
READ Saskatoon (re) Writing our Futures Project

Literacy Health Benefits
Research Report
June 2003

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Executive Summary

READ Saskatoon was established in 1979 as a not-for-profit organization with a mission to provide front-line literacy programming in response to community needs. In 2002, READ Saskatoon received funding from the National Literacy Secretariat (NLS) to conduct the project: “Where We Live and Learn – Seniors, Literacy and Community”. The success of the project and feedback from participating seniors propelled READ Saskatoon to consider the direct links between seniors’ health and their participation in literacy activities.

In 2003, with NLS funding secured, READ was able to conduct a new round of writing/literacy programs for Seniors entitled: (re) Writing our Futures. These writing programs or workshops provided the practical basis for the social research conducted by the Community-University Institute for Social Research (CUISR) intern.

The two primary purposes of the Literacy Health Benefits Research were achieved:

To research, study and report the self-identified health benefits that may be achieved through seniors’ literacy activities.

To identify or develop methodology for evaluation of literacy programming.

Self-identified health benefits

Comments from the Research participants in both the quantitative and qualitative study indicate that participation in the Writing Workshops did have a beneficial effect on their health both during and after the Workshop. These benefits included methods for coping with stress, an increase in self-esteem and confidence, motivation to continue writing, a paradigm shift in perception of self, enjoyment of self and others, a tangible piece of published writing, an increase in ability to share family history especially with grandchildren, and first hand knowledge of the therapeutic value of writing.

Methodology for evaluation of literacy programming

Based on the results obtained from the Quantitative Questionnaire used in the Phase I Writing Workshops evaluation and the Individual Qualitative Interviews used in the Phase II evaluation, READ Saskatoon will be able to determine which method or combination of methods best suits its needs for future evaluation. The advantages and disadvantages of each method can be scrutinized and reworked to make future evaluations more useful.

1.0 Background for the READ Saskatoon Literacy Health Benefits Research

READ Saskatoon was established in 1979 as a not-for-profit organization with a mission to provide front-line literacy programming in response to community needs. In 2002, READ Saskatoon received funding from the National Literacy Secretariat (NLS) to conduct the project: “Where We Live and Learn – Seniors, Literacy and Community”. The success of the project and feedback from participating seniors propelled READ Saskatoon to consider the direct links between seniors’ health and their participation in literacy activities.

In 2003, with NLS funding secured, READ was able to conduct a new round of writing/literacy programs for Seniors entitled: (re) Writing our Futures. These writing programs or workshops provided the practical basis for the social research conducted by the Community-University Institute for Social Research (CUISR) intern.

2.0 The Purpose of the Literacy Health Benefits Research

The two primary purposes of the Research are:

To research, study and report the self-identified health benefits that may be achieved through seniors’ literacy activities.

To identify or develop methodology for evaluation of literacy programming.

3.0 Research Design

Questionnaire and Writing Sample

Prior to the start of the Writing Workshops in November of 2002, the CUISR Intern and READ Saskatoon staff collaborated on the creation of a Quantitative Questionnaire that would be administered at the start of the twelve-week workshop and again at the end. The questions were designed to measure changes in levels of health indicators. Also, a writing stem was chosen for use in the collection of pre and post Workshop writing samples. These samples were collected by the Intern and were analyzed for content only. Writing ability was not measured.

Individual Qualitative Interviews

The time frame for the Phase II Writing Workshops was reduced from twelve weeks to eight weeks. Individual qualitative interviews were conducted towards the end of the eight weeks to determine if there had been changes or benefits experienced by the Workshop participants.

Outcomes:

Established methods for evaluating the links between seniors' literacy activities and health.

Expanded capacity of READ Saskatoon to conduct research in order to evaluate program effectiveness.

Final report for READ Saskatoon and CUISR.

Areas identified for future research and evaluation.

4.0 Possible Study Limitations

Not able to pre-test questionnaire.

Not able to administer questionnaire prior to the start of the writing workshops.

Initial questionnaire was too long and too difficult to administer. Some of the more sensitive questions had to be dropped.

Due to the sensitive nature of the questionnaire, the evaluations were conducted in person rather than over the telephone. This required more time per evaluation, thus fewer participants were polled.

Changing participation levels in the workshops. Some seniors joined the workshop after its initial beginning. Some seniors dropped out before the end.

Not all workshop groups were sampled.

The short length of the Workshop period may have contributed to lower levels of change in the mental, emotional and physical health of the seniors.

5.0 Results: Questionnaire and Writing Sample

Background

The CUISR Research intern attended the first session of each writing workshop during the last ten minutes, to quickly introduce the research project. Names, telephone numbers and a short writing sample were collected from all the Senior participants who were present at that first session.

During the next several weeks, 22 Writing Workshop participants were contacted by telephone and invited to participate in the Research component of the Writing Project. It took an average of two phone calls per participant to establish contact and discuss the Research. Of those contacted, 14 agreed to participate and times were established for an in-person interview which included:

- a detailed, written and oral explanation of the Research Project and confidentiality guidelines (Appendix A).
- signing of a consent form by the Senior participant (Appendix B).
- filling out the Questionnaire (Appendix C).

The in-person interviews took approximately one hour each. Travel to and from the interviews averaged one hour depending on the location of the participant's residence.

Three people subsequently dropped out of the Research component without explanation.

A total of 11 questionnaires were completed at the beginning of the Phase One Writing Workshops and again at the end of the twelve weeks (November 18, 2002 – February 17, 2003).

Analysis of the Questionnaire Results

Socializing with Friends and Family Members

All research participants (except one) had a grown son or daughter in Saskatoon. Frequency of contact was as follows:

- Once a week: 4
- Every two weeks: 3
- Once a month: 2
- Other (twice a week): 1

Three research participants reported they went out to see their family; one person had family come in to visit and six participants reported both.

Contact with family members outside of Saskatoon was achieved in a variety of ways: travel to visit, phone calls, letters and email. Literacy was very much a part of their daily lives.

Other social activities either with family or friends which had a literacy component included scrabble, bridge, scrap booking, poetry writing, geneology, Dinner Theatre, internet crossword puzzles, computer games, movies, discussion groups, writing circles, service clubs, volunteer work, concerts and choir.

Five participants liked a balance between time alone and being with others. Six definitely preferred more time alone (four of those loved to read).

Reasons for choosing to participate in the READ Saskatoon (re) Writing our Futures Project:

Almost all of the participants were motivated by family members or family history to write stories of their lives and the lives of family members.

Wanted help with writing stories to leave for children and grandchildren.

Interested in learning to write better (4)

Help with writing Family History

Does a fair amount of writing anyway

Enjoyed last year's Writing Workshop (3)

Likes writing

Enjoy being with people who like the same thing (2)

Could listen to people talk about "writing" forever.

Would like to write a book that gets published some day.

Wants to write a story that reads like a story.

Wanted to meet people – have something to do as part of a committed activity.

To become inspired to continue writing.

Writing group sounded interesting.

Stress Levels

At the beginning of the twelve-week Writing Workshop, six Seniors were experiencing stress and five were not.

At the end of the twelve weeks, eight Seniors were experiencing stress and three were not.

Three participants reported no change in their stress levels over the twelve weeks.

Two participants reported a decrease of 1 point from start to finish and two participants reported a decrease of 2.5 points from start to finish.

Four participants reported a one point increase in stress over the duration of the workshops.

Stress related symptoms included: emotional (sadness, depression, regret, anger); physical (stiff shoulders and neck, tiredness, digestive problems, dry mouth, sleeplessness, high blood pressure, pain) and mental (irritability, impatience, anxiety, intolerance, frustration).

Causes of the stress included:

Death of family member
Severe illness or disability of family member
Family discord
Chronic illness or disability
Surgery/Change in medication
Family reunion
Hectic schedules/Volunteer work/Family Commitments
Long winter

Two Workshop participants reported that “taking the Writing Workshop was stressful”. One participant felt compelled to complete the writing assignments on time and was experiencing “writer’s block”. The other participant felt obligated to complete a piece of writing for the Anthology rather than for self.

Major life changes:

During the past year: (2 participants)
Six months: (1 participant)
Three months: (5 participants)

The major changes related directly to the cause of stress and had a direct and measurable impact on the stress levels themselves. In the four cases where the stress levels declined over the twelve weeks, it was because the situation had passed or become less bothersome. In the four cases where the stress levels increased, a new change had taken place or there had been an increase in the severity of the original problem.

The three participants who reported no change in stress levels had a stable life situation during the twelve weeks with no major problems arising

Affect of the Changes:

In all cases, the respondents were forced to make some lifestyle adjustments to accommodate the effects of the changes reported.

Methods to combat stress:

Exercise (7)
Sleep (4)
Read (4)
Write (4)
Talk to family, friends, or Minister (2)
Visit the Doctor (4)
Medication (6)
Other: (7)

Watch diet/nutrition
Listen to other people's problems helps to cope with own problems
Leisure activities- social activities
Make other people laugh to cheer them up and take their mind off their problems.
Plan ahead and provide enough time for things.
Crafts
Choose to laugh
Look for the reason for stress and make a change of activity
Keep busy
Spend time with grandchildren

Attitude

Questions 1 – 10 were distressing to some of the participants and made the interview process too long and tiring. In five of the 11 interviews, these questions were passed over and the Section on attitude was started at Question #11.

Of the six participants who completed questions #1 – 10 in this section the results were as follows:

Sadness: (4)
Discouragement about the future: (4)
Less enjoyment: (3)
Disappointment in self: (3)
Critical of self: (6)
Irritable: (2)
Putting off decisions (6)
Extra effort required to get started (4)

All 11 research participants completed questions #11 – 16 in the Section on Attitude.
The results were as follows:

Sleep:

Not sleeping as well as they used to: (6)

Average # hours per night: 4 – 6 hours (5)
7 hours (6)

Sleep interrupted: Yes (8)

No (3)

Strategies for getting back to sleep:

Heating pad
Snack
Email
Surfing the internet
Crossword puzzles
All night radio
Listen to music
Read (3)
Counting Sheep
Mental word games
Write stories in head
Sing self back to sleep

Before sleep activities:

Reading (8)
Snack (5)
Diary/Journal writing (2)
Listen to news (2)
Prayer or meditation (2)

Email
Talking on phone
Play musical instrument
Cooking
Knitting
Word puzzles
TV

Tired More Easily (8)
Reasons given:

Age (4)
Busy Schedule
Stress
Health problems
More exercise

Health Problems such as arthritis, high blood pressure or poor eyesight or hearing which prevent some activities: (7)

Of the six research participants who completed questions #1 – 10 in the Section on Attitude, none reported major changes in their attitude over the twelve-week period. Similarly, none of the 11 research participants reported major changes in sleeping or eating patterns. In the cases where there was a slight variation in appetite or number of hours of sleep per night, it was due to illness or a change in medication.

As a result of the READ Saskatoon (re) Writing our Futures project, the participants reported they were able to:

Get points on how to do the writing
Improve my writing (2)
Was able to edit my writing
Thinks writing is therapeutic (4)
Has been writing for many years
Would like another READ – sponsored discussion group
Didn't want the group to stop
Would take the class again if offered next year (4)

Looked forward to the classes – seeing everyone and hearing what they had written (5)

It was a nice continuum from last year’s writing group

Moved to the next stage along the writing path (2)

Look forward to the Anthology coming out

Able to pass the stories on to children and grandchildren. (2)

Enjoyed writing with a purpose in mind

Going to the writing group helped take mind off troubles

Writing helped to release some feelings.

Writing Sample

Background

In collaboration with the staff of READ Saskatoon, it was decided to include a participant writing sample as part of the research data collection process. To that end, the following writing stem was used: “If I were an animal (or bird, insect, fish or reptile) I would be a _____ because _____”.

This writing stem was completed by each of the 11 research participants at the beginning of the Writing Workshops and again at the end of the twelve weeks. These writing samples were collected by the Research Intern and analysed for content only. Writing ability was not evaluated.

Results

Of the 11 research participants, only three made the same choice pre and post Workshop.

Participant #1 experienced a one point drop in stress from 5 to 4. Reasons for choosing the same animal both pre and post Workshop were the same and related to a lifelong passion which gave much pleasure.

Participant #2 experienced a one point increase in stress from 0 – 1. Reasons for choosing the same animal both pre and post Workshop were the same and related to a lifelong enjoyment.

Participant #3 reported no stress at either the beginning or end of the twelve weeks. Reasons for choosing the same animal both pre and post Workshop were the same and related to personal identification with the major characteristic(s) of that animal.

Of the remaining eight research participants, each chose something which had a major characteristic or ability that reflected the current state of thinking or feeling of the participant at that particular time; either pre or post workshop. The fact that their choices changed and sometimes dramatically were indicative of the changes they experienced in their own lives over the twelve weeks. As mentioned previously, these changes and resulting health effects were due to circumstances beyond the control of the Writing Workshops.

Since the participants were asked to write these small samples without warning and to write quickly and off the top of their heads, it is unlikely that they were able to consciously choose an animal, bird, fish or insect which would reflect their own thoughts and feelings at that very moment. It seems more likely that their subconscious was making that choice for them and therefore, the true nature of their thoughts and feelings was revealed.

The descriptive words used in the writing samples are very illustrative. For example: pre-workshop samples which took place during a mild November provided descriptions such as “soaring”, “friendship”, “steady, dependable”, “playful, happy” and “lazily”. Post-workshop writing samples which took place in February with -40C temperatures provided descriptive words such as “snuggle”, “spin a strong story”, “fly away to warmer weather”, “fly away and find a secure place”, “free – not tied down”.

Conclusions

If the Phase One Workshops (November 18, 2002 – February 17, 2003) had continued for a period longer than twelve weeks, there may have been a more noticeable difference in stress levels and other health indicators. However, it is very clear from the data collected that the changes in emotional and physical health (either positive or negative) were caused by factors beyond the control of the Writing Workshops.

The rise or fall of the health levels were more directly tied to the ongoing events in the lives of the Senior participants (such as death, illness, family events, work, weather). These events were in play before the Workshops were created and the effects continued after the Workshops ended.

However, writing in general and the writing workshops in particular became another coping method which the Seniors were able to use to mitigate the stress-producing effects of the life changes they were experiencing during the twelve weeks.

In addition, the satisfaction of reaching some or all of their writing goals during the Workshop was regarded as positive by all the research participants.

6.0 Results: Individual Qualitative Interviews

Background

The CUISR Research intern attended the first session of each of the Phase II Writing Workshops during the last ten minutes, to quickly introduce the research project. Names and telephone numbers were collected from all the Senior participants who were present at the first session.

Since the time frame for the second phase of Writing Workshops was shortened from twelve to eight weeks, the format for data collection was changed from pre and post workshop questionnaires to individual qualitative interviews based on the qualitative questions which had been used in the questionnaire.

Towards the end of the eight weeks, 13 participants were contacted by telephone and invited to participate in the Research component of the Writing Project. Nine participants agreed to participate and times were established for a qualitative interview.

Four participants were interviewed in person and took approximately one hour each. This included an oral explanation of the Research Project, confidentiality guidelines and signing of a consent form (Appendix B) by the Senior participant. Travel to and from the interview by the intern averaged one hour .

When it wasn't convenient or possible to meet in person, five participants were interviewed over the telephone and took approximately 30 minutes each.

Analysis of the Individual Qualitative Interviews

Socializing with Friends and Family Members

Three research participants mentioned they had grown children and/or grandchildren living in Saskatoon.

Frequency of contact was as follows:

Once a week: 2

Every two weeks: 1

Social activities with family or friends which had a literacy component included crossword puzzles, tutoring languages, volunteer work, art classes, writers' group, author readings, writing magazine articles, organizing reunions, being a history/heritage activist.

Three participants liked a balance between time alone and being with others. One participant definitely preferred more time alone.

One participant was an unabashed "social animal".

Reasons for choosing to participate in the READ Saskatoon (re) Writing our Futures Project:

Loves to be active and involved.

Liked that it was in the building and there was no charge or fee.

Wanted to write a story of memories for each grandchild.

Was curious to know what the writing workshop would be like.

Enjoys writing.

Because it was in the building and during the day.

To write up early years stories and leave for kids and grandkids. Wants to leave them with good memories not the hard-luck stories.

Finds writing easy. Writes like talking. Doesn't get stressed by it because not trying to be a best-selling author – just writes like it is!

Needed creative inspiration, feedback and motivation.

Finds it hard to write alone – gets discouraged and bogged down.

Finds writing therapeutic – always has!

Needed something to motivate writing again.

Time was convenient.

To learn new things.

Was encouraged by two others in the building to join the Workshop.

As a result of the READ Saskatoon (re) Writing our Futures project, the participants were able to:

Write a story to accompany art work.

The Workshop facilitator was very supportive and helpful. (2)

Have a book of stories to leave to my kids and grandkids.

Felt emotionally lighter after writing story.

Writing siphoned off stress.

Looked forward to the class each week.

Class made you feel good – the comments and giggles from others in the group.

Felt disappointed when the workshop ended.

Takes time to bond with the group and feel comfortable enough to read in front of the others. We were rushed for time.

Encouraged to keep writing.

Has signed up for a Creative Writing correspondence Course.

Looking forward to the Anthology coming out.

Enjoyed the social aspects of the workshop. Being with the others – people who are writers and share the same interests.

Time and place was convenient. Evening wouldn't work especially in winter.

My writing improved.

Developed a “tangible enthusiasm for writing”.

Really appreciated the others in the group – their styles of writing, their topics, their growth, development and confidence. All good writers in their own way.

Facilitator was wonderful – so encouraging – helped them to think of themselves as “writers”.

Feels like a “writer” now. Hadn't in the past.

More confidence and enthusiasm for writing.

Thoroughly enjoyed the workshop. Would definitely go again!

Time was too short – went by too quickly – would have liked the Workshop to continue indefinitely.

Gained confidence, one step at a time. It was also so gratifying to see the others grow in their confidence and self-esteem.

Felt safe and secure with the way the Workshop was facilitated.

Made a good start towards doing a Family History.

Enjoyed the humor of the group.

Very helpful to get thoughts and feelings out on paper especially during illness and death in the family.

Disappointed that the group ended so soon. Would have liked it to continue longer. That bond has been broken. (2)

Was able to pay attention to getting the correct word and sentence structure.

Enjoyed hearing what the others had written – being with other writers. They were all so different with different interests.

Increase in self esteem. I see myself as a writer now and feel more confident. Because of that I am considering going to more Author Readings at the Library and joining a beginner's Writing Group or starting a small group of my own.

Conclusions

Although stress and other health indicators were not **directly** measured during the individual qualitative interviews, it is clear from the comments volunteered by the Workshop members that participation in the Writing Workshops did indeed have a beneficial effect on their mental and emotional health. As well, there was an increase in self-esteem and confidence; especially as writers. In many cases there was a major paradigm shift in perception of self which translated into a change of lifestyle activities.

This is a remarkable achievement for an eight-week Workshop. A majority of Workshop participants directly mentioned or alluded to the safe and respectful environment created by the Facilitator which allowed them to share their writing, thoughts and feelings with others in the group and to grow as individuals and writers. They were disappointed when the Workshops ended and would have liked that wonderful experience to continue indefinitely.

7.0 Conclusions

The two primary purposes of the Literacy Health Benefits Research were achieved:

To research, study and report the self-identified health benefits that may be achieved through seniors' literacy activities.

To identify or develop methodology for evaluation of literacy programming.

Self-identified health benefits

Comments from the Research participants in both the quantitative and qualitative study indicate that participation in the Writing Workshops did have a beneficial effect on their health both during and after the Workshop. These benefits included methods for coping with stress, an increase in self-esteem and confidence, motivation to continue writing, a paradigm shift in perception of self, enjoyment of self and others, a tangible piece of published writing, an increase in ability to share family history especially with grandchildren, and first hand knowledge of the therapeutic value of writing.

Methodology for evaluation of literacy programming

Based on the results obtained from the Quantitative Questionnaire used in the Phase I Writing Workshops evaluation and the Individual Qualitative Interviews used in the Phase II evaluation, READ Saskatoon will be able to determine which method or combination of methods best suits its needs for future evaluation. The advantages and disadvantages of each method can be scrutinized and reworked to make future evaluations more useful.

8.0 Acknowledgements

The Literacy Health Benefits Research portion of the READ Saskatoon (re) Writing our Futures Project was directly funded by a grant from the Community-University Institute for Social Research (CUISR), Saskatoon, Saskatchewan.

9.0 Appendix A – Written explanation of the Research Project And Confidentiality Guidelines

**Improving Health through Literacy Activities
READ Saskatoon Research Project
Room 405, 220 Third Avenue South
Saskatoon, SK S7K 1M1
PH: (306) 652 – 5448 Fax (306) 652 – 4205**

December 2002

Dear

Please allow me to introduce myself. My name is Lynne Townsend and I am a graduate student in the College of Education at the University of Saskatchewan. I have a strong interest in literacy and the benefits it can provide to people who participate in literacy activities.

I would like to ask you to participate in our **research study**. READ Saskatoon and the Community-University Institute of Social Research (CUISR) have asked me to gather information from you to help them understand the health benefits that you may experience as a result of your participation in the (re) Writing our Futures project.

I am contacting you because you are already participating in the (re) Writing our Futures group. Your participation in the **research study** is entirely

voluntary and you may withdraw from the **research study** at any time, for any reason. The decision not to participate or to withdraw from the **research study** will not affect your involvement in the (re) Writing our Futures group.

If you decide to participate in the **research study** you will be asked:

- 1) At the **beginning** of the twelve-week writing group to provide:
 - a) A short written sample.
 - b) Answers to a series of questions asked by me, in person or over the telephone.

- 2) At the **end** of the twelve-week writing group to again provide:
 - a) A short written sample.
 - b) Answers to a series of questions asked by me, in person or over the telephone.

Some of the information I will be asking you is quite personal. I want to assure you your privacy is protected in several ways:

- Your name will not appear on any documents,
- You will be assigned a participant number,
- If there are any details that could reveal your identity they will not be included in research reports,
- Anything you say will be kept strictly confidential.

If you are willing to participate, please sign the consent form attached to this letter.

10.0 Appendix B – Consent Form

The study and the contents of this consent have been explained to me and I have received a copy of this consent. I agree to participate in the study as outlined. I understand that I have the right to withdraw from the study at any time.

1. _____
Participant (written signature)

Print Name

Date

2. _____
Researcher (written signature)

Print Name

Lynne Townsend
Graduate Student, College of Education
University of Saskatchewan
Home Phone Number : (306) 244-4057
Email; dlt006@mail.usask.ca

Date _____

12.0 Appendix C

Literacy Health Benefits Questionnaire: Code number: _____

Week number: _____

The student researcher will administer this survey at the beginning of the twelve-week writing project and again at the end of the twelve-weeks, in person or over the telephone, whichever is more convenient for the participants. (*Reminders for the interviewer are found in Italics*)

Current Mental and Physical Health Profile of the Participant:

*(Explain to the participant about why the study is being done. “Before beginning to ask questions regarding your current state of health, I should tell you a little more about why your answers are important. The main purpose of this study is to identify any benefits to your health that **may** result from your participation in the **READ Saskatoon (re) Writing our Futures project**. These results **may** help to secure funding for future Writing Projects.”)*

Socializing with Friends and Family Members

1. Let’s talk about your family for a bit.

Do you have family in Saskatoon or surrounding area?

2. Who are they?

(Open-ended, do not read list only mention a couple of examples if necessary; main purpose of list is for coding)

- a. Children/Grandchildren
- b. Nieces, Nephews
- c. Sisters, Brothers
- d. Cousins
- e. Other

3. How often do you see them?

(Open-ended, do not read list only mention a couple of examples if necessary; main purpose of list is for coding)

- a. Every day
- b. Once a week
- c. Every two weeks
- d. Once a month
- e. Other

4. Do you go out to see them or do they come to see you?

5. What kinds of things do you do when you are together?

6. What other social activities do you participate in? How often?

7. Do you like to be with a lot of other people or do you prefer more time alone?

8. Why did you choose to participate in the READ Saskatoon (re) Writing our Futures Project?

7. What types of things do you do to combat your stress? (*Open-ended, do not read list only mention a couple of examples if necessary; main purpose of list is for coding*).

- a. Exercise
- b. Sleep
- c. Read
- d. Write
- e. Talk to family, friends, or Minister
- f. Visit the Doctor
- g. Medication
- h. Other

Attitude

At the present time,

1. I feel sad. No. Yes, because _____
_____.

2. I feel discouraged the future. No. Yes, because _____
_____.

3. a. I feel I have failed more than the average person. No. Yes, because ____
_____.

b. And what do you define as failure? _____
_____.

4. I don't enjoy things the way I used to. No. Yes, because _____
_____.

5. I am disappointed in myself. No. Yes, because _____

_____.

6. I am critical of myself for my weaknesses or mistakes. No. Yes, because

_____.

7. I get annoyed or irritated more easily than I used to. No. Yes, because ____

_____.

8. I am less interested in other people than I used to be. No. Yes, because

_____.

9. I put off making decisions more than I used to. No. Yes, because _____

_____.

10. It takes an extra effort to get started at doing something. No. Yes,

because _____.

11. a. I don't sleep as well as I used to. No. Yes, because _____

_____.

b. How many hours on average do you sleep each night?

2 – 4 hours

4 – 6 hours

other

c. Is your sleep interrupted?

d. What do you do to get back to sleep?

e. What kinds of things were you doing before you went to sleep?

12. I get tired more easily than I used to. No. Yes, because _____

_____.

13. My appetite is not as good as it used to be. No. Yes, because _____

_____.

14. I am worried about physical problems such as aches and pains, or upset stomach. No. Yes, because _____

_____.

15. I have health problems which prevent me from doing some of the things I would like to do. No. Yes, describe _____

_____.

16. As a result of the READ Saskatoon (re) Writing our Futures project, I am hoping that

.