncomfortable or anxious about doing this – that might be a good thing. Do you know why? When do you most need some of these strategies? When you’re feeling distressed or anxious, right? So it’s valuable to practice these strategies in a similar state.

For you (the passenger volunteers) to say these harsh things to your fellow group member can be hard, but this is an opportunity to help them work through something that they’ve been trying to work through for a long time.

Ask the Driver: Do you give permission to the Passengers to act out their roles? Will it be mean of them or helpful to you if they do that?

Acting It Out

Have the volunteer bus driver stand up in the center of the group (or onscreen) and pretend to drive a bus forward, saying out loud the valued life direction she's driving toward that her passengers interfere with (e.g., "towards giving to others", "towards connecting with others", "towards healing and cultivating health", "towards being a great parent to my kids", etc.).

So, you are driving towards _____ (fill in their chosen value). Now, as you drive merrily along, you notice that some scary passengers are riding on your bus.

Have the first volunteer go. Ask the driver to tell her what to say and in what tone. Have her say that and try to distract her from driving. Allow the driver to react.

Notice what happens when the driver gets distracted by her passengers: Where is our bus headed? (veering off course, into a dangerous ravine, stopped in the middle of the road, etc.) Where is our focus and energy? On moving forward towards our values, and living our lives fully OR on fighting with our passengers?

Ask the Driver first: *What do you need to do to continue driving? What would be an alternative way of dealing with this passenger? Could you make room for the passengers to simply be there without having to stall or drive off course to deal with them?*

Ask group second: *What can they do? Is there anything on your defusion page that you want to offer?*

Note struggle moves and what happens when the driver does them:

- Stop the bus? – what happens?
- Shove the passengers off the bus? – can't do it, they live there (and then you're not driving)
- Struggle with them? – where does that get us? what happens to your focus and energy?
- Yell back at them? – do they get louder or quieter over time?

Note acceptance (open) moves and what happens when the driver does them.

*What would it be like if you could **move with** this voice, this passenger? Be able to keep driving forward even with them on your bus? Maybe that's all you need to do? (Just allow the passenger to be there, acknowledge it, and keep driving)*

Note defusion moves and what happens when the driver does them.

*What would it be like if you could **move with** this voice?*

Acknowledge them "Ah, there's Passenger X..."

Joke with them?

Say "nice one Ms. X"!

Label them and allow them to be there, but not wrestle with them & continue driving

Say "Miss X" is over there AND I'm going to continue driving.

If continuing down this road is what matters to you, are you willing to allow the passengers to speak and yell, in service of driving your bus forward? Are you willing to keep your hands on the steering wheel and just allow passengers to remain on the bus and do what they do? Can you cultivate a sense of compassion for yourself that these passengers exist, that we sometimes hate them (even our wise ones) that it's totally okay to have them, to embrace them even as a part of your experience – in the name of moving your bus forward?

Debrief the exercise.

What was that like for you? (driver and each passenger; if time, ask audience too) What did you notice or learn, if anything? How did you learn it?

Driver: Was it okay that the group participants who played your Passengers said those things? (It's important that the Passengers don't feel guilty or bad about their role, that they know they were helpful!)

Passengers: Was it okay to help the driver by acting out your role?

***Note to facilitator:** Overall, the goal of the passengers is to get the driver to let go of the steering wheel and being to talk back or argue with one or more of them. The driver is then asked to experience what it's like to drive while allowing the chatter, allowing them to be there without spending energy fighting them, acknowledging them but keeping their attention on the road instead of on fighting the chatter. That is, to relate to the Passengers in a different way, from an accepting and defused stance.

Advance Care Planning Follow-Up

20 minutes

1:30-1:50

Have participants pull out the ACP checklist from page 47-48 of their Workbook and focus on open participant questions about ACP.

Optional – as needed: describe the forms listed under #5 on the checklist – briefly explain what each of these forms are, which ones are same types (i.e. Living Will, Prepare for your Care, Five Wishes are similar; MOST and CPR Directive are similar—they only would need 1 of each of these.)

Have participants look back at what they circled from last week as their “next step.” Celebrate accomplishments and all steps forward!

Who was able to take a step forward this week? Tiny steps count. Tell us what you did?

Have participants think of a “next best toward move/step” for the upcoming week

Take a look at the checklist again and circle what you’d like to be your next step for this week. Maybe you’re still working on the one from last week-- that’s ok. Or maybe you’ve identified a new step you’d like to take next.

Ask if anyone has questions

Anyone feeling stuck or have any thoughts or questions?

Encourage everyone to make a plan for finishing ACP (at least at this point in time), emphasizing that as circumstances change, they can revisit and update it later.

Discuss communicating with their loved ones and providers and ensuring that copies of appropriate forms go into their medical record. Let them know additional support is available with their RMCC social worker as well as in the back pages of their Workbook, [pages 55-56](#)

*We want to acknowledge that the things we are discussing in this program can bring up a whole range of thoughts and emotions, much of which are very normal and can even be helpful at times. If you are feeling overwhelmed, in crisis, or the need for more individual support please reach out to one us, the social worker at your RMCC site, or depending on the urgency of your need, please call the crisis line to discuss additional one-on-one support options. Please see the **“I’d like more support!”** [pages 55-56](#) in your workbook for a list of contacts and links for exploring individual support or therapy.*

Home Practice

5 minutes

1:50-1:55

Have participants turn to **page 31** in their Workbook to follow along with this week's home practice.

1. This is a “catch-up” week in which they can complete **ANY** online module again or one they have missed and do **ANY** daily check-in they choose.
2. We strongly encourage you to continue with the online daily check-in – You just have a choice about which one you do.
3. Please review the **ACP checklist** on **page 47-48** and circle the next step you plan to do this week.

When do you intend to do it?
 How will you remind yourself?
 What values guide you in doing it?

4. **OPTIONAL:** For more practice with using defusion skills with repetitive or haunting thoughts or beliefs, please do the worksheet on **page 21** of their Workbooks called “**Using Defusion Skills to Get “Unstuck” from Thoughts**”.

Script, if helpful:

*This week has a worksheet and otherwise serves as a **catch-up week**. That means if you missed doing any of the previous online modules or if you haven't yet **completed all of online module 2 or the ACP reflections and forms in your workbook**, or explored any of the additional ACP resources listed in the back of your Workbook, this is the last week to do that with the support and accountability of this group!*

In terms of this also serving as a catch-up week, you are free to go back and re-do, as many times as you'd like, any of the online sessions. In fact, you might even find it helpful to redo them with a loved one or friend at your side. Sharing these tools and sessions with the people closest to you could help with opening up communication and clarifying your wishes with them!)

Also, if there is more that you need to do with regard to ACP (such as completing a Med Power of Attorney Document (and Living Will), communicating that, and sharing that with your providers' offices) – now is a great time to work on that too! You might want to refer back to the checklist that we just reviewed (which is also in your workbook) and see if there's something you want to focus more on this week!

*Finally, this week we also encourage you to continue doing the **Daily Check-Ins** – you have **a choice** about doing the Choice Point daily check in or the Skills Daily check-in this week. These check-ins help you to translate the skills and perspectives we try out here into your daily life.*

Do any of you have any questions about how to access any parts of the online program or daily check in?

Mention to participants about an email forthcoming with if they would like to share contact information with other group members.

We can stay beyond the group if anyone has further questions. You can also contact the study team at the phone number or email that's in the front of your Participant Workbook

Reflection Sheets

5 minutes

1:55-2:00

Technical support PRA to send the individual reflection sheet links to each participant.

In these last few minutes together, we invite you to click on the link in the chat to complete the reflection form.

This reflection forms serves two purposes, one to help you reflect on what is useful to you and two to help us understand what's working or not working in this group.

Please click on the link in the Zoom Chat right now. This will take you to the Reflection Sheet. Please complete these before you leave today. We really value your feedback!

Note to facilitators: please encourage participants to complete their reflections sheets before they leave the Zoom group meeting.

Notes Sheet

Notes Sheet

Group Session 5: Brief Outline

0:00-0:10

- Welcome everyone back
- Briefly review group agreements and Zoom ground rules

0:10-0:50

- Putting Everything Together: Review Skills

0:50-1:05

- Dealing with Setbacks: Letter to Self

SHORT BREAK (4-5 minutes)

1:10-1:35

- Closing Circle

1:35-1:45

- Wrap Up and Discuss continued use of online platform (can also do at start of session)

1:45-1:55

- Lovingkindness meditation

1:55-2:00

- Participants complete and turn-in Reflection Sheets online

Group Session 5: Full Outline “Looking Back, Looking Ahead”

Session intentions:

- Encourage participants to complete ACP and answer their questions on ACP
- Reflect on what we’ve learned and what specifically has been helpful
- Reflect on how to continue applying what we’ve learned in their daily lives moving forward
- Troubleshoot barriers to moving forward

Pay special attention to:

- Participants using the skills/perspectives in the way that they are not intended to be used, i.e., “I want to use the Passengers idea to get rid of all my Passengers”

At the start of session, please ensure that all participants:

- Have their Participant Workbooks!
- Are all on computers or tablets (so they can see everyone at once) and NOT smartphones

Have Facilitators be Ready to:

- Share screen
- TURN OFF ONLINE NOTIFICATIONS such as email during the group

PRA be Ready to:

- Let participants in from the Zoom waiting room
- Start recording the group session
- Troubleshoot with participants as needed
- Send Reflection Sheet 5 links through Zoom chat and/or email if needed

Welcome & Online Program Check-In *Brief*

0:00-0:10

**Welcome people back. Ensure that everyone's Zoom is working.
Briefly review pertinent group agreements**

*First let's just keep in mind the **group agreements and online communication guidelines** that we've reviewed each week regarding Confidentiality, Openness, and Respecting your own and Others' boundaries. Please also restrain from giving unsolicited advice.*

As before, please also reach out to the hosts if you are triggered by anything we discuss today. Please be your own advocate. We are here for you.

*You all know the **Zoom communication guidelines at this point!***

If for some reason you/we lose internet connection, please try to log back in and rejoin the group in Zoom. If after a few minutes the system is still not working look for an e-mail from the research tech support team (or you can e-mail them directly at the email address listed at the front of your Workbook)

Check in about any questions that came up in doing the online program and touch on the importance of engaging in the online program, as follows:

First, congratulate and celebrate out loud with the group if

1) everyone did the online session (perhaps ask for a show of hands only if you know everyone did it.)

2) multiple group members did the daily check-in more than 3 times that week (can ask for a show of hands)

Did anyone have any difficulties or questions about any of the modules?

Did anyone have any difficulties or questions about either of the daily check-ins?

We wanted to let you know that you will have access to the online program for another 2 months, so up until the booster and 1 month after the booster so we encourage you to continue to access the online program over the next couple of months.

Mini-Grounding Exercise

10 minutes

Later today we'll be doing a different eyes-closed exercise, so we won't go through an extensive one here like we often do. However, just for a moment, I'd like everyone to close your eyes (pause 3-5 seconds), get a sense of the ground beneath you (pause 3-5 secs), and check in with your breathing (pause 5-10 secs). Notice any sensations that are present in the body (pause 5-10 secs), and any thoughts or feelings that are present right now (pause 5-10 secs). I invite you to bring that sense of awareness of what's going on inside of you right now in this moment... into the rest of our session today (pause 3-5 secs). And when you are ready, please gently open your eyes (pause 3-5 secs).

Putting Everything Together: Skill Reflection

32 minutes

0:10-0:42



Have participants pull out their workbooks to [page 8](#) to the choice point.

Optional: Facilitators bring up slide deck “[5a\) Choice Point review](#)” and go over the Choice Point and Passengers metaphor in some detail as a whole group.

Next, have participants pull out their workbook and turn to [page 35](#) to review the list of skills they've covered over the past 5 weeks.

Let's take a moment to look back over what we've learned together – To reflect on what skills and perspectives you find are most helpful to reconnect with your values and to unhook from or de-escalate your reaction to challenging situations, thoughts, or feelings... And to remind yourself that while you may not be able to make difficult feelings or thoughts go away, you can stop struggling with them, and free up your energy to focus more on what you truly care about in your life.

To look over the skills we learned about together in this program, I invite you to turn to Week 5's [Valued Living Skills List](#) starting on [page 35](#) and continuing through [page 39](#) in your workbooks.

Have participants mark in their workbooks which skills work best for them.

Please take a moment to look over this list. Just take a moment to appreciate how much we've covered together! Go ahead and put a star beside those that speak to you the most, regardless of whether you currently use them. Try to star a minimum of 4 or 5 skills or perspectives, and up to as many as you want. (wait until everyone's done doing this)



Next, either review skills all together in the main room or depending on group size split into breakout rooms for 30 minutes. Have PRA break up Zoom meeting into 2 breakout rooms with 1 facilitator in each.

Let's take a moment to review some of these together, to remember what they are.

Either all together or in respective breakout rooms, go around and ask participants which Acceptance skills they starred and how they used them during their day to day. Workbook [page 36-37](#).

Who here has starred or tried any of these and wants to share one or two that spoke to you or that you found helpful?

What did YOU do to remember to use them?

What situations did you use them in or find them helpful in? What can you do to continue to use them successfully in those situations moving forward?

Review all the skills noted by the group participants and then ask if there were any skills they wanted to talk about that weren't clear to them or needed further explanation.

Does anyone have any questions about any of these skills, including ones we haven't discussed?

Then ask the group to pull out [page 38-39](#) "Defusion from Thoughts Skills List" and discuss which ones they indicated were useful for them.

Who here has starred or tried any of these and wants to share one or two that spoke to you or that you found helpful?

If time:

What did YOU do to remember to use them?

What situations did you use them in or find them helpful in? What can you do to continue to use them successfully in those situations moving forward?

Skills I Commit to Using

8 minutes

0:42-0:50

STOP the breakout rooms if this option was chosen and move onto the next exercise as a full group. Have participants pull out **page 40 “Valued Living Skills I Commit to Using”** from their workbook and identify their “Signature” and “Stretch” Skills. Wait a few minutes for participants to complete this worksheet before moving on.

*Based on the skills you starred or found helpful on the Skills List, please go ahead and turn to **page 40** in your Workbook – “Valued Living Skills I Commit to Using.” Please identify 2 to 3 signature skills and 2 to 3 stretch skills you’d like to continue using after our group finishes today.*

Signature skills are skills or perspectives you find helpful that you’re naturally drawn to, use already, and want to continue using.

Stretch skills are skills or perspectives you find helpful that you may forget to use but want to commit to using more in the future.

We encourage you to keep this handy, perhaps put it on your bathroom mirror or refrigerator or somewhere you’ll see it daily to remind you to use the skills you’ve committed to.

Letter to Self

15 minutes

0:50-1:05

Have participants pull out “Letter to Myself” worksheet on page 41 of their workbooks. Give them 10-12 minutes to spend time writing. Let them know it is for their eyes only.

Now, drawing on the Signature and Stretch Skills you just identified, and the reflection your Choice Point you just did, let’s complete this final reflection to leverage what we’ve learned here into skillfully navigating future challenges. We are going to ask you to write a letter to yourself, for your eyes only, to help you remind yourself of what you retain from these past weeks together.

Have participants seal the letter in the provided envelope in the workbook and let them know we will send an email reminder to open it (date will be 1 week before booster session).

Short Break 5 minutes

1:05-1:10

SAY: *Now we're going to take a 3 to 4-minute break to get a drink of water, use the bathroom, stretch. Please make sure you're back no later than _____ (state the return time).*

ENSURE you limit the break to 5 minutes, or you'll run out of time in the second half.

Closing Circle 25 minutes

1:10-1:35



Review and reflect with participants on the past 5 weeks. Bring up slide deck “5b) Closing circle”.

*Today we want to do a few things that reflect on looking back and looking ahead. In the full group, we will be going around in a circle and asking you to respond to each of the following questions. Please pull out a **white index card** from your participant workbook.*



***Note to Facilitators:** Copy and paste the below questions into the Zoom Chat and let participants know they can see them there as a reminder.

1 way you've grown in perspective or moved forward with regards to ACP, cancer, or more generally during these weeks together

1 Signature or Stretch Skill that you'd like to work on using between now and our final group session in 1 month and ***What would be helpful or rewarding about using it?***

1 Toward Move you want to commit to doing with regards to ACP between now and our final group session in 1 month and ***What would be helpful or rewarding about doing it?***

If you're not done with ACP, you can focus on what you'd still like to do for ACP. If you're done for now with ACP, you can focus on another area you want to move forward with in your life.

Home Practice, Final Comments & Summary

10 minutes

1:35-1:45

Home Practice: Invite them to review the ACP checklist and circle the next best step you'd like to take this week or this month before the Booster session. Indicate when you'll do it, how you'll remind yourself, and what values guide you in doing it.

Close out the session and remind participants to mention the program to their oncologist if they enjoyed it.

Remind them of the Booster session date in one month's time.

Let them know that their 3rd paid survey will be arriving in 3 days.

Let participants know that there are resources sheets and contact information for RMCC social workers on [page 55-56](#) of their workbooks.

Let participants know that they will have continued access to the online program for 2 more months from today.

We've come to the end of our weekly Valued Living sessions. Our final group will be in a month and we look forward to reconnecting then! We hope that these past five weeks have been of value to you, and we welcome your comments. If this has been of value to you, PLEASE mention it to your oncologist and care team next time you see him or her. We are very fortunate that they support work like this and want to make sure they keep referring patients who could benefit.

Please remember! Please mark your calendars! We will come back together in a month for a final group session – a booster session – where we will get to reconnect with one another, reflect on any skills we've used between now and then, and review and troubleshoot what works for you. Please mark your calendars for [Share DATE and TIME of Booster]. We look forward to seeing you then! We'll be in touch with a reminder closer to that time.

We want to acknowledge that the things we are discussing in this program can bring up a whole range of thoughts and emotions, much of which are very normal and can even be helpful at times. However, if you are feeling overwhelmed, in crisis, or the need for more individual support please reach out to one us, the social worker at your RMCC site, or depending on the

urgency of your need, please call the crisis line to discuss additional one-on-one support options. Please see the “I’d like more support!” [pages 55-56](#) in your workbook for a list of contacts and links for exploring individual support or therapy.

VERY IMPORTANT: We’d also like to let you know that you will STILL have access to the online program – the online modules AND the daily check-ins for 2 more months (through until the 6th session and then for another month after the 6th final session). We will send you reminders 3x a week for the daily check-ins, we strongly encourage you to take advantage of this special continued access. Things that past participants have found useful include doing online modules/sessions again, going over the ACP online session with their partner, loved one, or healthcare decision maker, and continuing to do the Daily Check Ins.

Lovingkindness Meditation

10 minutes

1:45-1:55

Offer a lovingkindness meditation with the function of cultivating the capacity to love and appreciate self and others and shift perspective.

***Note to facilitators:** This meditation will have participants repeating what you say. First, ensure everyone is MUTED (PRA can help with this). Second, go through the meditation very slowly, pausing between each line. Finally, welcome hand gestures and model these gestures.

Now we're going to do a brief lovingkindness meditation out loud, in which we repeat phrases of warmth, goodwill, and kindness towards ourselves and others. Our intention is to cultivate a sense of warmth and well-being for everyone here, as we close out our group together.

Here's how it works. I'll repeat a series of phrases and then I want you as a group to repeat each phrase silently to yourself in your head or speak it aloud, after me, with as much kindness and warm intention as you can muster. Even if the phrases feel challenging to enact, saying them with intention awakens the aspirations of the heart.

We will mute yourself – that way if you want to repeat the phrases out loud you can do so at your own pace and in your own way.

To begin, everyone please gently close your eyes and check in with your breathing....(pause). Just feeling the rise and fall of your chest...(pause)...Now please imagine another group member or person for whom you naturally feel love and compassion...It might be a beloved child, a friend or family member.

***Note to facilitator:** Please state and repeat the phrases VERY slowly as people will be hearing them for the first time.

Place one hand on your heart and gesture the other hand outward, as if toward another person, as you direct these words towards a loved one

May you be filled with love and kindness.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May you treat yourself with kindness in good times and in hard times.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May you love and accept yourself as you are.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May you be fully at ease.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

Repeat this series of phrases 1 more time

Then direct towards self, **allowing time for the group to repeat each phrase out loud** before moving on to the next one:

Now directing this same intention toward yourself. Perhaps place one or both of your hands on your heart as you direct these words toward yourself:

May I be filled with love and kindness.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May I treat myself with kindness in good times and in hard times.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May I love and accept myself as I am.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May I be fully at ease.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

Repeat this series of phrases 1 more time

Finally, direct towards the whole group, allowing time for group to repeat each

phrase out loud.

Finally, sending these intentions to our group as a whole, perhaps opening and extending your hands out to the group as you send the intentions:

May we all be filled with love and kindness.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May we all treat ourselves with kindness in good times and in hard times.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May we all love and accept ourselves as we are.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

May we all be fully at ease.

[Facilitator repeat this phrase out loud *slowly* and *softly*]

Repeat this series of phrases 1 more time

Just take a moment to sit with the energy we've generated...

[pause 30-60 seconds]

Then, when you're ready, gently open your eyes

Add a few final words to close out the session. Let them know this meditation is also on [page 43](#) of their workbook

We want to leave you with this energy and warmth and are hoping that each of you treats yourself with love and kindness in the weeks ahead. Know that we will be thinking of you and look forward to seeing you all in one month for our final group meeting!

REMIND Participants of the Final Group Meeting DATE of the Reconnect Session.

Reflection Sheets <i>5 minutes</i>
--

1:55-2:00

Technical support PRA to send the individual reflection sheet links to each participant.

In these last few minutes together, we invite you to click on the link in the chat to complete the reflection form.

This reflection forms serves two purposes, one to help you reflect on what is useful to you and two to help us understand what's working or not working in this group.

Please click on the link in the Zoom Chat right now. This will take you to the Reflection Sheet. Please complete these before you leave today. We really value your feedback!

Thank you! We look forward to seeing you in one month.

Note to facilitators: please encourage participants to complete their reflections sheets before they leave the Zoom group meeting.

Notes Sheet

Notes Sheet

RECONNECT Session

Brief Outline

Notes:

This Session is designed to be a 2-hour Zoom session held ~1 month after the last weekly group session.

For this group, we want to cultivate a celebratory tone, more compassion (for struggle) and celebration (for success)!

0:00-0:05

- Welcome everyone back
- Briefly review group agreements and Zoom ground rules
- Brief Mindful Awareness Exercise

0:05-0:35

- Opening circle

0:35-1:35

- Review and Troubleshooting

1:35-1:55

- Closing Circle

1:55-2:00

- Participants complete and turn-in Reflection Sheets online

Introduction

5 minutes

0:00-0:05

Welcome everyone back. Note that for this group, we want to cultivate a celebratory tone, more compassion (for struggle) and celebration (for success)!

*Welcome back! It's so wonderful to see all of you.
Today we're operating by the same privacy, open-mindedness, and Zoom guidelines that we had in our weekly group sessions.
To outline today, we'll start with a brief grounding exercise, then reflect in an opening circle and in smaller breakout rooms what you've noticed and experienced since we last met, and then we'll close with a final closing circle.*

Brief Mindful Awareness Exercise

To begin, I'd like everyone to close your eyes
<Pause 5 seconds>

get a sense of the ground beneath you
<Pause 5 seconds>

and check in with your breathing
<Pause 5-10 seconds>

Notice any sensations that are present in the body
<Pause 5-10 seconds>

and any thoughts or feelings that are present right now
<Pause 5-10 seconds>

I invite you to bring that sense of awareness of what's going on inside of you right now in this moment... into the rest of our session today
<Pause 3-5 seconds>

And when you are ready, please gently open your eyes.

Opening Circle

30 minutes

0:05-0:35

Do Opening Circle in the FULL group to give everyone a chance to hear from everyone else.



Pull up slide deck “6a) Opening circle”

1. Tell us in a word or two briefly how you’re doing overall, and if there are any joys or challenges you’ve been facing since we last met.
2. We had you commit to a behavior to move yourself forward in a valued direction, related to ACP or more broadly. If you remember that, how did that go? What can you give yourself credit for doing (no matter how small)?

Beyond your commitment, what toward moves have you done (with ACP or broadly) over the few weeks since we last met (if any)? What was rewarding to you about doing them?

3. What has helped you or will help you to continue these changes?
Are there specific strategies or tools that you use on a regular basis or that continue to support you at this time? How can you give yourself credit and celebrate your successes?

Reviewing & Troubleshooting

60 minutes

0:35-1:35



**Open slide deck “6b) Review” and share screen.
Pause with each slide and ask if anyone has questions.**

Slide 1: Review the Choice Point

Slide 2: Review passengers on the bus and Wise and Kind Passenger

Has this metaphor continued to resonate with you?

STOP sharing screen to facilitate discussion and have participants grab their workbooks and turn to Review Acceptance and Defusion Skills (pages 36-39)

Which skills are you continuing to use and find helpful?

There are many skills on these pages but there might be other skills that you use as well, does anyone have any other skills that they use that they find helpful?

Can you tell us about a time/scenario you used that skill?

What was helpful/rewarding about using that skill?

Have participants review their Signature and Stretch Skills (page 40)

Did you end up using any of these skills?

Are there any skills or values you’re now reminded of, that you want to remember to draw upon? Or that you need help with?

Skills or suggestions that might help you deal with current challenges?



Open slide deck “6c) ACP Review”

As you go through this slide deck, stop with each bullet point below and check in with participants, troubleshooting with them: see how it’s going, any questions, challenges?

If anyone shared successes from the Opening Circle, draw upon those as examples and asked those folks what helped them in their success, see if anyone wants to share.

For those continuing to need assistance, offer resources:

- ACP checklist in the back of the book (pages 47-48)
- Repeat Module 2 with or without a loved one
- Meeting one on one with a social worker at their site
- Contacting either of the facilitators
- Websites listed in their workbook (page 49)
- Online program access for 1 more month.

Review the Choice Point & Towards/Away worksheets under the Resources tab in their workbook (pages 50-54). They can use these if they’d like to continue thinking about their own choice points, towards/away moves, etc.

Optional: Short Break 5 minutes

As needed

SAY: Now we’re going to take a 3 to 4-minute break to get a drink of water, use the bathroom, stretch. Please make sure you’re back no later than _____ (state the return time).

Closing Circle and Wrap Up

20 minutes

1:35-1:55



Pull up slide deck “6d) Closing Circle” and have participants use a blank white index card from their workbook to write down their responses.



***Note to Facilitators:** Copy and paste the below questions into the Zoom Chat and let participants know they can see them there as a reminder.

1. Your **“next best move”** in terms of dealing with cancer or moving forward with advance care planning?
2. What could you do to make that happen? How you will use your **skills and wisdom** to troubleshoot barriers and give yourself credit in moving toward your next best move.

Wrap Up:

Leaders close out by carefully covering the following points:

Our program is now closing out. We are sad to see you go! We want to thank each and every one of you for participating and for bringing your full selves and experiences to this group and to the online program. We hope it’s been of value to you.

It’s been wonderful getting to know each of you in the course of this group, and to explore dealing with cancer and ACP together, and to learn new skills and perspectives both from the program and from you, the group members. I want to remind you that the research team will be sending 1 final paid survey in a month, and then after completing that survey, you will be done with the study. Thank you for contributing to our knowledge and understanding of how to support adults with advanced cancer.

VERY IMPORTANT: We’d also like to let you now that you will **STILL** have access to the online program – the online modules **AND** the daily check-ins, for **one more month**. If it would be helpful to you, we strongly encourage you to take advantage of this special continued access. Things that past participants have found useful include doing online modules/sessions again, going over the ACP online session with their partner, loved one, or healthcare decision maker, and continuing to do the Daily Check Ins.

Reflection Sheets <i>5 minutes</i>
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1:55-2:00

Technical support PRA to send the individual reflection sheet links to each participant.

In these last few minutes together, we invite you to click on the link in the chat to complete the reflection form.

This reflection forms serves two purposes, one to help you reflect on what is useful to you and two to help us understand what's working or not working in this group.

Please click on the link in the Zoom Chat right now. This will take you to the Reflection Sheet. Please complete these before you leave today. We really value your feedback!

Thank you! We look forward to seeing you next week.

Note to facilitators: please encourage participants to complete their reflections sheets before they leave the Zoom group meeting.

Documents for reference

Opening up to Feelings Skills

Sitting with emotions	Name what you are feeling Observe how it feels in your body Breathe into it Allow the emotion Expand your awareness
Mindfulness of emotions	Get Centered Pay Attention to the Emotion Open Up to the Emotion Expand Awareness
Listening to emotions	When you listen, what is your emotion telling you? “That I’ve lost something important to me” That I need to take a break” “That I care deeply”
Notice, observe & breathe into it	Notice the sensations in your body that are associated with the strongest emotion you feel right now. Identify, Zoom in, Breathe into it
Practicing compassion	<p>Imagine your feelings right now were a small, scared child. How would you respond to this child?</p> <p>Would you tell the child to shut up? Would you ignore the child? OR Would you hold the child? Show compassion in another way?</p> <p>Compassionate hand: Place one your hands gently on the place where the feeling is most intense</p>

Dropping the rope	<p>Fighting your emotions is like being in a tug of war with a powerful force.</p> <p>Instead of pulling on the rope, what if you let it go? This powerful force is still there, but you're no longer tied up in a struggle with it; your hands are free to do what matters.</p>
Acknowledging your emotions	<p>Name the Feeling: note whatever you are feeling.</p> <p>The Reality Gap: What would you expect any human being to feel when there's a big gap between the reality they have and the reality they want?</p>
Simply allow & normalize	<p>Simply Allow: See if you can practice allowing yourself to feel whatever you are feeling right now.</p> <p>You don't have to like this feeling or want it...Just allow it to be there...Let it be</p>

Defusion from Thoughts Skills

Mindful Noticing & Labeling

Labeling / Flexibility with a thought	<p>Say: "I'm having the thought that _____" and fill in your current thought.</p> <p>Or even "I notice I'm having the thought that _____."</p> <p>This can help us to realize that we are just experiencing a thought, nothing more, rather than getting hooked on what it means.</p>
Noticing your thinking	<p><i>"Notice what my mind is telling me now". You can follow up by asking yourself: "Is this a helpful thought?" "How old is this story?" "Would it be a good use of my time and energy to allow myself to get caught up in this?"</i></p>
Noticing symbols	<p>Notice thoughts as just a collection of letters. Then imagine these letters changing the size, color, font, or movement.</p>
Social Media Image	<p>Do you ever find yourself doing things (or not doing things) to support a certain image of yourself?</p> <p>Ask yourself: What "social media" image do I try to project in my life? What do I do to help support or defend this image? Do these things ever cause problems in my life? Are there things I'm not doing because they don't fit my image? What would it be like to let go of trying to maintain or defend this image?</p>
Leaves on a stream Mindfulness	<p>Picture putting each thought you have on a leaf floating down a stream.</p>
Watching thoughts pass by like...	<p>Use a variety of metaphors to get unstuck from thoughts: bubbles rising in a champagne bottle, people passing you by on the street, sport fans exiting a stadium, cars driving by outside your house, a passing parade.</p>

Use Humor and Experience the Word in a New Way

Thank your mind	Say “ <i>Thanks mind!</i> ” or “ <i>That was quite a thought you came up with!</i> ” no matter how scary or awful the thought. Cultivate a sense of humor for what your mind generates, appreciating how capable your mind is at grabbing your attention at any moment.
Do something despite your thoughts saying you can't	Walking around the room while saying out loud “ <i>I cannot walk.</i> ” Or pick up a pen while saying out loud “ <i>I cannot pick up this pen.</i> ”
Sing the word	Try singing the word or belief to a tune such as “Happy Birthday” or a favorite song. Try singing in a funny voice, for example, an operatic voice.

Shifting perspective

“And” not “But”	If you notice that you make excuses not to do things you’d really like to do - “I’d like to call my friend back, BUT...” -- then practice substituting AND for BUT. For example: “ <i>I’ll call my friend back AND I’m sad.</i> ”
Pretend the present is in the future	Pretend the present is the future. What would happen if you viewed yourself and your mind right now from the perspective of a far away, distant self? If you were looking back on yourself now at the very end of your life? What perspective do you gain? How can your distanced or future self offer you understanding and compassion right now?
Take the perspective of a loved one	Reflect on yourself and the challenges you’re experiencing through the eyes of a loving friend, trusted family member, beloved animal, or wise being. What would they tell you?
Reframe using third-person language	If you have the thought: “I don’t feel like leaving my house”, then reflect on this thought by replacing “I” with your name. If your name is Jill, you would say: “Jill doesn’t feel like leaving her house.” You could then reflect: “What does Jill need to do to take care of herself? How can Jill rest and still pursue outside activities?”

END