



Support  
Person

## 5. Additional Resources

### HERE TO HELP

Includes a range of toolkits including *Family Self-Care and Recovery from Mental Illness Toolkit* and *How You Can Help: A Toolkit for Families*

<http://heretohelp.bc.ca/publications/toolkits>

### BRITISH COLUMBIA SCHIZOPHRENIA SOCIETY

Support and information for families and friends of people with schizophrenia

<http://www.bcscs.org/>

### HEALTH LINK BC

Locate Early Psychosis Intervention programs and other mental health programs across the province. Also includes information on numerous health and mental health conditions.

<http://www.healthlinkbc.ca/>

### PSYCHOSIS SUCKS

Website for the Fraser Health Early Psychosis Intervention Program. Handouts and information on early psychosis including a *Family Coping Booklet*.

<http://www.psychosissucks.ca/>

### HELP OVERCOME PSYCHOSIS EARLY

Website for the Vancouver/Richmond Early Psychosis Intervention Program.

<http://hopevancouver.com/>

### BC MINISTRY OF HEALTH SERVICES

Includes publications such as the *Early Psychosis Care Guide*, *EPI Standards and Guidelines*, and the *Family Physician Guide*.

<http://www.health.gov.bc.ca/library/publications/>

### MINDCHECK

A BC website designed to assist teenagers and young adults in identifying mental health and substance-use problems early and direct people to the appropriate resources.

<http://mindcheck.ca/>



# Additional Worksheets

Writing things down will make it easier for you to learn the skills covered in this toolkit.

Here are some extra copies of the worksheets that you can use for:

- Progress Form (Pg. 6)
- Medications (Pgs. 15 and 17)
- Problem Solving (Pg. 38)
- Goal Setting (Pg. 45)
- Relapse Prevention Plan (Pg. 72)
- Challenging Unrealistic Thinking (Pg. 82)





Write Down

## Worksheet: Progress Form (Pg. 6)

| PROGRESS FORM |               |               |                      |                      |
|---------------|---------------|---------------|----------------------|----------------------|
| AREA TO RATE  | RATING BEFORE | STRATEGY USED | RATING AFTER 2 WEEKS | RATING AFTER 4 WEEKS |
|               |               |               |                      |                      |
|               |               |               |                      |                      |
|               |               |               |                      |                      |
|               |               |               |                      |                      |
|               |               |               |                      |                      |
|               |               |               |                      |                      |

Rating scale: 1 = no problem 5 = definitely an issue 10 = huge problem



Write Down

## Worksheet: Medications (Pg. 15)

### MY MEDICATIONS

| NAME OF MEDICATION            | PROBLEMS THIS MEDICATION WILL HELP WITH | DOSE AND TIMES TO TAKE THIS MEDICATION |
|-------------------------------|---|--|
| <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/>           | <hr/> <hr/> <hr/> <hr/> <hr/>          |
| <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/>           | <hr/> <hr/> <hr/> <hr/> <hr/>          |
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Write Down

## Worksheet: My Medications Possible Side Effects (Pg. 17)

### MY MEDICATIONS – POSSIBLE SIDE EFFECTS

| NAME OF MEDICATION      | MILD AND COMMON SIDE EFFECTS<br>(Report next time you see your health professional) |
|-------------------------|---|
| <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/>   |
| <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/>   |
| <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/>   |



Write Down

## Worksheet: Problem Solving (Pg. 38)

| POSSIBLE SOLUTION                                      | WHAT'S GOOD ABOUT THIS?                              | WHAT'S BAD ABOUT THIS?                               |
|--|--|--|
| <p>① _____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> |
| <p>② _____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> |
| <p>③ _____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> |
| <p>④ _____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> | <p>_____<br/>_____<br/>_____<br/>_____<br/>_____</p> |





Write Down

## Worksheet: Relapse Prevention Plan (Pg. 72)

### MY RELAPSE PREVENTION PLAN

Name:

Triggers I am trying to control:

My early-warning signs are:

When I have any of these early-warning signs, I will do the following:

*NOTE: Any other unusual changes should also be acted on.*

Phone numbers of my health professional(s):

Phone numbers of my Support Person(s):

In case of an emergency, I will do the following:







Write Down

## Worksheet: Challenging Unrealistic Thinking (Pg. 82)

SITUATION:

**MY THOUGHTS**

**MORE REALISTIC THOUGHTS**

This toolkit provides evidence-based information and tools for individuals with psychosis and support persons.

The content of the toolkit was based upon:

- A thorough review of published research evidence
- Consultation with provincial experts in the area of early psychosis
- Consultation with a Provincial Advisory Committee comprised of representatives from the BC Regional Health Authorities and Provincial Health Services Authority, Ministry of Health, and Ministry of Children and Family Development
- Feedback from individuals with psychosis, family members, and clinicians

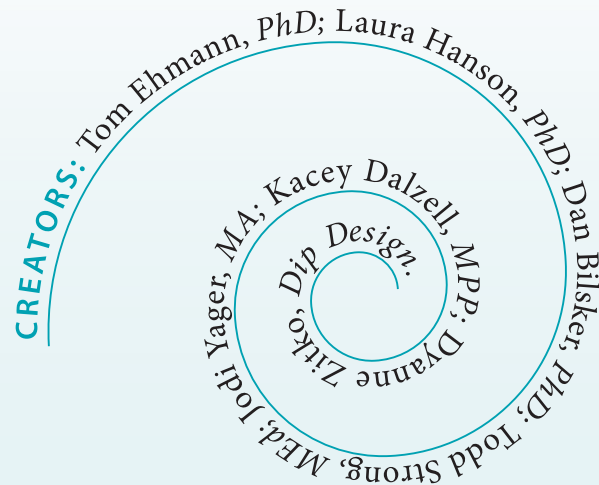
The information contained in this toolkit reflects the knowledge and evidence at the time of its release. As new research emerges, the toolkit will evolve to ensure that it is based on the best evidence.

This toolkit is meant to provide individuals with psychosis and their support persons with accurate information about psychosis. It is not a replacement for professional treatment of psychosis.



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