

Social and Independent Living Skills

Friendship and Intimacy Module

Participant Workbook I

Developed by
Psychiatric Rehabilitation Consultants

Cosponsored by
UCLA Department of Psychiatry and Biobehavioral Sciences

UCLA PsychREHAB Program

Disclaimer

Practitioners or educators using the Module and participants or clients who are learning the material are expected to have the maturity, capability, and intellectual and social competence to deal with personal and private matters relating to friendship, sex and intimacy. We do not condone sexual behavior, sexual harassment, poor judgment in the selection of sexual partners or intimate friends, safe or unsafe sex. While the Module is specifically designed to teach skills for developing friendships and intimacy, as well as for protecting oneself from sexually transmitted diseases and unwanted pregnancies, there are no guarantees that some untoward consequences may occur. As the 2nd Skill Area of the Module highlights, the only completely safe way to avoid sexually transmitted diseases and to avoid any adverse personal and social consequences of sex is abstinence.

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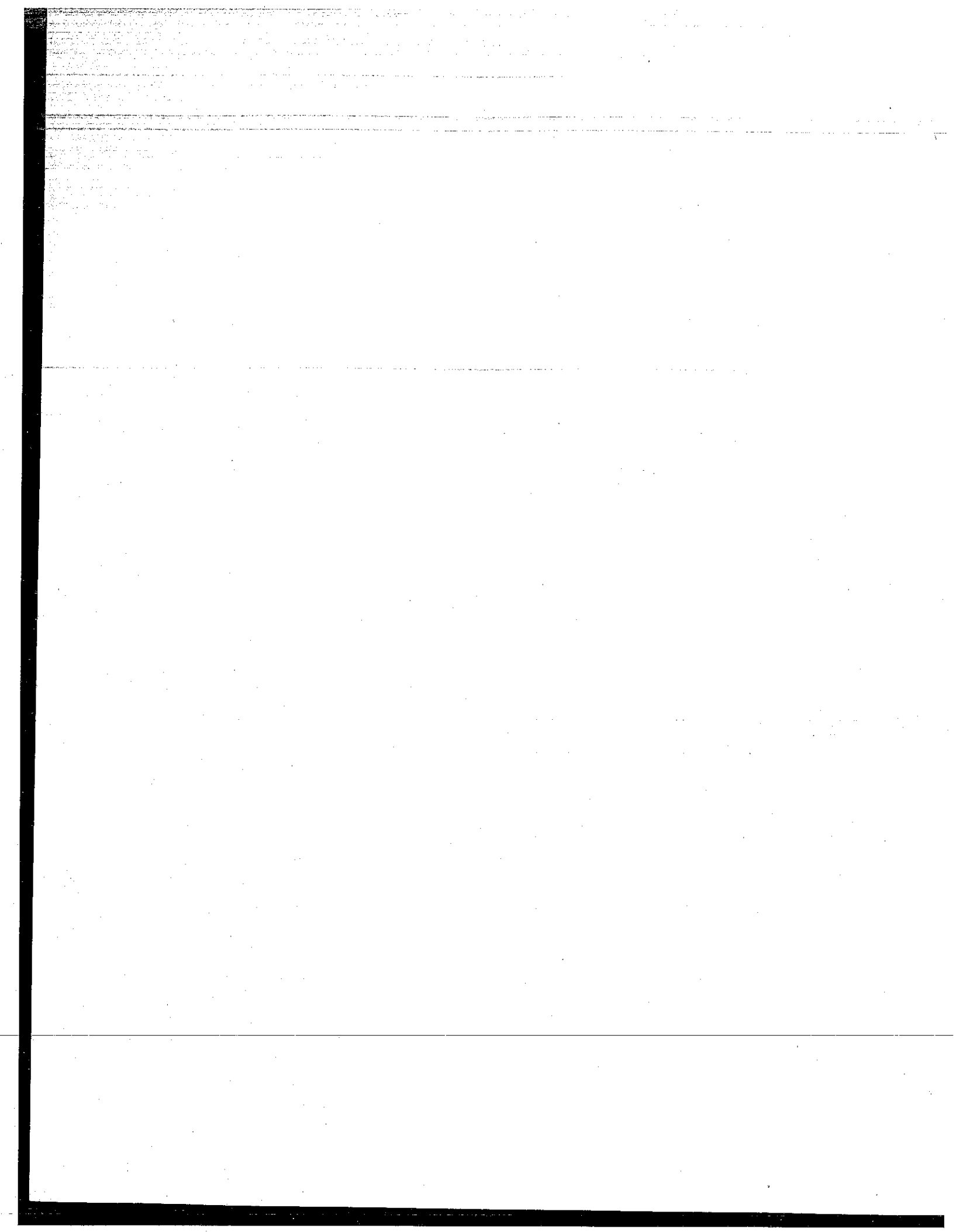


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Introduction

Guide to the Friendship and Intimacy Module

The **FRIENDSHIP AND INTIMACY MODULE** will teach you to have friendship, intimacy, and safe and satisfying sex. To learn the contents of the module, you will attend regular training sessions with the trainer and other participants. Plan to participate actively. The more you participate, the more you will get from the module. Feel free to ask questions and make comments during group discussions; talk about the program with other members of the group as well as the staff. Discussing the material with others will help you improve the skills you learn during the training sessions.

Using Your Workbook

The *Participant Workbook* is for you to use during the module training sessions. It contains all the worksheets, charts and forms you will need to learn the skills taught during the sessions. Also, there are pages entitled *Notes and Questions* for you to write down things you want to remember or questions you have about the module material. While note taking is not required, you may find times when taking notes will be helpful. Finally, there are *Key Points* for each skill area located in the appendix. Before beginning the training sessions, look through the entire workbook, and ask the trainer *any* questions you have about the information contained in it.

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Practitioners and educators using the Module and participants or clients learning the knowledge and skills of the Module are encouraged to consult with their clergy, doctor, family, and other trustworthy persons prior to participating in the Module.

The Five Skill Areas

LAYING THE GROUNDWORK

The **FRIENDSHIP AND INTIMACY MODULE** has five major sections that we call *skill areas*. These are

Skill Area 1: Establishing a Friendship

In *Skill Area 1*, you will learn how to begin friendships with people you like. You will learn how to meet new people with similar interests and practice and polish your conversational skills. Also, you will learn how to develop emotionally intimate relationships by expressing your feelings about the importance of a relationship. You will also learn how to ask someone out, and how to enjoy a date.

Skill Area 2: Obtaining Information about Safe Sex

In *Skill Area 2*, you will learn how to discuss sexual problems and concerns openly with health-care professionals, with a sense of self-assurance and without feeling embarrassed. Also, you will learn information about how to prevent an unwanted pregnancy and how to reduce the risk of sexually transmitted diseases.

Skill Area 3: Identifying the Benefits and Risks of Having Sex

In *Skill Area 3*, you will learn how to seek advice from trusted friends, family members, and counselors about the consequences of making sex a part of a relationship. This will include exploring the advantages and disadvantages of initiating a sexual relationship.

Skill Area 4: Sharing Concerns, Consequences, and Cautions about Sexuality

In *Skill Area 4*, you will learn how to have an honest and open conversation about your sexual history with a potential partner, without feeling self-conscious or embarrassed. You'll also learn how to protect yourself and your partner from the hazards of sexually transmitted diseases by learning about the medical tests available.

Skill Area 5: Sexual Decision Making

In *Skill Area 5*, you will learn how to openly discuss issues with a partner about the consequences of deciding to have sex. Since the decision to have, or not have sex is an important one that may change a relationship, you will also learn the verbal and non-verbal skills needed to carry out this discussion with a partner.

The Following Chart Summarizes the Five Skill Areas for You

Skill Areas in Part I of the Friendship and Intimacy Module

1. ESTABLISHING A FRIENDSHIP
Learn
 - how to begin and develop close relationships
 - how to ask someone out on a date
 - what to do on a date
 - how to end a date

2. OBTAINING INFORMATION ABOUT SAFE SEX
Learn
 - how to carry on an open discussion about sexual matters with health-care professionals without feeling embarrassed
 - the steps that can be taken to avoid problems such as unwanted pregnancy and sexually transmitted diseases

3. IDENTIFYING THE BENEFITS AND RISKS OF HAVING SEX
Learn how to
 - seek advice from a friend, family member, or counselor about the consequences of making sex a part of an intimate relationship
 - explore the consequences of a sexual relationship with the person you're dating

4. SHARING CONCERNS, CONSEQUENCES, AND CAUTIONS ABOUT SEXUALITY
Learn
 - how to share your sexual history with a potential sexual partner without feeling embarrassed
 - about the benefits of medical tests for sexually transmitted diseases

5. SEXUAL DECISION MAKING
Learn
 - to identify the potential consequences of beginning a sexual relationship
 - how to have an open discussion with your partner about the potential consequences of having a sexual relationship

A Summary of the Key Points for each Skill Area begins on page 87

The Seven Learning Activities

Because each skill area contains a lot of information, each one is divided into seven learning activities. The learning activities are the step-by-step means for achieving the goals of the skill areas. These are

1. INTRODUCTION TO SKILL AREA

In this learning activity you identify the goals of the skill area and the steps needed to achieve them.

2. VIDEOTAPE AND QUESTIONS/ANSWERS

Here you watch videotaped scenes that show people demonstrating the right way to go about using the skills; then you answer some questions about what you saw and heard on the videotape.

3. ROLEPLAY

In Roleplay, you get the opportunity to rehearse the skills you saw on the videotape. This is where you begin learning by doing, which makes the skills become a real part of you.

4. RESOURCE MANAGEMENT

This learning activity teaches you how to obtain the resources, or things you need, to use your skills.

5. OUTCOME PROBLEMS

Here you learn to recognize and overcome obstacles that might arise when you begin using your new skills.

6. IN VIVO EXERCISES

In these exercises, you go out into the community and use the skills with the trainer or a staff member available to support you.

7. HOMEWORK ASSIGNMENTS

In this learning activity, you get to use your new skills on your own.

The following chart summarizes the seven learning activities for you.

Learning Activities In Each Skill Area

- | | |
|-------------------------------------|--|
| 1. INTRODUCTION TO SKILL AREA | Introducing the topic and component skills |
| 2. VIDEOTAPE AND QUESTIONS/ ANSWERS | Viewing videotaped scenes demonstrating skill usage, with question/answer review |
| 3. ROLEPLAY | Practicing and rehearsing the skills |
| 4. RESOURCE MANAGEMENT | Discussing how to obtain the resources needed to perform the skills successfully |
| 5. OUTCOME PROBLEMS | Solving problems associated with using the skills |
| 6. IN VIVO EXERCISES | Performing exercises in real-life situations, accompanied by the trainer |
| 7. HOMEWORK ASSIGNMENTS | Completing assignments outside the training sessions, independent of the trainer |

Communication Skills

LAYING THE GROUNDWORK

Throughout the FRIENDSHIP AND INTIMACY MODULE, you will be learning how to communicate your needs, problems, desires and feelings, so good communication skills are very important. The essential elements for good communication are shown below:

- 1. Eye Contact** Maintain good *eye contact*.
- 2. Posture** Show good *posture* when standing and sitting. Look relaxed, but upright.
- 3. Body Movements/Gestures** Use appropriate *body movements* and *gestures* when talking.
- 4. Facial Expressions** *Facial expressions* should be appropriate, agreeable and demonstrative. Occasional smiling and head nods when listening are important.
- 5. Voice Volume** *Voice volume* should be pleasant, not too loud or soft, and have some variations in pitch. Avoid speaking in a monotone.
- 6. Speech Fluency** Maintain good *speech fluency*; make sure sentences are coherent and accurate. Use "I" statements. Be specific, but brief, in stating what you want to say.
- 7. Energy Level** Overall *energy level* should demonstrate enthusiasm when appropriate and reflect interest in the subject being discussed.

Steps in Problem Solving

LAYING THE GROUNDWORK

Throughout the training sessions, you will be learning how to solve problems - that is, everyday situations that come up unexpectedly and seem to put obstacles in the way when you want to do something. Everyone encounters these situations - like the car breaking down as we are going to work, or locking our keys in the house.

The problem-solving method you will learn has seven steps and is easy to use. The seven steps are:

1. Stop and think: How do you problem solve?

Are you in a situation where you don't know what to do? Do you need to stop and think about how to proceed in this situation? **Decide** to use the problem-solving method.

2. What is the problem?

Define the obstacle that makes the situation difficult to deal with. What makes it a problem? Be specific.

3. What are the different ways the problem can be solved?

Think about all the alternatives - that is, the ways you might solve the problem. Then make a **list** of the solutions.

4. Evaluate the alternatives.

- a. Is each alternative feasible? Will it solve the problem?
- b. What are the advantages of choosing each alternative, besides helping you solve the problem?
- c. What are the disadvantages of choosing each alternative?
- d. Do the advantages outweigh the disadvantages of each alternative?

5. Choose an alternative, and plan how you would go about implementing it.

6. What resources will you need?

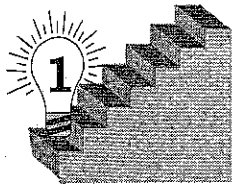
Identify the resources you will need to solve the problem. A resource is anything that helps you achieve your goal or get the job done. Some examples of resources are:

- Time
- People (friends, relatives, caregivers and health-care providers)
- Objects or things (maps, brochures, pencil and paper)
- Telephone
- Money
- Places (health-care facilities and social agencies)
- Transportation

7. Set a date and time to implement your chosen solution and DO IT!

PROBLEM-SOLVING WORKSHEET

7-Step Problem Solving Method



Step 1: **DECIDE** to use the 7-Step Problem Solving Method

First, realize that you have come up against an obstacle that prevents you from reaching a goal. You don't know what to do about this obstacle so you stop and think about how to proceed. Then, you decide to use the problem-solving method.



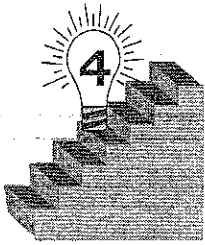
Step 2: **STATE** the problem.

Define the problem. Be specific about the obstacle.



Step 3: **LIST** the solutions.

Brainstorm, then list every possible solution that may solve the problem. **Do Not Evaluate** any of the alternative solutions yet.



Step 4: EVALUATE the solutions.

- Is the alternative feasible -- that is, can you do it?
- Will it solve the problem?
- What are the advantages and disadvantages?

Advantages

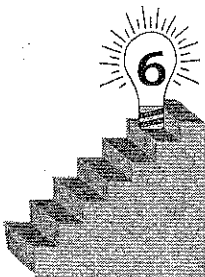
Disadvantages

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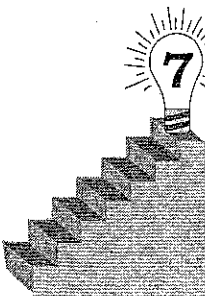
- Do the advantages outweigh the disadvantages -- that is, are the benefits of the advantages greater than the costs of the disadvantages?



Step 5: CHOOSE the solution(s) you'll use.



Step 6: IDENTIFY resources needed to implement the solution(s).



Step 7: TRY OUT the solution(s).

Set date and time to implement your chosen solution(s), and DO IT!



Sample Problem A & B

LAYING THE GROUNDWORK

Sample Problem A

You regularly use the bus for transportation, so you know when it's supposed to be at the stop near your house. Today, you promised to meet a friend at a restaurant for lunch, and you go to the bus stop early to be sure to catch the bus that will get you there on time. You wait and wait, but the bus doesn't arrive, and it's now 15 minutes late. You really want to meet your friend on time. What do you do?

Sample Problem B

You've just moved into a new apartment. Your neighbors are really noisy and keep you awake at night. You need your sleep because you have to get up early to get to work. What do you do?

Setting the Goals-Information Sheet

INTRODUCTION TO THE SKILL AREAS

The overall goal of the FRIENDSHIP AND INTIMACY MODULE is for you to learn the information and skills needed to have close friends, increased intimacy, and safe and satisfying sexual relationships. The five skill areas in this module, Establishing a Friendship, Obtaining Information about Safe Sex, Identifying the Benefits and Risks of Having Sex, Sharing Concerns, Consequences, and Cautions about Sexuality, and Sexual Decision Making will help you meet this overall goal. By learning these skills, you'll **benefit** in many ways.

Skill Area 1: Establishing a Friendship

If you learn how to begin friendships with people you like by meeting new people with similar interests, polish your conversational skills, express your feelings about the importance of a relationship, and learn how to ask someone out and enjoy a date, you'll **benefit** in a number of ways. Your life will become much richer as you open the door for more closeness and intimacy in your life.

Skill Area 2: Obtaining Information about Safe Sex

If you learn how to discuss sexual problems and concerns openly with health-care professionals, as well as learn information about how to prevent an unwanted pregnancy and how to reduce the risk of sexually transmitted diseases you'll **benefit** in at least two ways. You will develop a sense of self-assurance, without feeling embarrassed, when you discuss sexual topics. You will also be able to feel more comfortable and in control of your sexual activities and consequences.

Skill Area 3: Identifying the Benefits and Risks of Having Sex

If you learn how to seek advice from trusted friends, family members, and counselors about the consequences of making sex a part of a relationship, you will **benefit** by being able to explore the advantages and disadvantages of initiating a sexual relationship.

Skill Area 4: Sharing Concerns, Consequences, and Cautions about Sexuality

If you learn how to have an honest and open conversation about your sexual history with a potential partner, without feeling self-conscious or embarrassed, you'll **benefit** by learning how to protect yourself and your partner from the hazards of sexually transmitted diseases. You'll also learn about the medical tests available for STD's.

Skill Area 5: Sexual Decision Making

If you learn how to openly discuss issues with a partner about the consequences of deciding to have sex, by learning the verbal and non-verbal skills needed to carry out this discussion, you'll **benefit** in significant ways. Since the decision to have, or not have sex is an important one that may change a relationship, you'll feel much more assured with your choices about increasing the intimacy in your life.

Name _____

Date _____

Pretest

INTRODUCTION TO THE SKILL AREAS

1. You can tell if someone is willing to talk with you by
 - a. reading "go" and "no-go" signals
 - b. starting a conversation
 - c. keeping a conversation going
 - d. ending a conversation pleasantly

2. Basic conversation skills that are a foundation forming friendships include
 - a. knowing where to find people who share your interests and values
 - b. being able to start conversations with open-ended questions
 - e. using appropriate levels of self-disclosure, depending on how well you know the person
 - d. all of the above

3. Friendships can provide
 - a. satisfaction through companionship
 - b. security and self-esteem
 - c. social and emotional support
 - d. all of the above

4. Compliments are important in building a friendship because
 - a. they let the other person know that you like him/her
 - b. they prevent you from getting conceited or a "big head"
 - c. they can help you learn modesty by not taking them to heart
 - d. b and c above

5. Friendships with people you like will only be successful if they lead to
 - a. dating and sex
 - b. marriage
 - c. extra money
 - d. none of the above

6. One good thing to do when asking for a date is to
 - a. mention how much money you have
 - b. indicate he or she is special
 - c. talk about personal problems
 - d. suggest you do your favorite hobby together

7. If a person accepts a date, agree on
 - a. what to tell your family
 - b. whether to date once again
 - c. specific details such as day, time, and place
 - d. who will pay for what

8. Which people among the following are not good to date or develop intimacy with?
 - a. classmates who are about the same age
 - b. co-workers who are about the same age
 - c. teachers or work supervisors and employers
 - d. people you meet in singles groups

9. Good people to date are
 - a. counselors
 - b. people significantly younger than you
 - c. people with whom you've developed a friendship
 - d. therapists

10. You can keep the mood light on a date by
 - a. using a high amount of self disclosure
 - b. talking about pleasant things
 - c. discussing medications you take
 - d. speaking quickly

11. An important reason to ask for feedback on a date is so you can
 - a. express pleasure in spending time together
 - b. use good conversation skills
 - c. elicit compliments for yourself
 - d. modify your plans as needed

12. A cue that lets you know your date might be willing to kiss you goodnight include
 - a. he or she is standing close to you
 - b. he or she is looking at you
 - c. he or she has a pleasant expression
 - d. all of the above

13. Sexually transmitted diseases (STDs) are diseases that
 - a. you must never talk about
 - b. you can get from unsafe sex
 - c. are not very serious
 - d. usually go away by themselves

14. When first getting information about sex
 - a. it's normal to feel uncomfortable
 - b. you need to get a counselor's approval
 - c. you shouldn't ask too many questions
 - d. you should have a check up by a doctor

15. AIDs is caused by
 - a. hugging your partner
 - b. having too much sex
 - c. one specific way of having sex
 - d. the HIV virus

16. You can help prevent STDs by
 - a. abstinence
 - b. sharing sexual histories
 - c. using condoms and spermicidal jelly
 - d. all of the above

17. The only 100% effective way to prevent pregnancy is
 - a. birth control pills
 - b. condoms
 - c. abstinence
 - d. the "morning after" pill

18. When buying condoms it's important to
 - a. choose latex condoms
 - b. get condoms with ribs
 - c. buy condoms through the mail
 - d. talk to your doctor

19. Consequences of an unplanned pregnancy can include
 - a. more recreation
 - b. fewer expenses
 - c. stress
 - d. a way to keep busy

20. Deciding to have sex will result in
 - a. emotional consequences
 - b. relationship consequences
 - c. physical consequences
 - d. all of the above

21. Sharing sexual histories will help you
 - a. avoid STDs
 - b. cool off before sex
 - c. have better sex
 - d. find a good partner

22. Commitment includes
 - a. no sex with anyone else
 - b. a continuous relationship
 - c. respect for each other over time
 - d. all of the above

23. When deciding to have sex, things to discuss include
 - a. contraception
 - b. methods for coping with frustration
 - c. medications you take
 - d. all of the above

24. A good reason to decide to not have sex in your relationship is
 - a. you're not sure how to make love
 - b. you haven't talked about it with your doctor
 - c. you need time to make the right decision
 - d. you're feeling tired

25. If you don't have a condom
 - a. you can just use spermicidal jelly
 - b. you can stop making love during intercourse
 - c. you should abstain from sexual intercourse
 - d. all of the above

Introduction to Skill Area 1

SKILL AREA 1: Establishing a Friendship

In this Skill Area, you will learn how to begin friendships with people you like. You will learn about places to go to meet new people who have similar interests, and you will practice and polish your conversational skills. You will also learn about giving positive signs to, and accurately receiving them from people with whom you would like to spend more time.

A second goal of this Skill Area is learning how to develop close friendships. Close friendships can provide support, companionship, and trust. You will learn how to let other people know that you like them, how to tell someone that their friendship is important to you and how to tell them if you are disappointed with them. These skills will allow you to build and maintain relationships that provide emotional intimacy.

Emotional intimacy can be the foundation for a close friendship that is held together for years by trust, self-disclosure, and mutual support. Emotional intimacy can also develop into a romantic relationship.

If you're attracted to another person, you may experience affection as emotional intimacy grows. Strong feelings of affection may lead to a desire to begin dating a close friend. So the third goal of this Skill Area is to learn how to ask someone for a date and how to enjoy a date. You will learn how to decide where to go and what to do, how to manage feelings of nervousness, and what to do at the end of a date.

You will benefit from these new skills by having more people in your life with whom you can share things that you enjoy. Friendships can help raise your self-esteem and make you feel more confident, happier and less isolated.

The goals of *Skill Area 1* are for you to learn how to

- begin friendships
- develop a close friendship
- ask someone out on a date
- enjoy a date

Outcome Problems

SKILL AREA 1: Establishing a Friendship

Let's say you've found yourself in the following situation: you joined a biking club several weeks ago and have talked to a particular person on more than one occasion; both of you also enjoy bicycling. Since you would like to get to know this person better, you suggested that he/she join you for a bike ride that weekend. He/she can't go biking that weekend. What do you do?

What is the problem in this situation?

What are some ways you might solve this problem?

Do you think the solutions are feasible?

What are the advantages and disadvantages for each possible solution?

Assuming a solution you use doesn't give you the outcome you want, now what do you do?

What do you think is the best solution?

In Vivo Exercise A

SKILL AREA 1: Establishing a Friendship

In this exercise, In Vivo Exercise A, you will generate a list of a) people with whom you would like to begin a friendship; and b) potential topics suitable for a conversation with these people.

Name _____

In Vivo Exercise A Worksheet

SKILL AREA 1: Establishing a Friendship

Write in the name of the people with whom you'd like to develop a friendship, and topics suitable for a conversation with the people you have identified.



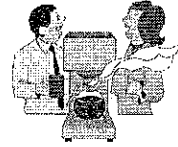
People

People with whom I would like to develop a friendship:

person's name

person's name

person's name



Topics

Possible topics suitable for a conversation with these people:

In Vivo Exercise B

SKILL AREA 1: Establishing a Friendship

For In Vivo Exercise B, you will a) identify a special friend who you would like to ask out on a date; and b) generate a list of possible activities, days, and times for the date

Name _____

In Vivo Exercise B Worksheet

SKILL AREA 1: Establishing a Friendship

Write in the name of a special person you would like to ask out on a date and list possible activities, days, and times for the date.



The **person** I would like to ask out on a date:

_____ person's name

Possible **activities** to do on the date:

Possible **days and times** for the date:

_____ day	_____ time
_____ day	_____ time
_____ day	_____ time

Homework Assignment

SKILL AREA 1: Establishing a Friendship

For this Homework Assignment, you'll make another plan to spend time with someone you like. But this time, you'll invite your friend and make the arrangements yourself.

You can use the In Vivo Exercise Worksheet that you completed before as an aid in getting started. Use it to generate a new set of activities you and your friend might enjoy, as well as a new set of potential times to get together. Additional practice will help you to polish your skills and increase your self-confidence.

Introduction to Skill Area 2

SKILL AREA 2: Obtaining Information About Safe Sex

The goals of *Skill Area 2* are for you to learn how to

- carry on an open discussion with health-care professionals about sexual matters
- carry on this discussion without feeling embarrassed
- take the steps to avoid problems such as unwanted pregnancy and sexually transmitted diseases

Outcome Problems

SKILL AREA 2: Obtaining Information About Safe Sex

Let's say you've found yourself in the following situation: You've made an appointment with your doctor to ask some questions about how to prevent an unwanted pregnancy. When you show up for your appointment, the doctor's receptionist tells you that he's been called away on an emergency. What do you do?

What is the problem in this situation?

What are some ways you might solve this problem?

Do you think the solutions are feasible?

What are the advantages and disadvantages for each possible solution?

Assuming a solution you use doesn't give you the outcome you want, now what do you do?

What do you think is the best solution?

In Vivo Exercise

SKILL AREA 2: Obtaining Information About Safe Sex

In this In Vivo Exercise you'll generate a list of questions related to sexually transmitted diseases and prevention of unwanted pregnancies that you would like to ask a healthcare provider, such as a doctor, nurse or therapist. Then, you'll make an appointment to meet with that person. We will help you generate a list of relevant questions and make an appointment. And, we will go with you to help you meet with the person you choose.

Name _____

In Vivo Exercise Worksheet

SKILL AREA 2: Obtaining Information About Safe Sex

Fill in this worksheet and take it with you to get answers to questions you have about sexually transmitted diseases and prevention of unwanted pregnancies.



Health Care Provider: Write in the name of the health-care provider you'll meet with, as well as the date, time, and place of your meeting:

_____ health care provider _____ date to meet _____ time _____ place

???

Questions: Write in the questions related to sexually transmitted diseases and prevention of unwanted pregnancies that you would like to ask:

Question 1: _____

Question 2: _____

Question 3: _____



Answers: Write in the answers to your questions about sexually transmitted diseases and prevention of unwanted pregnancies:

Answer 1: _____

Answer 2: _____

Answer 3: _____

Homework Assignment

SKILL AREA 2: Obtaining Information About Safe Sex

For this Homework Assignment, you'll make another appointment with a healthcare provider to ask questions about sexually transmitted diseases and prevention of unwanted pregnancies. But this time, you'll select a different person than the one you met with in the previous exercise. It would be best if you choose someone who represents a different profession so that you can be exposed to a range of perspectives. For example, if you met with your doctor during the previous exercise, you may want to meet with your pharmacist or a therapist for this assignment.

You can use the In Vivo Exercise Worksheet that you completed before as an aid in asking questions. That way, you'll be able to compare the responses you get this time with those you got last time. Additional practice will help you to polish your skills and increase self-confidence.

In the previous exercise, you practiced your new skills with support and supervision. Now you'll have the opportunity to apply these skills on your own.

Introduction to Skill Area 3

SKILL AREA 3: Identifying the Benefits and Risks of Having Sex

The goals of *Skill Area 3* are for you to learn how to

- seek advice from a friend, family member, or counselor about the consequences of making sex a part of an intimate relationship
- explore the consequences of initiating a sexual relationship with the person you're dating.

Outcome Problems

SKILL AREA 3: Identifying the Benefits and Risks of Having Sex

Let's say you've found yourself in the following situation: you are thinking about introducing sex into your relationship with your partner. Before doing so, you want to talk with your partner about the possible consequences, but your partner is unwilling to discuss the issue. He/she considers sex a sinful or inappropriate act and feels that people who want to have sex are immoral. What would you do?

What is the problem in this situation?

What are some ways you might solve this problem?

Do you think the solutions are feasible?

What are the advantages and disadvantages for each possible solution?

Assuming a solution you use doesn't give you the outcome you want, now what do you do?

What do you think is the best solution?

In Vivo Exercise

SKILL AREA 3: Identifying the Benefits and Risks of Having Sex

In this In Vivo exercise, you'll generate a list of things to consider before initiating a sexual relationship. Then, you'll make arrangements to meet with a trusted friend, clergyperson, psychologist, other counselor, or family member to discuss the advisability of starting a sexual relationship with your partner. We'll help you generate a list of questions and concerns and make an appointment. We will also go with you to see the person you choose. Additional practice in a real-life setting will help you to sort through the issues and ensure that you make the best decision for yourself.

Name _____

In Vivo Exercise Worksheet

SKILL AREA 3: Identifying the Benefits and Risks of Having Sex



Write in a list of concerns you may have about the prospects of initiating a sexual relationship with a partner.

Concern 1: _____

Concern 2: _____

Concern 3: _____



Write in the name of the confidante you will meet with to discuss your concerns:

_____ name of confidante



Write in the date, time, and place you will meet with your confidante:

_____ date of meeting

_____ time of meeting

_____ place of meeting

Homework Assignment

SKILL AREA 3: Identifying the Benefits and Risks of Having Sex

For this Homework Assignment, you'll make arrangements to meet with a health care provider to discuss issues related to initiating a sexual relationship. You may want to select the same person you chose for the In Vivo Exercise in Skill Area 2. That way, you'll have the benefit of getting advice from someone who is already familiar with your concerns about sexual matters.

You can use the In Vivo Exercise Worksheet that you completed recently to assist you in talking about your concerns. That way, you'll be able to compare the responses you get this time with those you got from your health care provider, friend, or family member. The additional practice furnished by this assignment will help you to increase your proficiency and increase your self-confidence.

In the previous exercise, you practiced your new skills with support and supervision. Now you'll have the opportunity to apply these skills on your own, without a support person along to guide you.

Introduction to Skill Area 4

SKILL AREA 4: Sharing Concerns, Consequences and Cautions About Sexuality

The goals of *Skill Area 4* are for you to learn how to

- share your sexual history with a potential sexual partner without feeling embarrassed.
- know about the benefits of medical tests for sexually transmitted diseases.

Outcome Problems

SKILL AREA 4: Sharing Concerns, Consequences and Cautions About Sexuality

Let's say you've found yourself in the following situation: you've decided to meet with your partner to share your sexual history. When you get together, your partner refuses to share information. What do you do?

What is the problem in this situation?

What are some ways you might solve this problem?

Do you think the solutions are feasible?

What are the advantages and disadvantages for each possible solution?

Assuming a solution you use doesn't give you the outcome you want, now what do you do?

What do you think is the best solution?

In Vivo Exercise

SKILL AREA 4: Sharing Concerns, Consequences and Cautions About Sexuality

In this In Vivo exercise, you will ask a close friend or your therapist to practice with you as you share your sexual history. Practicing with another person before you share your history with your partner will help you to be more candid and increase your self-confidence. This skill is also important if you're thinking about having sex with someone with whom you have not been in a caring relationship.

We will help you carry out this exercise, to provide encouragement and support.

Name _____

In Vivo Exercise Worksheet

Skill Area 4: Sharing Concerns, Consequences and Cautions About Sexuality



Please write in a brief description of your sexual history. This should include your most recent, as well as all of your prior sexual experiences:



Write in the name of a close friend or therapist you will meet with to discuss your sexual history:

_____ name of close friend or therapist



Write in the date, time, and place you will meet to discuss your sexual history:

_____ date of meeting

_____ time of meeting

_____ place of meeting

Homework Assignment A

SKILL AREA 4: Sharing Concerns, Consequences and Cautions About Sexuality

For this Homework Assignment, you'll arrange to meet with your sexual partner to share your sexual history and to ask your partner about his or her history as well. You can use the brief sexual history that you completed before as an aid in discussing your past sexual experiences.

In the previous exercise, you practiced your new skills with support and supervision. Now you'll have the opportunity to apply these skills on your own, without a support person along to guide you.

Homework Assignment B

SKILL AREA 4: Sharing Concerns, Consequences and Cautions About Sexuality

For this Homework Assignment, we'll create a list of questions that you might want to ask when you arrange to be tested for sexually transmitted diseases. Then, you'll call your doctor or a clinic to schedule the necessary tests. During, or just after your appointment, you can fill in the information you received on the Homework Assignment B worksheet.

Name _____

Homework Assignment B Worksheet

Skill Area 4: Sharing Concerns, Consequences and Cautions About Sexuality

Write in the questions related to your tests for sexually transmitted diseases that you would like to ask when you make your appointment:

? Question 1: _____

? Question 2: _____

? Question 3: _____


Write in the name of the health-care provider you'll meet with when you are tested for sexually transmitted diseases:


_____ health provider's name


Write in the date, time, and place of your appointment:

_____ date of appointment _____ time _____ place of appointment

Write in the answers to your questions about tests for sexually transmitted diseases:

 Answer 1: _____

 Answer 2: _____

 Answer 3: _____

Introduction to Skill Area 5

SKILL AREA 5: Sexual Decision Making

The goals of *Skill Area 5* are for you to learn how to

- identify the potential consequences of beginning a sexual relationship

- have an open discussion with your partner about the potential consequences of a sexual relationship

Outcome Problems

SKILL AREA 5: Sexual Decision Making

Let's say you've found yourself in the following situation: you've asked your partner to have sexual intercourse with you, but your partner tells you that they are just too tired tonight. What do you do?

What is the problem in this situation?

What are some ways you might solve this problem?

Do you think the solutions are feasible?

What are the advantages and disadvantages for each possible solution?

Assuming a solution you use doesn't give you the outcome you want, now what do you do?

What do you think is the best solution?

In Vivo Exercise

SKILL AREA 5: Sexual Decision Making

In this In Vivo exercise, you will ask a close friend or a healthcare provider such as a doctor, nurse or therapist, to take the role of a potential sexual partner and discuss any concerns you might have about having children before you're ready. Additional practice in a real-life setting will help you to think through the issues involved in dealing with an unwanted pregnancy.

We will help you carry out this exercise, to provide encouragement and support.

Name _____

In Vivo Exercise Worksheet

SKILL AREA 5: Sexual Decision Making



Check off and write in any concerns you may have about the prospects of an unplanned pregnancy

Possible Concerns

- ___ fatigue
- ___ weight gain
- ___ expenses
- ___ loss of job
- ___ extra work
- ___ strain on families
- ___ not enough money
- ___ loss of recreation
- ___ loss of friends
- ___ biological changes
- ___ stress--return of symptoms
- ___ taking medications--harm to fetus, etc.
- ___ other:
- ___ other:
- ___ other:



Write in the name of the health care provider or close friend you will meet with to practice discussing your concerns:

_____ name of health care provider/close friend



Write in the date, time, and place you will meet with your health care provider or close friend:

_____ date of meeting

_____ time of meeting

_____ place of meeting

Homework Assignment

SKILL AREA 5: Sexual Decision Making

For this Homework Assignment, you'll identify some sources of information or materials that describe sexual alternatives to intercourse. Then you will contact these places and do what you need to do to get the materials. Once you have the material and have had a chance to review it in detail, you'll make a brief presentation during a group session so that everyone can benefit from what you learn.

Name _____

Homework Assignment Worksheet

SKILL AREA 5: Sexual Decision Making

Use this worksheet to learn more about the sexual alternatives to intercourse



Sources of Information about Sexual Alternatives to Intercourse:

source #1: _____

source's address _____ phone # _____

source #2: _____

source's address _____ phone # _____

source #3: _____

source's address _____ phone # _____



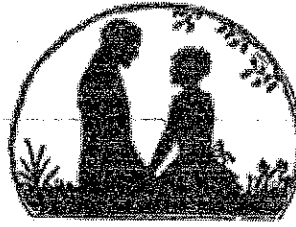
Information gained about Sexual Alternatives to Intercourse:



Write in the date and time you'll present this information to the group

_____ date of meeting

_____ time of meeting



Relationship Map

sharing/talking about common interests

+

expressing warm positive feelings

+

complementing things you like

+

emotional intimacy and friendship

can lead to

a close, nonsexual companionship

or

dating

and possibly
sexual intimacy

Key Points - Skill Area 1

Skill Area 1: Establishing a Friendship

Conversation Skills Will Get You Going

- reading "go" and "no-go" signals
- starting conversations
- keeping them going
- ending them pleasantly

Friendships Can Provide

- companionship
- self-esteem
- a more satisfying quality of life

Asking for a Date

- indicate he or she is special
- find common interest
- make positive request
- say what you want to do
- say how it would make you feel

If Person Accepts

- agree on specific details--
 - day
 - time
 - where to meet
 - what to do

- offer alternatives
- express anticipation

Key Points - Skill Area 1 (Continued)

Skill Area 1: Establishing a Friendship

Appropriate People to Date

acquaintance
co-worker
fellow student
neighbor
member of your social group

Inappropriate People to Date

teacher
doctor
hospital staff
person significantly older/younger

Dealing with Discouragement

seek alternatives
keep trying
don't let your anxiety, shyness, initial
rejections become obstacles to trying

seek alternatives
keep trying

Dealing with Social Anxiety

it's normal to be nervous before a date
it's normal to be nervous on a date

Key Points - Skill Area 1 (Continued)

Skill Area 1: Establishing a Friendship

On the Date

- use your conversation skills--
 - pleasant facial expression
 - eye contact
 - body orientation
 - tone, pitch, and pace

- compliment something specific you like

- volunteer information that's on topic

- keep the mood light--
 - make self-disclosing statements about pleasant things

- keep the conversation going by--
 - asking open-end questions
 - reflecting back what person says
 - finding more common interests

- negotiate mutually satisfying activities--
 - elicit suggestions
 - make suggestions in a positive manner
 - positively reinforce suggestions

- ask for feedback on how date is going

- modify the plans, as needed

Key Points - Skill Area 1 (Continued)

Skill Area 1: Establishing a Friendship

Ending the Date

- use your conversation skills--
 - good eye contact
 - warm tone of voice
 - pleasant facial expression

- express pleasure in spending time together
- ask to get together again
- say good night or good-bye

To Kiss or Not to Kiss

- cues to look for--
 - is he or she looking at you
 - does he or she have a pleasant expression
 - is he or she standing close
- ask--
 - accept a "no" graciously
 - say good night

On Later Dates

- deal with problems directly
- share your feelings
- make positive requests
- as loving feelings grow -
 - learn more about emotional and physical intimacy

Key Points - Skill Area 2

Skill Area 2: Obtaining Information About Safe Sex

Sexually Transmitted Diseases

also known as STDs & Venereal Disease
are diseases you can get from Unsafe Sex

Common Sexually Transmitted Diseases

sypphilis
gonorrhea
chlamydia
genital warts
herpes

Genital Symptoms of STDs

pain
burning
itching
liquid discharge
mark
bump or rash

HIV and AIDs

AIDs is caused by the HIV virus
HIV virus -
transmitted through bodily fluids -
semen, blood, natural wetness
symptoms of AIDs -
an illness that won't go away
a sore that won't go away

STD Prevention

abstinence
sharing sexual histories
tests for STDs
use a condom and spermicidal jelly

Key Points - Skill Area 2 (Continued)

Skill Area 2: Obtaining Information About Safe Sex

Requirements for Safe Sex

- someone you know well & trust completely
- share honest sexual histories
- check up by doctor

When Getting Information About Sex

- it's normal to feel uncomfortable when first discussing sex
- it's OK to say you are uncomfortable

- by asking questions freely you can get very valuable information about safe sex

Sexuality is Effected By

- physical health
- feelings
- medication side-effects

Sometimes it's Normal To

- not desire sex
- not to get aroused
- not to have an orgasm
- not get an erection
- ejaculate real fast

Key Points - Skill Area 2 (Continued)

Skill Area 2: Obtaining Information About Safe Sex

Pregnancy Information

a woman's body operates on a 28 day cycle
sperm + egg = fertilized egg
fertilized egg implants in uterine wall = pregnancy

counting days does NOT work

Birth Control

abstinence -- not having sex
chemical -- birth control pill or implant
IUD -- intrauterine device
barriers -- condoms, diaphragms, etc.
sterilization -- vasectomy, tubal ligation
"morning after" pills

Contraception

barrier devices with spermicidal cream --
condoms, diaphragms, sponges
barrier devices have a 10-15% failure rate

non-barrier devices --
birth control pills, surgical implant
(norplant), intrauterine device (IUD)

ineffective methods --
rhythm method
withdrawal of penis just before orgasm

surgical contraception --
vasectomy, tubal ligation

100% effective contraception --
abstinence -- not having sex

Key Points - Skill Area 2 (Continued)

Skill Area 2: Obtaining Information About Safe Sex

Buying Condoms

choose latex condoms --
protects against HIV & pregnancy
balloon or reservoir tip
lubricated or not

Spermicidal Jelly

inside condom
outside condom

Only 100% Effective Way

for birth control and
disease prevention is
ABSTINENCE

Key Points - Skill Area 3

Skill Area 3: Identifying the Benefits and Risks of Having Sex

Physical Consequences

benefits - feels good

risks - sexually transmitted diseases, pregnancy

Financial Consequences

benefits - two incomes,

not have to go out as often

risks - pregnancy, doctor bills, hospital bills

diapers, food, babysitter, etc.

Family Reasons to Delay Having Sex

unwanted pregnancy

parent's disapproval

someone could intrude

Workplace Consequences

benefits - may be more productive

risks - may be distracted

Relationship Consequences

benefits - deepen relationship

risks - too soon, can damage relationship,

chance of pregnancy

NOT having Sex can Deepen the Relationship too!

Key Points - Skill Area 3 (Continued)

Skill Area 3: Identifying the Benefits and Risks of Having Sex

Emotional Consequences

benefits of having sex--
deepen relationship

risks of having sex--
feel guilty
not pleasing partner
confusion

benefits of NOT having sex--
proud of restraint
deepen feelings

risks of NOT having sex--
possible frustration

Consequences of Unplanned Pregnancy

fatigue
weight gain
expenses
loss of job
extra work
strain on families
not enough money
loss of recreation
loss of friends
medication problems --
 harmful to fetus
 biological changes
stress --
 return of symptoms
 hard work

Key Points - Skill Area 4

Skill Area 4: Sharing Concerns, Consequences and Cautions About Sexuality

Sharing Sexual Histories

previous partners--

discuss anyone with whom you've had
intercourse or oral sex

get check up and blood tests for STDs

COOL OFF until you've gotten results of tests

Before Sex

test twice, six months apart--

to ensure no STDs
to ensure no HIV

Commitment

no sex with anyone else

relationship is--

consistent
continuous
mutual affection
respect for each other
over time

Key Points - Skill Area 5

Skill Area 5: Sexual Decision Making

Things to Discuss

- deepening of relationship
- marriage
- children
- contraception
- abortion
- family relationships
- working together

No Sex Tonight

just because you can have sex, doesn't mean you always have to
pace yourself to ensure you're making the right decision

Sex Without Intercourse

you can have sexual pleasure without intercourse

Sex Without Condoms

abstain from sex without condoms

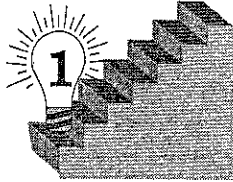
Deciding to Have Sexual Intercourse

- discuss your--
 - feelings
 - relationship
 - financial situation
 - family and work relationships
 - blood test results

- no STDs and no HIV
- time of month
- condoms and spermicidal jelly

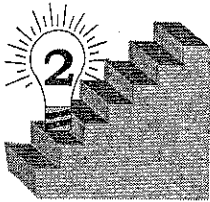
PROBLEM-SOLVING WORKSHEET

7-Step Problem Solving Method



Step 1: **DECIDE** to use the 7-Step Problem Solving Method

First, realize that you have come up against an obstacle that prevents you from reaching a goal. You don't know what to do about this obstacle so you stop and think about how to proceed. Then, you decide to use the problem-solving method.



Step 2: **STATE** the problem.

Define the problem. Be specific about the obstacle.



Step 3: **LIST** the solutions.

Brainstorm, then list every possible solution that may solve the problem. **Do Not Evaluate** any of the alternative solutions yet.



Step 4: EVALUATE the solutions.

- Is the alternative feasible -- that is, can you do it?
- Will it solve the problem?
- What are the advantages and disadvantages?

Advantages

Disadvantages

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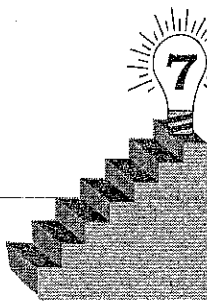
- Do the advantages outweigh the disadvantages -- that is, are the benefits of the advantages greater than the costs of the disadvantages?



Step 5: CHOOSE the solution(s) you'll use.



Step 6: IDENTIFY resources needed to implement the solution(s).



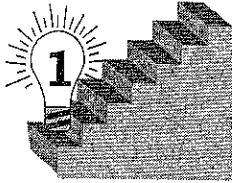
Step 7: TRY OUT the solution(s).

Set date and time to implement your chosen solution(s), and DO IT!



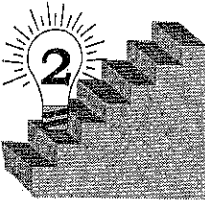
PROBLEM-SOLVING WORKSHEET

7-Step Problem Solving Method



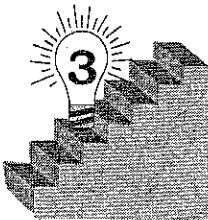
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Brainstorm, then list every possible solution that may solve the problem. **Do Not Evaluate** any of the alternative solutions yet.



Step 4: EVALUATE the solutions.

- Is the alternative feasible -- that is, can you do it?
- Will it solve the problem?
- What are the advantages and disadvantages?

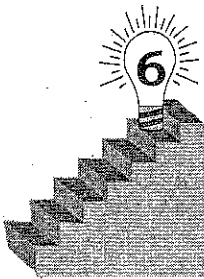
Advantages

Disadvantages

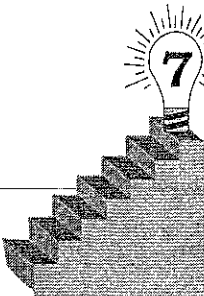
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Step 5: CHOOSE the solution(s) you'll use.



Step 6: IDENTIFY resources needed to implement the solution(s).



Step 7: TRY OUT the solution(s).

Set date and time to implement your chosen solution(s), and DO IT!



Name _____

In Vivo Exercise A Worksheet

SKILL AREA 1: Establishing a Friendship

Write in the name of the people with whom you'd like to develop a friendship, and topics suitable for a conversation with the people you have identified.



People

People with whom I would like to develop a friendship:

_____ person's name

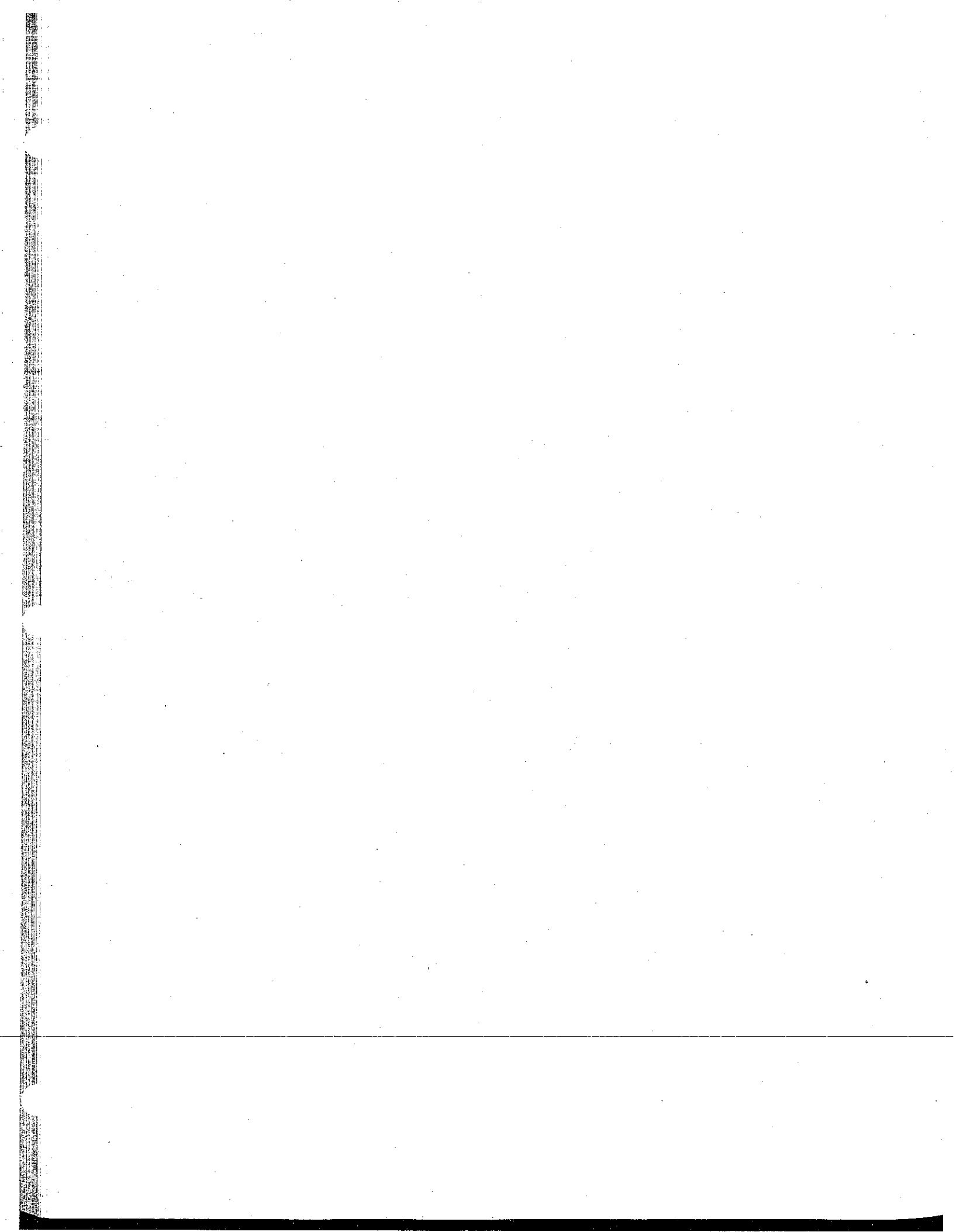
_____ person's name

_____ person's name



Topics

Possible topics suitable for a conversation with these people:



Name _____

In Vivo Exercise A Worksheet

SKILL AREA 1: Establishing a Friendship

Write in the name of the people with whom you'd like to develop a friendship, and topics suitable for a conversation with the people you have identified.



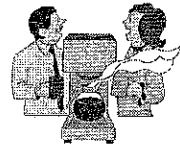
People

People with whom I would like to develop a friendship:

person's name

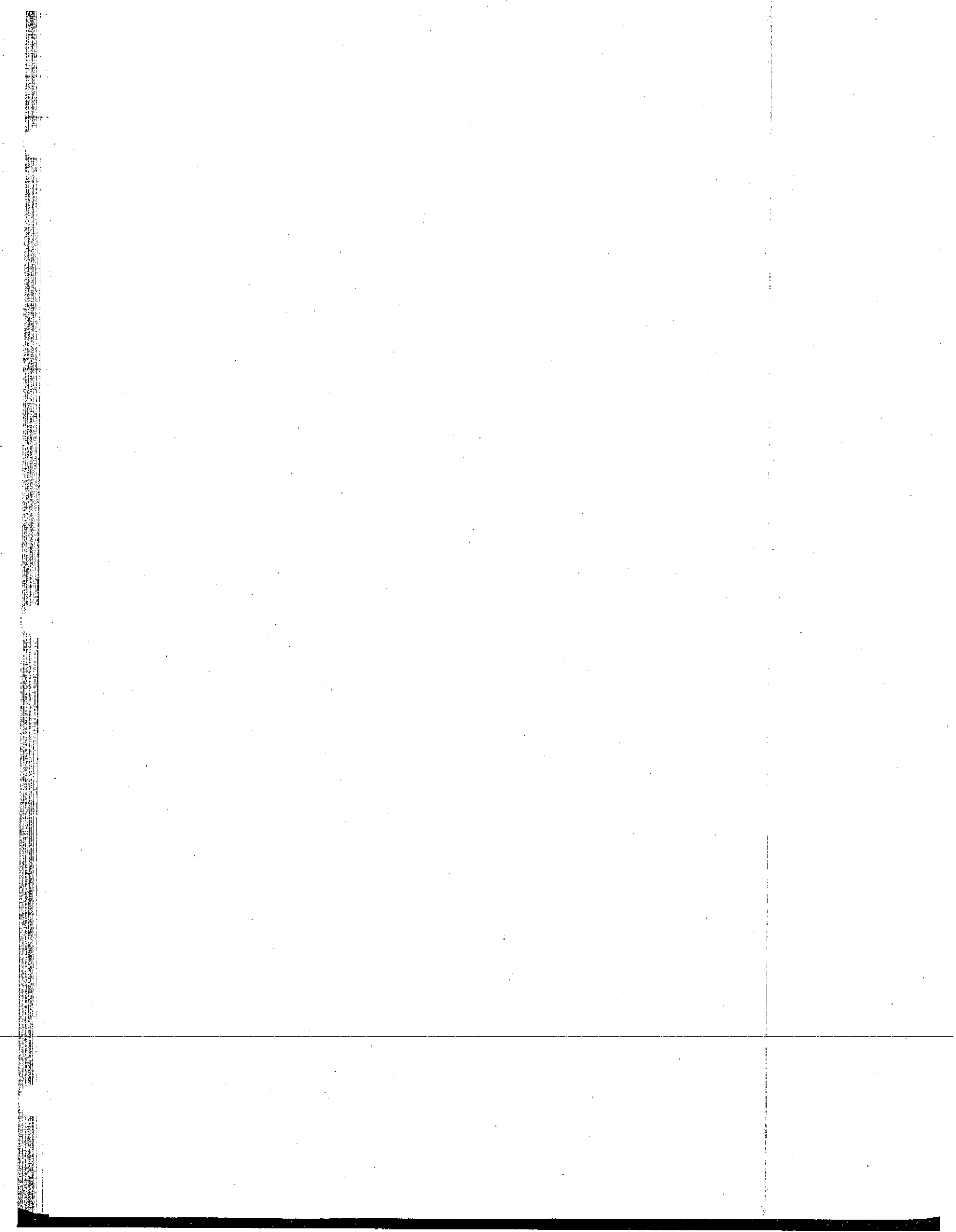
person's name

person's name



Topics

Possible topics suitable for a conversation with these people:



Name _____

In Vivo Exercise B Worksheet

SKILL AREA 1: Establishing a Friendship

Write in the name of a special person you would like to ask out on a date and list possible activities, days, and times for the date.



The **person** I would like to ask out on a date:

 person's name

Possible **activities** to do on the date:

Possible **days and times** for the date:

 day

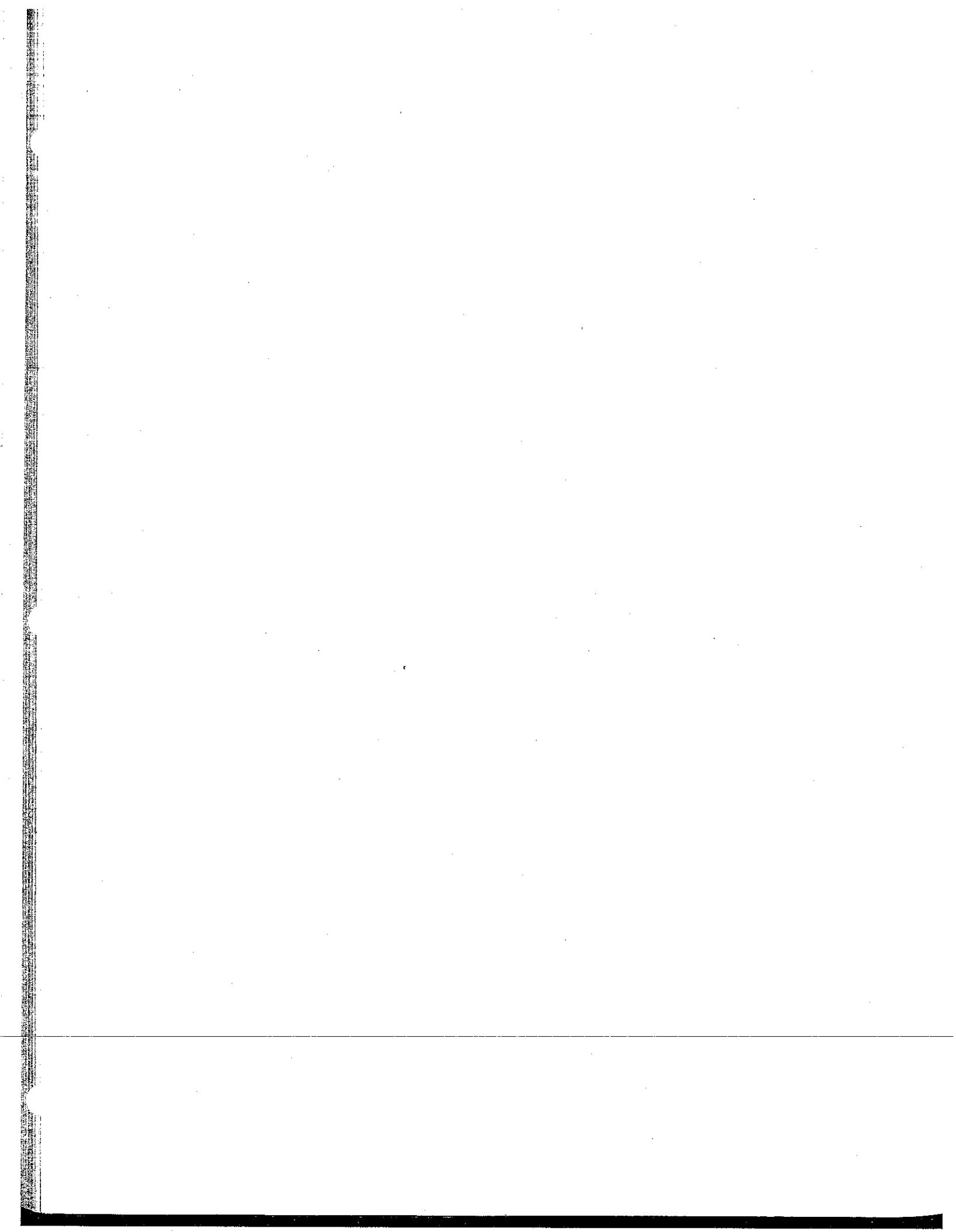
 time

 day

 time

 day

 time



Name _____

In Vivo Exercise B Worksheet

SKILL AREA 1: Establishing a Friendship

Write in the name of a special person you would like to ask out on a date and list possible activities, days, and times for the date.



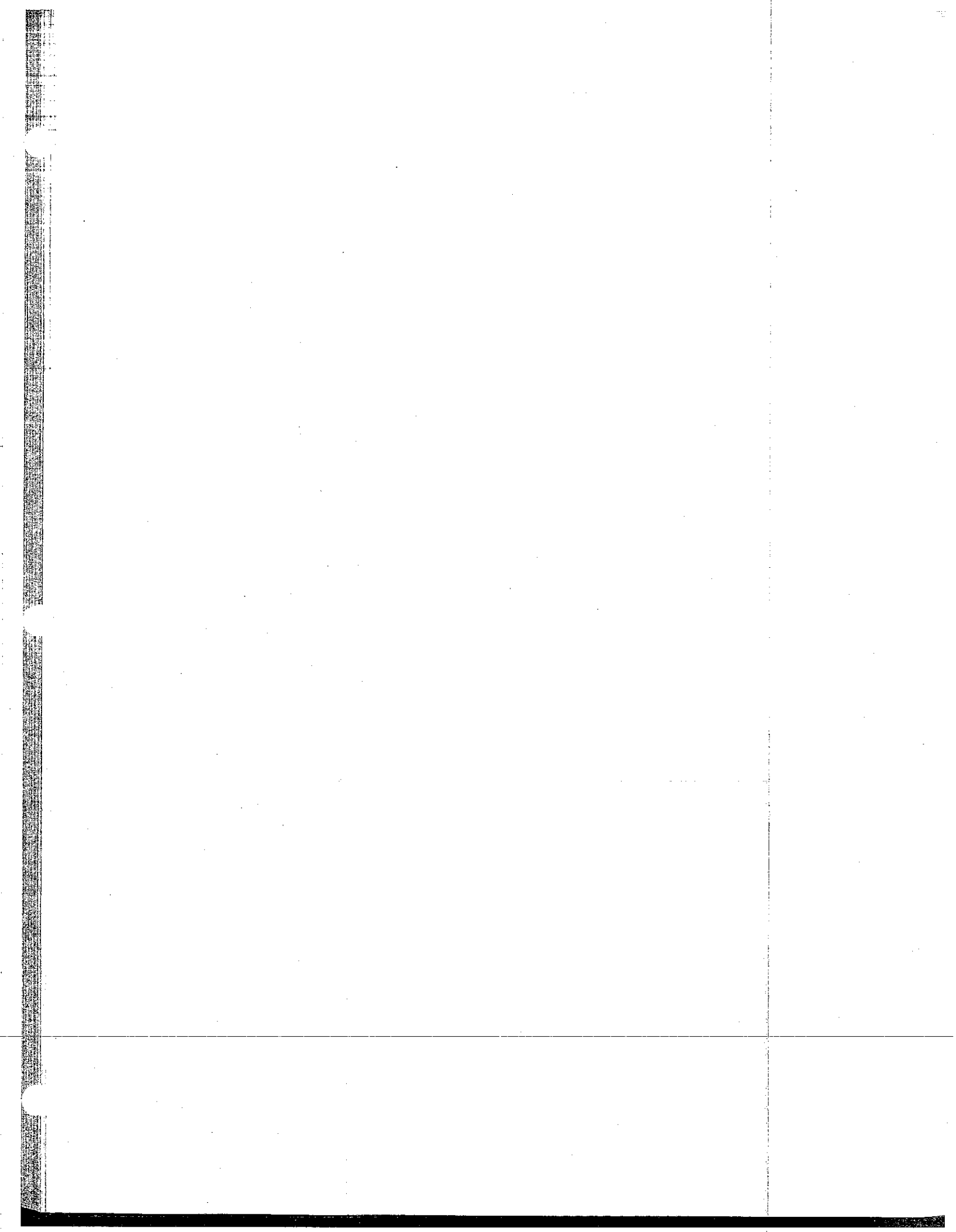
The **person** I would like to ask out on a date:

person's name

Possible **activities** to do on the date:

Possible **days and times** for the date:

_____	_____
day	time
_____	_____
day	time
_____	_____
day	time



Name _____

In Vivo Exercise Worksheet

SKILL AREA 2: Obtaining Information About Safe Sex

Fill in this worksheet and take it with you to get answers to questions you have about sexually transmitted diseases and prevention of unwanted pregnancies.



Health Care Provider: Write in the name of the health-care provider you'll meet with, as well as the date, time, and place of your meeting:

_____ health care provider _____ date to meet _____ time _____ place

???

Questions: Write in the questions related to sexually transmitted diseases and prevention of unwanted pregnancies that you would like to ask:

Question 1: _____

Question 2: _____

Question 3: _____

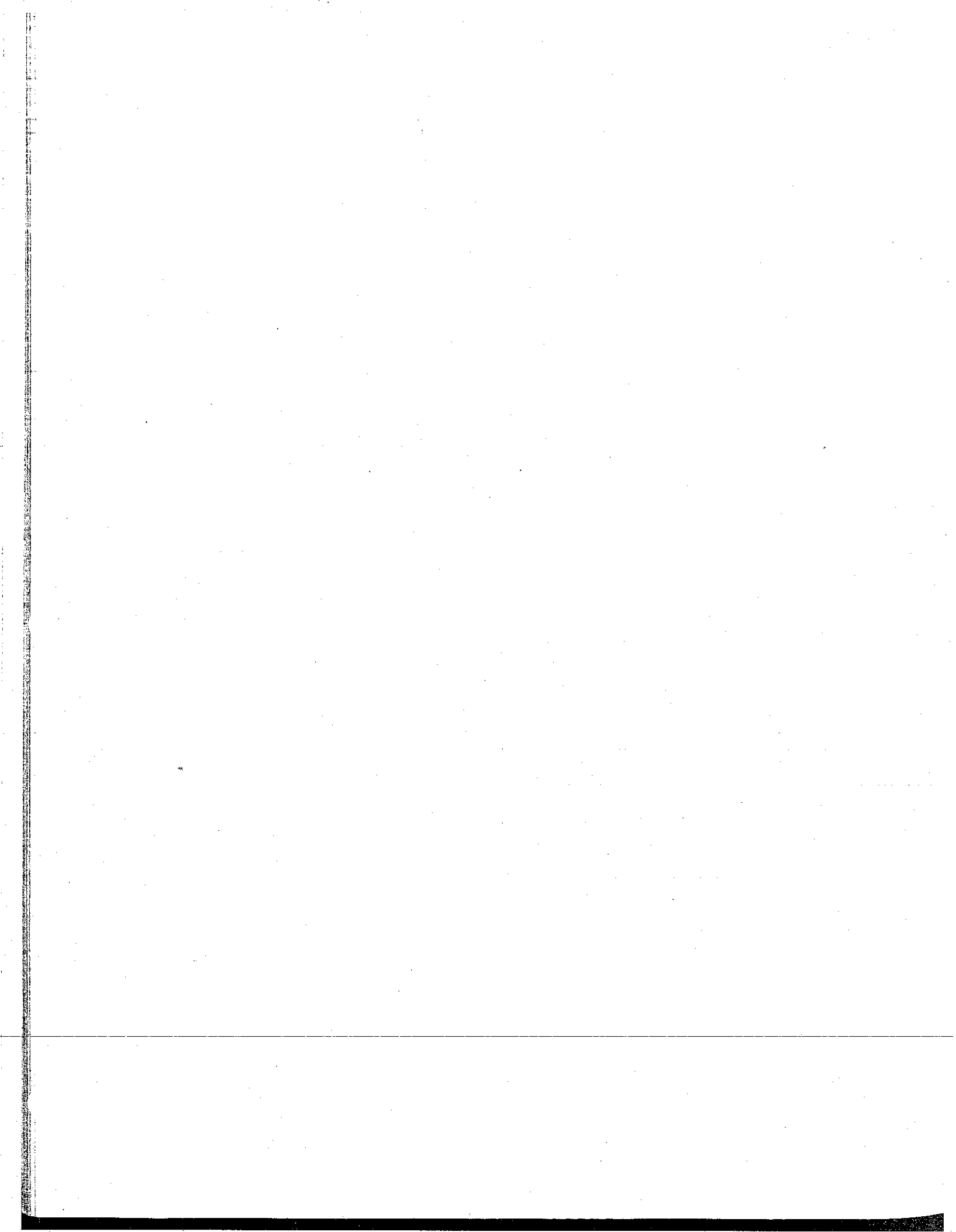


Answers: Write in the answers to your questions about sexually transmitted diseases and prevention of unwanted pregnancies:

Answer 1: _____

Answer 2: _____

Answer 3: _____



Name _____

In Vivo Exercise Worksheet

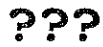
SKILL AREA 2: Obtaining Information About Safe Sex

Fill in this worksheet and take it with you to get answers to questions you have about sexually transmitted diseases and prevention of unwanted pregnancies.



Health Care Provider: Write in the name of the health-care provider you'll meet with, as well as the date, time, and place of your meeting:

_____ health care provider _____ date to meet _____ time _____ place



Questions: Write in the questions related to sexually transmitted diseases and prevention of unwanted pregnancies that you would like to ask:

Question 1: _____

Question 2: _____

Question 3: _____

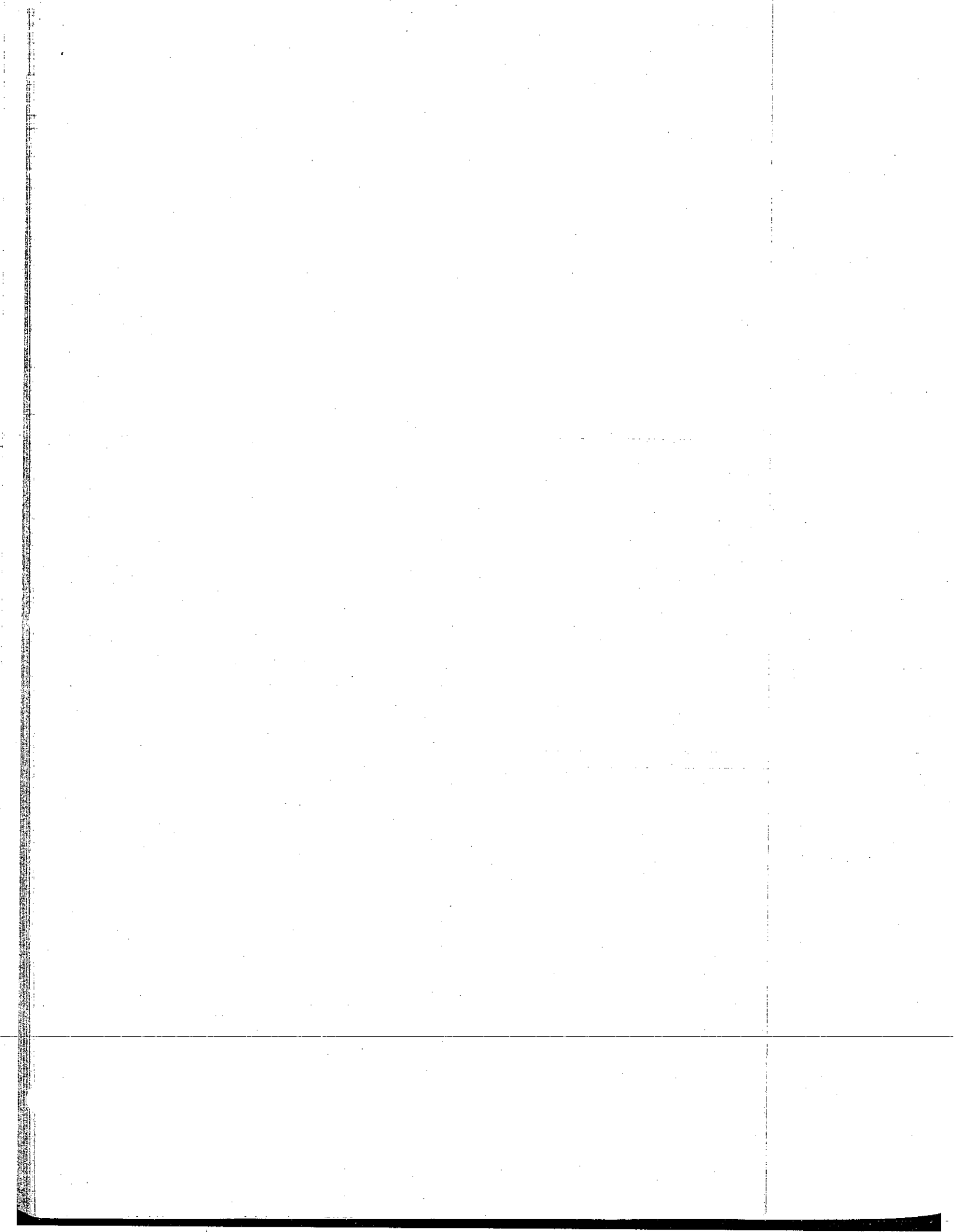


Answers: Write in the answers to your questions about sexually transmitted diseases and prevention of unwanted pregnancies:

Answer 1: _____

Answer 2: _____

Answer 3: _____



Name _____

In Vivo Exercise Worksheet

SKILL AREA 3: Identifying the Benefits and Risks of Having Sex



Write in a list of concerns you may have about the prospects of initiating a sexual relationship with a partner.

Concern 1: _____

Concern 2: _____

Concern 3: _____



Write in the name of the confidante you will meet with to discuss your concerns:

_____ name of confidante

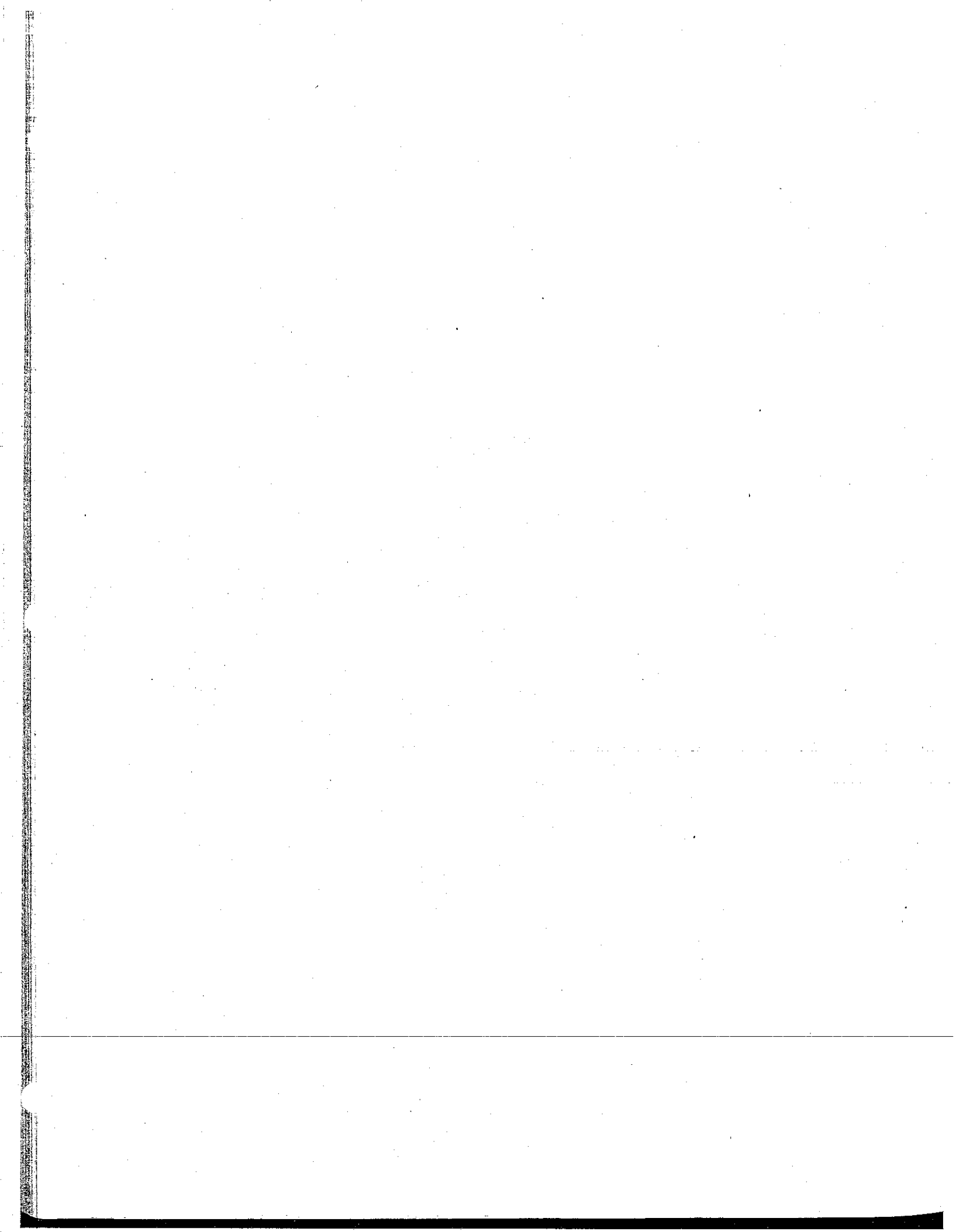


Write in the date, time, and place you will meet with your confidante:

_____ date of meeting

_____ time of meeting

_____ place of meeting



Name _____

In Vivo Exercise Worksheet

SKILL AREA 3: Identifying the Benefits and Risks of Having Sex



Write in a list of concerns you may have about the prospects of initiating a sexual relationship with a partner.

Concern 1: _____

Concern 2: _____

Concern 3: _____



Write in the name of the confidante you will meet with to discuss your concerns:

_____ name of confidante

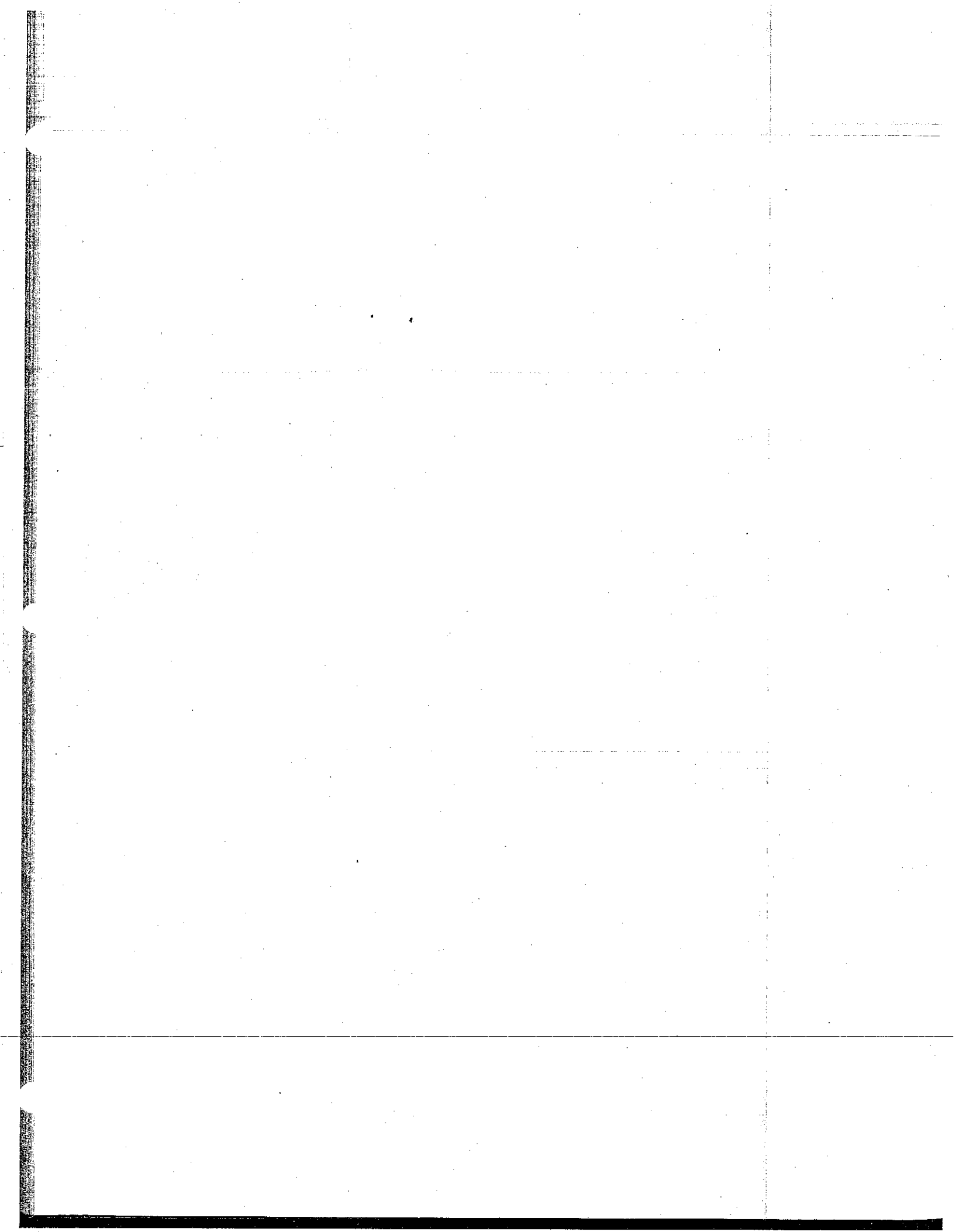


Write in the date, time, and place you will meet with your confidante:

_____ date of meeting

_____ time of meeting

_____ place of meeting



Name _____

In Vivo Exercise Worksheet

Skill Area 4: Sharing Concerns, Consequences and Cautions About Sexuality



Please write in a brief description of your sexual history. This should include your most recent, as well as all of your prior sexual experiences:



Write in the name of a close friend or therapist you will meet with to discuss your sexual history:

name of close friend or therapist

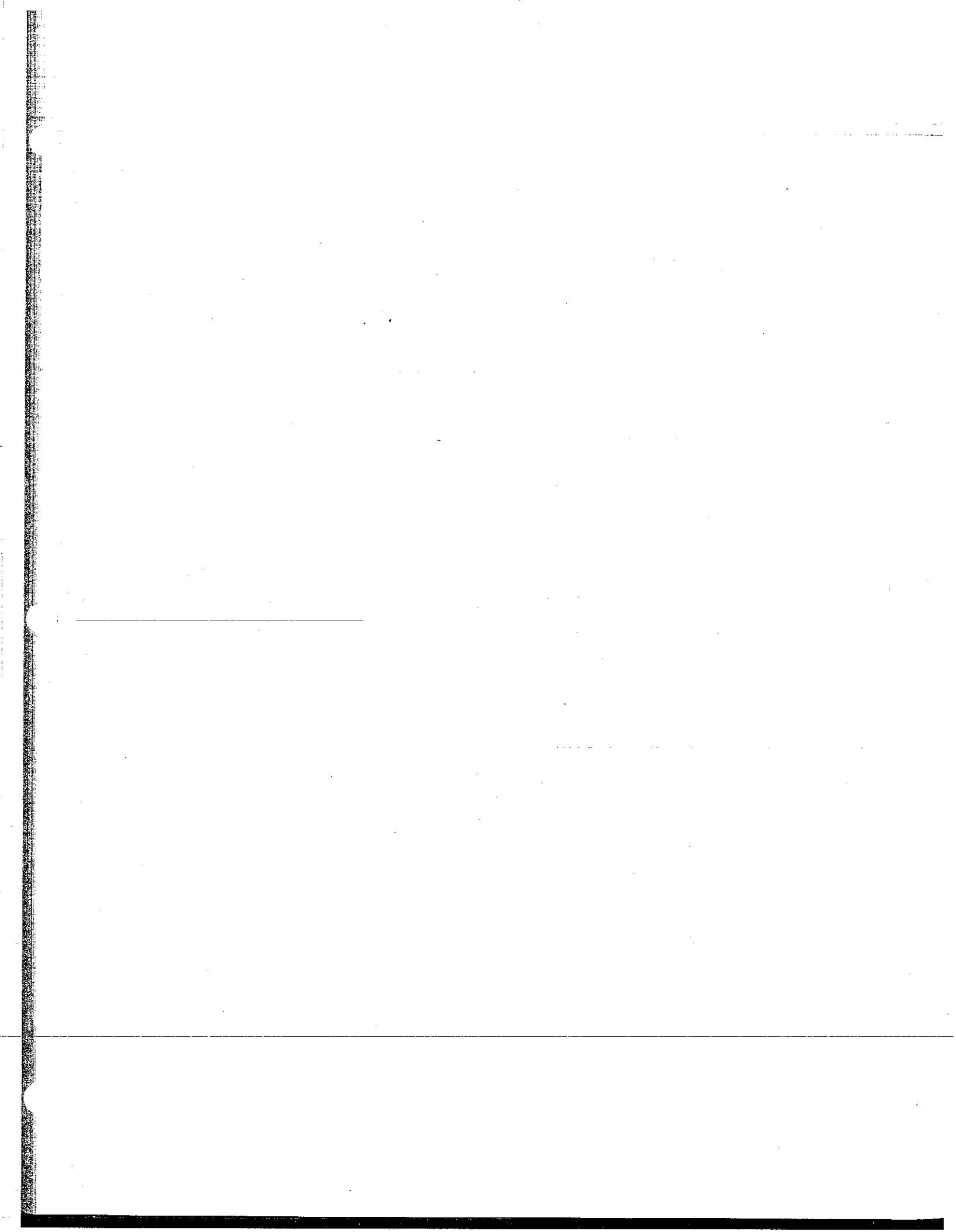


Write in the date, time, and place you will meet to discuss your sexual history:

date of meeting

time of meeting

place of meeting



Name _____

In Vivo Exercise Worksheet

Skill Area 4: Sharing Concerns, Consequences and Cautions About Sexuality



Please write in a brief description of your sexual history. This should include your most recent, as well as all of your prior sexual experiences:



Write in the name of a close friend or therapist you will meet with to discuss your sexual history:

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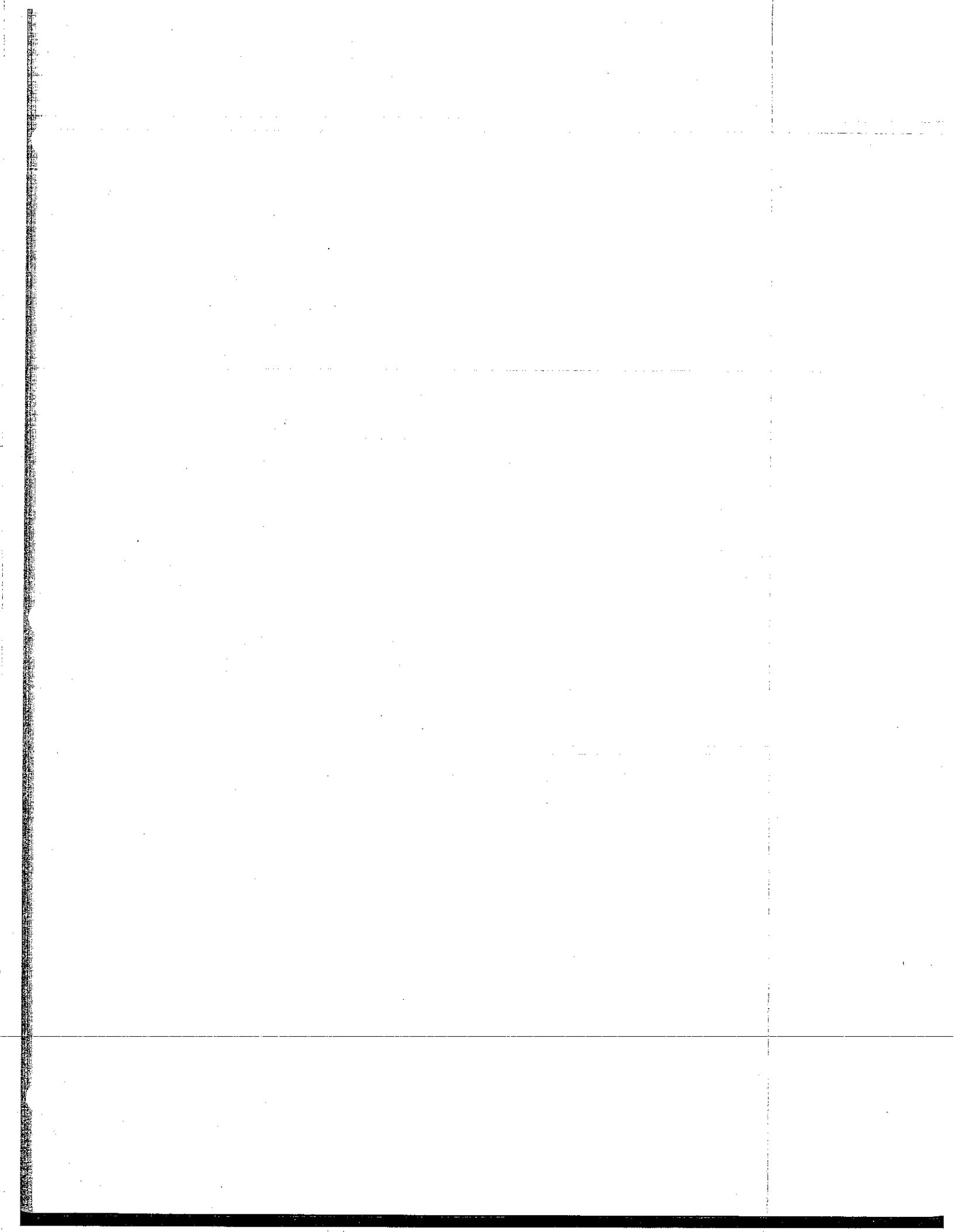


Write in the date, time, and place you will meet to discuss your sexual history:

_____ date of meeting

_____ time of meeting

_____ place of meeting



Name _____

Homework Assignment B Worksheet

Skill Area 4: Sharing Concerns, Consequences and Cautions About Sexuality

Write in the questions related to your tests for sexually transmitted diseases that you would like to ask when you make your appointment:

? Question 1: _____

? Question 2: _____

? Question 3: _____


Write in the name of the health-care provider you'll meet with when you are tested for sexually transmitted diseases:

_____ health provider's name


Write in the date, time, and place of your appointment:

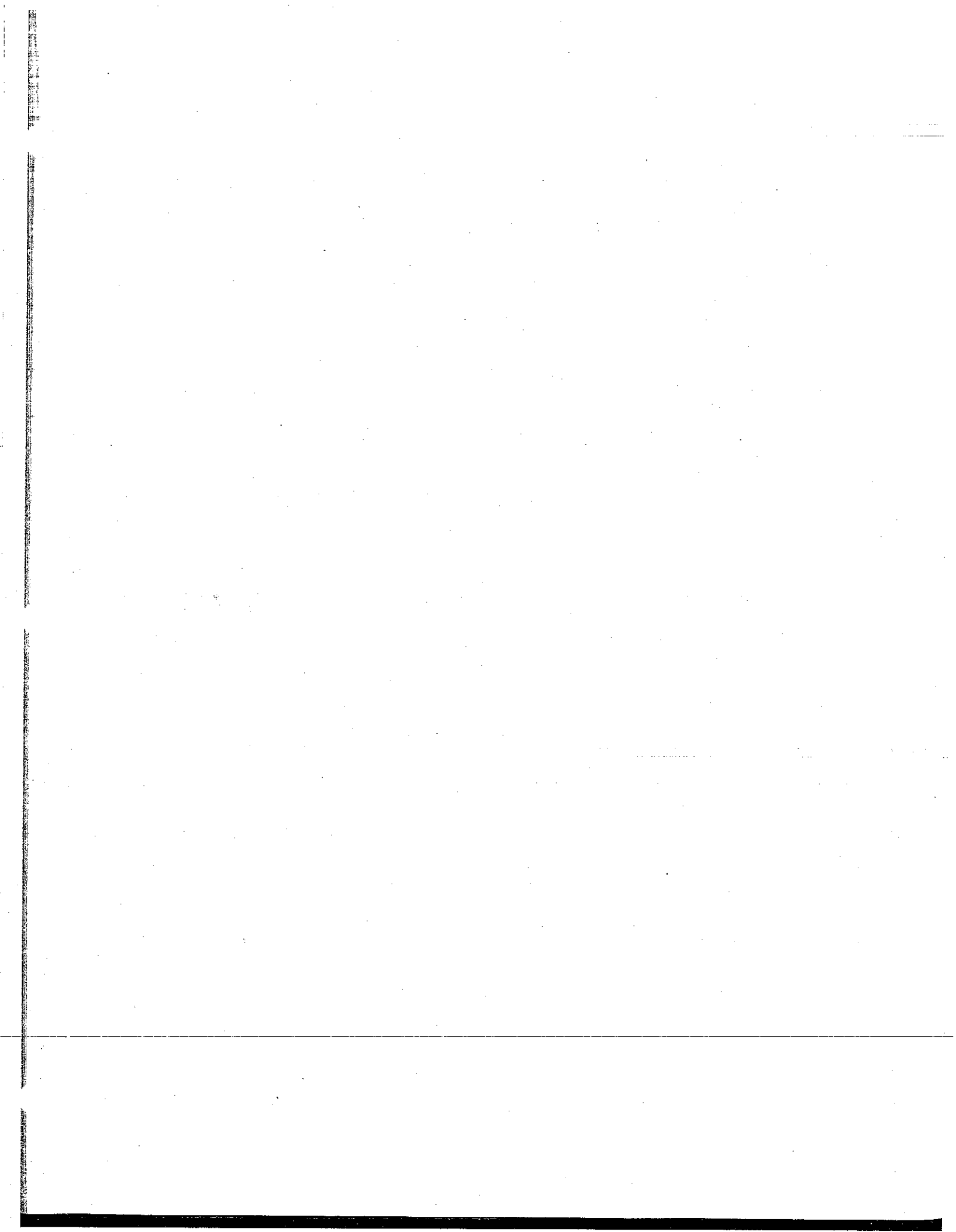
_____ date of appointment _____ time _____ place of appointment

Write in the answers to your questions about tests for sexually transmitted diseases:

 Answer 1: _____

 Answer 2: _____

 Answer 3: _____





Name _____


Homework Assignment B Worksheet

Skill Area 4: Sharing Concerns, Consequences and Cautions About Sexuality

Write in the questions related to your tests for sexually transmitted diseases that you would like to ask when you make your appointment:

 Question 1: _____

 Question 2: _____

 Question 3: _____

Write in the name of the health-care provider you'll meet with when you are tested for sexually transmitted diseases:

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
Write in the date, time, and place of your appointment:

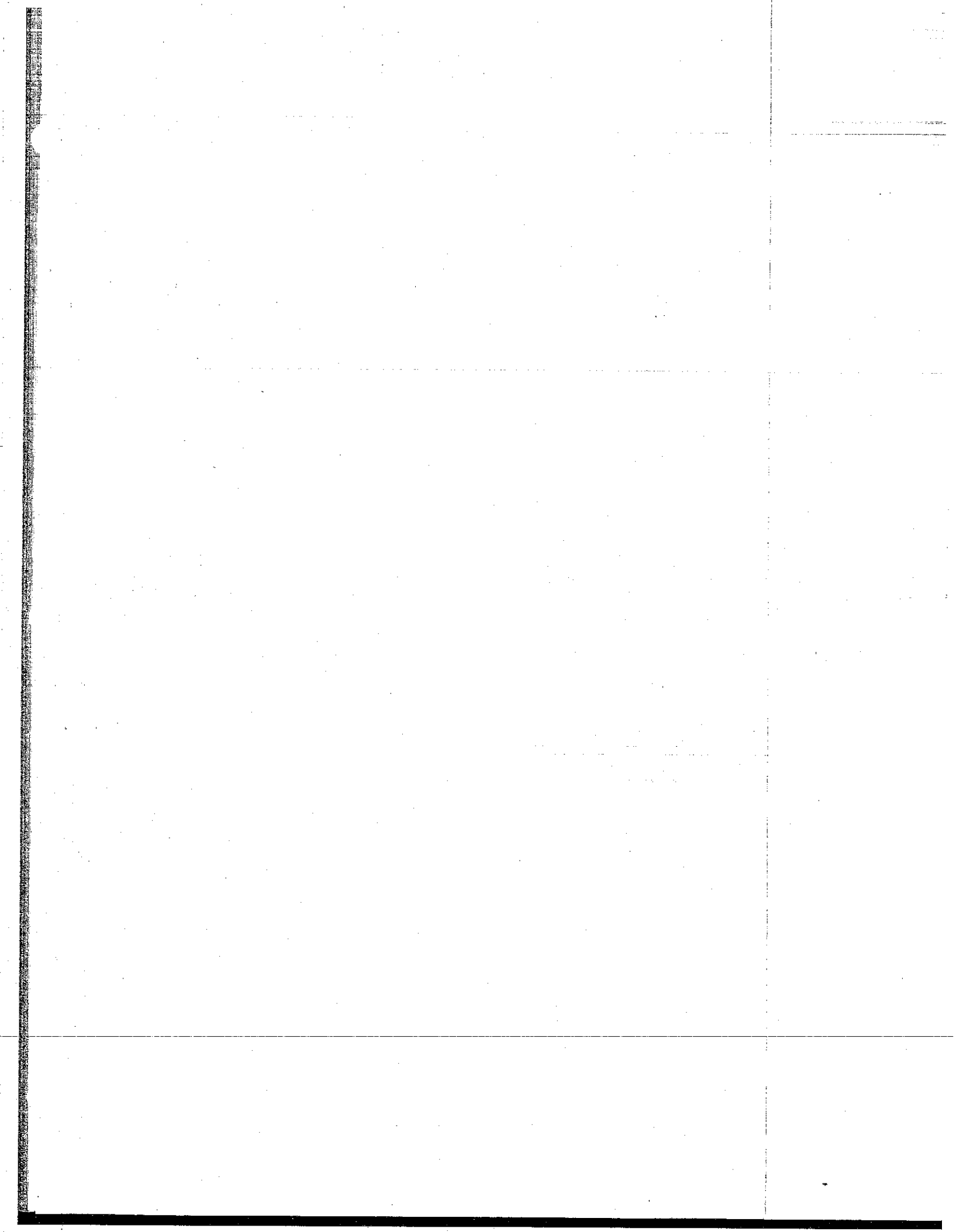
_____ date of appointment _____ time _____ place of appointment

Write in the answers to your questions about tests for sexually transmitted diseases:

 Answer 1: _____

 Answer 2: _____

 Answer 3: _____



Name _____

In Vivo Exercise Worksheet

SKILL AREA 5: Sexual Decision Making



Check off and write in any concerns you may have about the prospects of an unplanned pregnancy

Possible Concerns

- ___ fatigue
- ___ weight gain
- ___ expenses
- ___ loss of job
- ___ extra work
- ___ strain on families
- ___ not enough money
- ___ loss of recreation
- ___ loss of friends
- ___ biological changes
- ___ stress--return of symptoms
- ___ taking medications--harm to fetus, etc.
- ___ other:
- ___ other:
- ___ other:



Write in the name of the health care provider or close friend you will meet with to practice discussing your concerns:

_____ name of health care provider/close friend

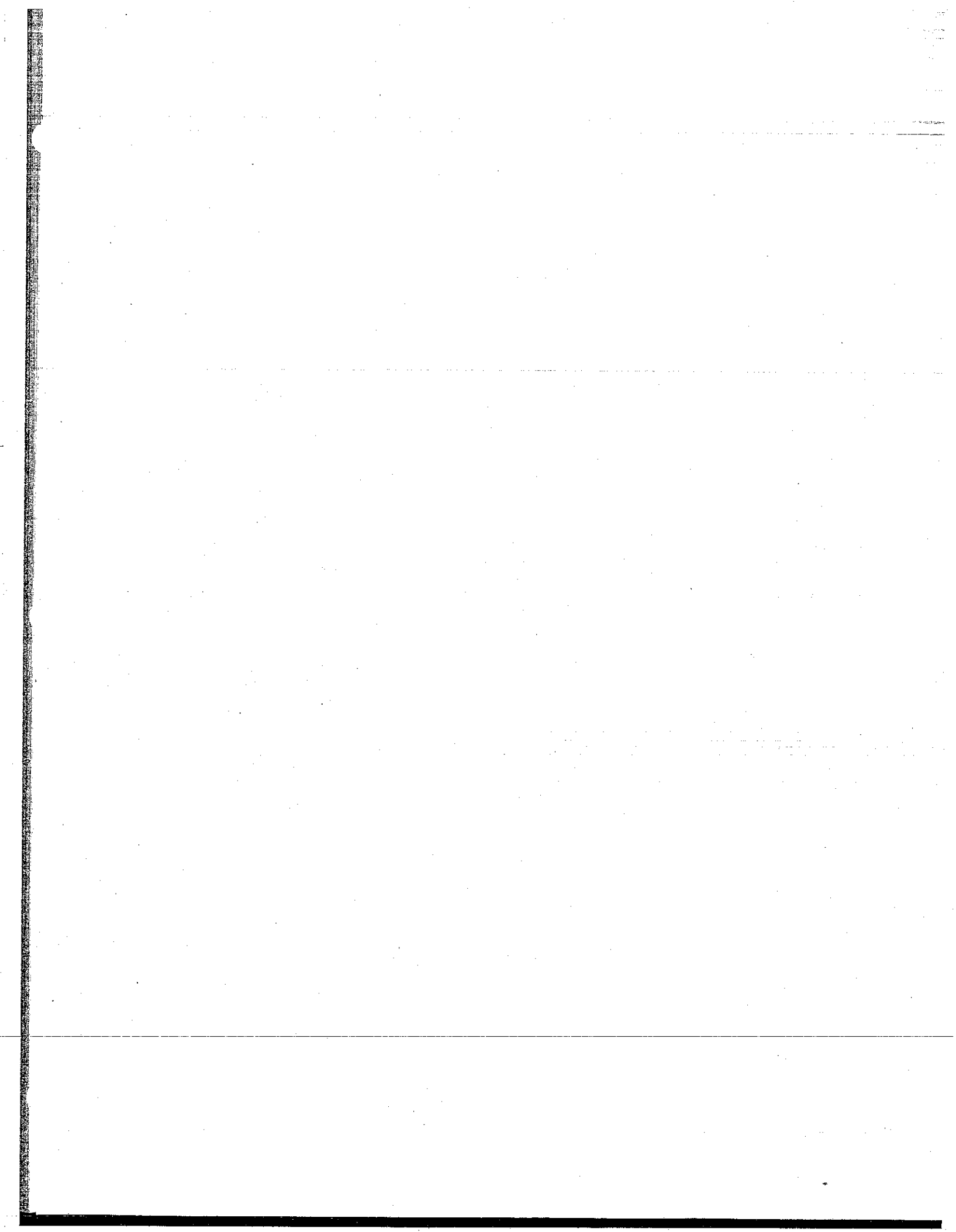


Write in the date, time, and place you will meet with your health care provider or close friend:

_____ date of meeting

_____ time of meeting

_____ place of meeting



Name _____

In Vivo Exercise Worksheet

SKILL AREA 5: Sexual Decision Making



Check off and write in any concerns you may have about the prospects of an unplanned pregnancy

Possible Concerns

- ___ fatigue
- ___ weight gain
- ___ expenses
- ___ loss of job
- ___ extra work
- ___ strain on families
- ___ not enough money
- ___ loss of recreation
- ___ loss of friends
- ___ biological changes
- ___ stress--return of symptoms
- ___ taking medications--harm to fetus, etc.
- ___ other:
- ___ other:
- ___ other:



Write in the name of the health care provider or close friend you will meet with to practice discussing your concerns:

_____ name of health care provider/close friend

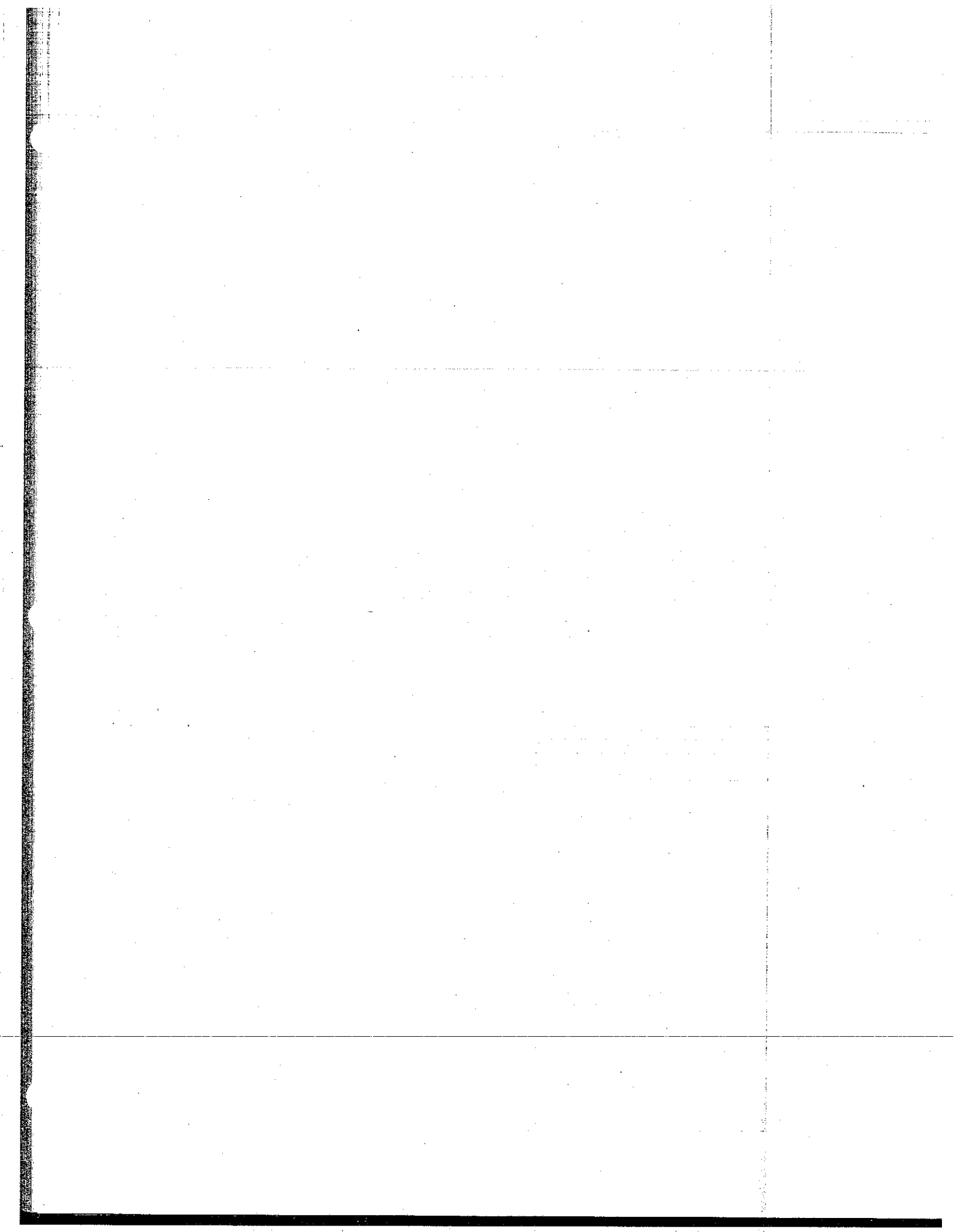


Write in the date, time, and place you will meet with your health care provider or close friend:

_____ date of meeting

_____ time of meeting

_____ place of meeting

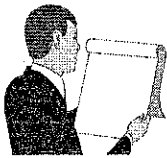


Name _____

Homework Assignment Worksheet

SKILL AREA 5: Sexual Decision Making

Use this worksheet to learn more about the sexual alternatives to intercourse



Sources of Information about Sexual Alternatives to Intercourse:

source #1: _____

source's address _____ phone # _____

source #2: _____

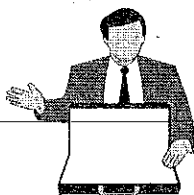
source's address _____ phone # _____

source #3: _____

source's address _____ phone # _____



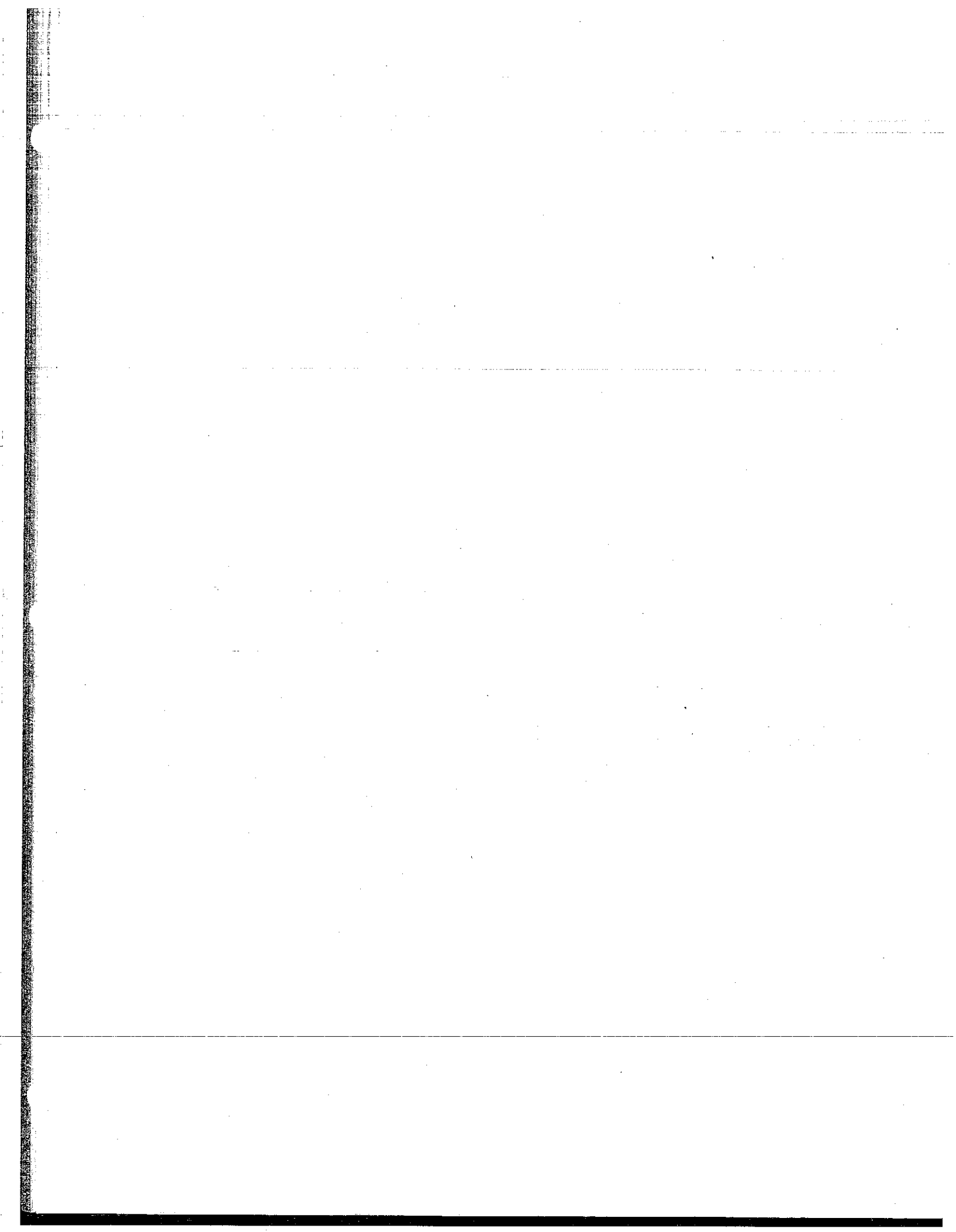
Information gained about Sexual Alternatives to Intercourse:



Write in the date and time you'll present this information to the group

_____ date of meeting

_____ time of meeting



Name _____

Homework Assignment Worksheet

SKILL AREA 5: Sexual Decision Making

Use this worksheet to learn more about the sexual alternatives to intercourse



Sources of Information about Sexual Alternatives to Intercourse:

source #1: _____

source's address _____ phone # _____

source #2: _____

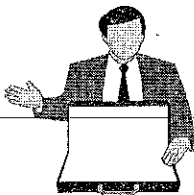
source's address _____ phone # _____

source #3: _____

source's address _____ phone # _____



Information gained about Sexual Alternatives to Intercourse:



Write in the date and time you'll present this information to the group

_____ date of meeting

_____ time of meeting