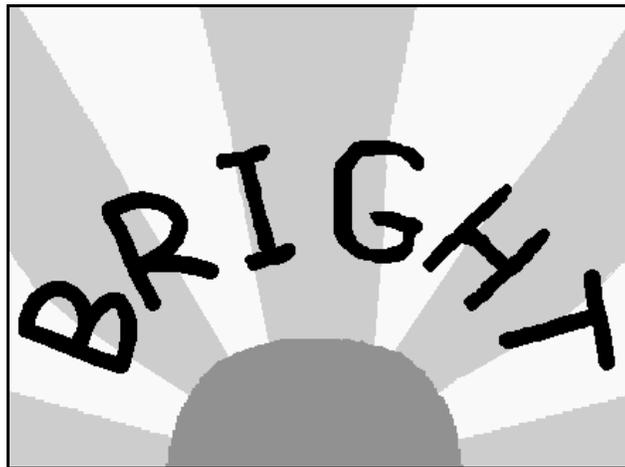


# Group Leader's Guidebook

*"People Interactions and Your Mood"*



August 2006

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Including drawings by Erich Ippen

# **Group Cognitive Behavioral Therapy for Depression**

\*

## **People Interactions and Your Mood**

Other modules in this treatment program  
are as follows:

Thoughts and Your Mood  
Activities and Your Mood

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**Revised August 2006 based on original manuals by**

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Drawings by Erich Ippen

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**This is your book to keep. Feel free to write in it.**

**This guidebook belongs to:**

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**(Name)**

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**(Date)**



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# SESSION 1: YOUR PEOPLE INTERACTIONS AND YOUR MOOD ARE CONNECTED

## LEADER TIPS

### Materials Needed

- **Group Member’s Guidebooks** (“People Interactions and Your Mood”)—enough for everyone in the group
- **Pens**—enough for everyone in the group
- **PHQ-9 depression measure**—enough copies for everyone in the group
- **Dry erase board, chalkboard,** or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

### Group Leaders’ Goals

- Make all group members feel welcome.
- Discuss group rules.
- Introduce yourselves and provide phone numbers.
- Begin to encourage group sharing and support by having group members introduce themselves.
- Help group members understand what depression is.
- Help group members understand CBT and how it can help depression.
- Remind group members of topics and skills introduced in the previous module (“Activities and Your Mood”).
- Introduce the connection between people interactions and mood.

**Note:** This session is the longest session in the CBT treatment program. It is recommended that the first part of the session (up to “New Topic”) be covered more quickly than in the other sessions to allow time for this session’s new material (estimated time for new material = 83 minutes. You can follow the time estimates, which have been adjusted to make the session fit the 120-minute goal.

## Leader Tips

### Group Member's Guidebook: Page 1

- 1. Say:** *Every session begins with a few points about the purpose of the session and an outline of the session. We will go over these now.*
- 2. Introduce** the Purpose and Outline.
- 3. Ask:** *Does anybody have any questions so far?*

## PURPOSE

- Learn about the Cognitive Behavioral Therapy group and depression.
- Learn that there is a connection between people interactions and mood.
- Identify supportive people in your life.
- Learn how to meet new people and make your support network larger and stronger.
- Talk about managing your mood by making choices about the people you spend time with.

## OUTLINE

- I. Welcome
- II. Group Rules
- III. Announcements
- IV. Introductions
- V. What is Depression?
- VI. What is Cognitive Behavioral Therapy (CBT)?
- VII. How Does CBT Treat Depression?
- VIII. How Have You Been Feeling?
- IX. Review
- X. New Topic: The Connection between Depression and Healthy Interactions with People
  - A. The Importance of Healthy Relationships
  - B. The Link between People Interactions and Mood:  
A “Chaining” Activity
  - C. Your Social Support Network
  - D. Meeting New People
- XI. Key Messages
- XII. Practice
- XIII. Feedback
- XIV. Looking Ahead



# GROUP RULES

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 3**

**1. Go over group rules** before anyone discloses any personal information. Don't forget to talk about the exceptions to confidentiality (#3). Tell the group the name of your supervisor (#3). Ask if anybody in the group has questions or comments about any of the rules.

**1. Come to every group meeting.** If you can't make it, call us at this number:

( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_ (Contact number)



**2. Come to group meetings on time.**

**3. Maintain the confidentiality of the group.**



Please do not share what you hear in the group with anybody else. Likewise, group leaders will not repeat what you say. There are three exceptions.

First, your group leaders share information with each other and with the licensed mental health professional that is supervising the group.

Second, if group leaders hear something that makes them think your health or safety is in danger they will talk with your doctor or others.

Finally, by law, a group leader must report:

- If a child or dependent adult is being abused or neglected.
- If an older adult is being abused or neglected.
- If someone is in danger of hurting himself or herself or someone else.



**4. Be respectful and supportive of others in the group.** The group is based on respect for all people. If you have a problem with another group member and your feelings are getting in the way of your group therapy, discuss the problem with a group leader.

**5. Find a balance between talking and listening.** You and the other group members will get the most out of the group if everybody has a chance to talk about their thoughts, feelings, problems, and experiences.

Plus, in each session, the group leaders need time to introduce new ideas that will help everybody in the group. Unfortunately, the time allowed for each group session is limited. The group leaders will:

- Keep track of the time for each session.
- Gently remind you to give others a turn to talk.

**6. Know that you don't have to share everything.**

**7. Practice.** Practicing outside of class will strengthen your ability to use the skills you have learned and will increase the likelihood that you will feel better.

**8. Tell us if you are unhappy with the group or your treatment.**



# ANNOUNCEMENTS

---

## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 4**

1. Make announcements if there are any. Answer group members' questions right away if they relate to the way the group is run.
2. Time will not allow for group members to add big items to the agenda. However, each person should have a chance to talk about personal issues that add to his or her depression. Each person needs to feel that he or she has been heard and understood by the group. Many of the group members' concerns can be addressed in the work of the session. If necessary, arrange to talk with a group member individually after the session.

The group leader will make any announcements that might be necessary. For example, if the next session is scheduled on a day that is a holiday, the day of that session may be changed. During this time, you will have a chance to tell the group leader ahead of time if, for example, you need to be late for a session.

Is there anything you would like to let the leader know about?



# INTRODUCTIONS

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 5**

**1. Give group members phone numbers** where they can contact you.

- Write your names and the phone numbers on the board.
- Suggest that group members write the information in their guidebooks where it will be easy to find.

***Say:** Now we would like for everyone to get to know each other. You will have a chance to talk about your depression and substance abuse later during the sessions. For now, let's start the introductions with the subjects in your guidebook.*

**2. Introduce** the text. Provide a model for the group members by introducing yourselves first. **Talk about one or two subjects on the list** in the guidebook.

- If some members begin to provide more information than necessary, gently remind them that they will have time to talk about other issues during the group. For now the focus is on introductions.
- It may be helpful to ask group members questions that result in short answers, such as, "*Where did you grow up.*"
- If members focus on their depression when they describe themselves, stop them and remind them that the group wants to know who they are and what they are like apart from their depression. (It is very useful for them to present their "other" self to the group.)

## Group Leaders

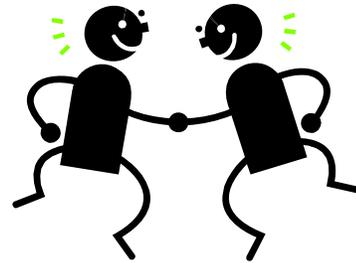
Your group leaders are:

\_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
(Name) (Contact number)

\_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
(Name) (Contact number)

## Group Members

You will be coming to group CBT with the group of people you are meeting in this session. Talking with them will be an important part of CBT.



Now group members will introduce themselves. We will be talking about your experiences with depression as the group progresses. At this time, we want to know a bit about you as an individual. Begin by telling the group your name, and then **choose one or two of the following** subjects to talk about.

- Where you grew up
- Your family
- What kind of work you have done
- Your main interests or hobbies
- Something about yourself that you think is special

# WHAT IS DEPRESSION?

## LEADER TIPS

**Time: 15 minutes**

**Group Member's Guidebook: Page 6**

No matter how different group members might be from each other, the information about depression allows them to see that they are not alone. They share common feelings and a common enemy—depression.

**1. Introduce** “Depression is Common.”

**2. Say:** *What is depression like for you?*

- One group leader should write the symptoms named by the group on the board.
- As group members mention a symptom, ask whether other group members have had similar concerns.
- If some symptoms of depression are not mentioned by group members, add them to the list at the end. **Say:** *Everybody in this group has experienced symptoms of depression, and what we're trying to do is help you overcome these symptoms and feel better.*

**3. Introduce** “Depression is”, “The 9 Symptoms of Depression”, and “Possible Triggers for Depression” **Ask:** *What was happening in your life when you got depressed?*

- Take notes and use this information to understand the needs of group members and to plan the sessions to make them as helpful as possible. (You probably already know something about group members based on the contact you made with them before the group started.)
- If any of the triggers listed in the “Depression” box are not mentioned by group members, tell them that other things can cause depression and read from the list.

**4. Introduce** the section called “What You Can Do.” **Say:** *Tell one of the group leaders if you have thoughts of suicide—depression is very treatable and you can feel better!*

**5. Sum up by emphasizing these key points.**

- Depression is defined by the experience of five or more symptoms occurring most of the time for a period of at least two weeks and interfering with your life or activities a lot.
- Depression is common.
- A person can get help for depression and feel better.

## **Depression is Common**

- Nearly everyone in his or her lifetime feels sad.
- Most adults have had depressed moods and/or know what they are.
- 10–25% of women will have at least one serious episode of depression.
- 5–12% of men will have at least one serious episode of depression.

## ***What is depression like for you?***

### **Depression is:**

- A low mood or sad feelings that make it hard to carry out daily duties.
- Possible at any point in your life.
- Possible diagnosis if you have five or more of the following symptoms most of the day, almost every day, for two weeks or more.

## **The Nine Symptoms of Depression**

1. Feeling depressed, down, or irritable nearly every day.
2. Loss of interest or pleasure in activities that you normally enjoy.
3. Significant increases or decreases in your weight or appetite.
4. Sleeping too much or too little.
5. Change in the way you move (moving restlessly or slowly).
6. Feeling tired or fatigued.
7. Feeling worthless or having terrible guilt.
8. Trouble concentrating or making decisions.
9. Repeated thoughts of death or suicide.

## **Possible Triggers for Depression**

- Being sick with medical problems
- Biological/chemical imbalance in your body
- Economic/money problems
- Losing someone you love
- Upsetting things happening, or continual problems
- Struggles with people you are close to
- Big life changes
- Stress that lasts a long time

***What was happening in your life when you got depressed?***

## **What You Can Do**

- Come to this CBT group!
- Practice the skills you learn during the CBT group.
- Get help and support from family members, friends, and others.
- Discuss how you feel with your doctor, nurse, therapist, or counselor.
- Ask your doctor if antidepressant medicines might be helpful.

***Let the group leader know if you have thoughts of death or suicide. We can help you get the support you need to feel better.***

# WHAT IS COGNITIVE BEHAVIORAL THERAPY?

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## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 8**

- 1. Introduce** the text.
2. Stop after each section and ask for questions and comments. Or ask for a volunteer among those who have been through other CBT modules to explain CBT to the group. Encourage questions and discussion.

This treatment provides a specific kind of help—Cognitive Behavioral Therapy, or CBT for short—to people who are depressed. CBT teaches skills to help you change your thoughts and behaviors. These changes can improve the way you feel.

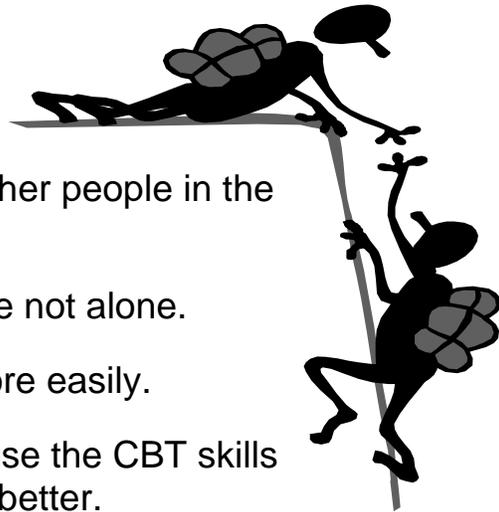
This approach does not mean that your thoughts and behaviors caused your depression in the first place. Making changes in your thinking and behavior can help your depression no matter what caused you to feel down.

### ***“Managing” your depression means to:***

- Make the feelings of depression less intense.
- Make the time that you are depressed shorter.
- Learn ways to prevent getting depressed again, despite real problems.

***The group meetings are helpful because they:***

- Provide you with support from other people in the group.
- Help you understand that you are not alone.
- Help you learn the CBT skills more easily.
- Show many ways other people use the CBT skills to deal with depression and feel better.



***During the group you will learn skills to:***



- Change your thoughts.
- Change your behaviors, including your
  - Activities, and
  - Interactions with other people.
- Improve the way you feel.

***During the group you will NOT be asked to:***



- Lie down on a couch.
- Share all your painful thoughts and experiences.
- Talk at length about your family or childhood.

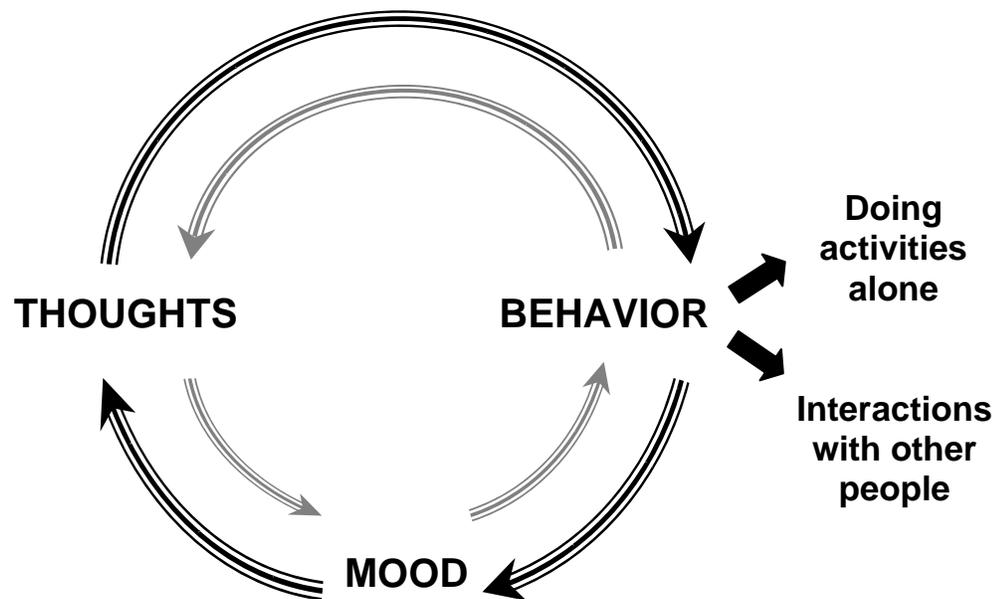
***The group will focus on practical strategies to improve things right now.***

**What does the name “Cognitive Behavioral Therapy” mean?**

**Cognitive** refers to thoughts.

**Behavioral** refers to **how you act** or **what you do**. In CBT, when we talk about behavior, we mean how you act, including what activities you do and how you interact with other people.

We will focus on your thoughts and your behavior to improve your mood.



***This CBT treatment program is organized into three modules***  
with four sessions in each module.

- Module: How your **thoughts** affect your mood    **= 4 sessions**
- Module: How your **activities** affect your mood    **= 4 sessions**
- Module: How your **interactions with other people** affect your mood    **= 4 sessions**

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**Total CBT sessions    = 12 sessions**

Group members can join the group at any module. However, each group member must begin with Session 1 of a module. For example, if you begin with the “Activities” module and complete all 4 sessions, you would then continue onto the “People Interactions” module.

Each module focuses on one subject, but they overlap with each other and you will find that we mention the other subjects throughout the treatment.

# HOW DOES CBT TREAT DEPRESSION?

## LEADER TIPS

**Time:** 5 minutes

**Group Member's Guidebook:** Page 12

**Say:** *Imagine an event such as losing a job, or something less extreme such as being late to work or having an argument with a friend. It would be natural to feel upset. But other factors can make your suffering even worse.*

**Introduce** the text. Then go over the spiral, starting with thoughts at the top.

**Thoughts.** *If a person lost a job, he or she might think that he or she has nothing to offer or that nothing can be done about the situation. This person might become depressed. Imagine a second person who instead thinks he learned a lot and got great experience at the job, so he feels that he is likely to do very well getting another job. The second person is less likely to become depressed.*

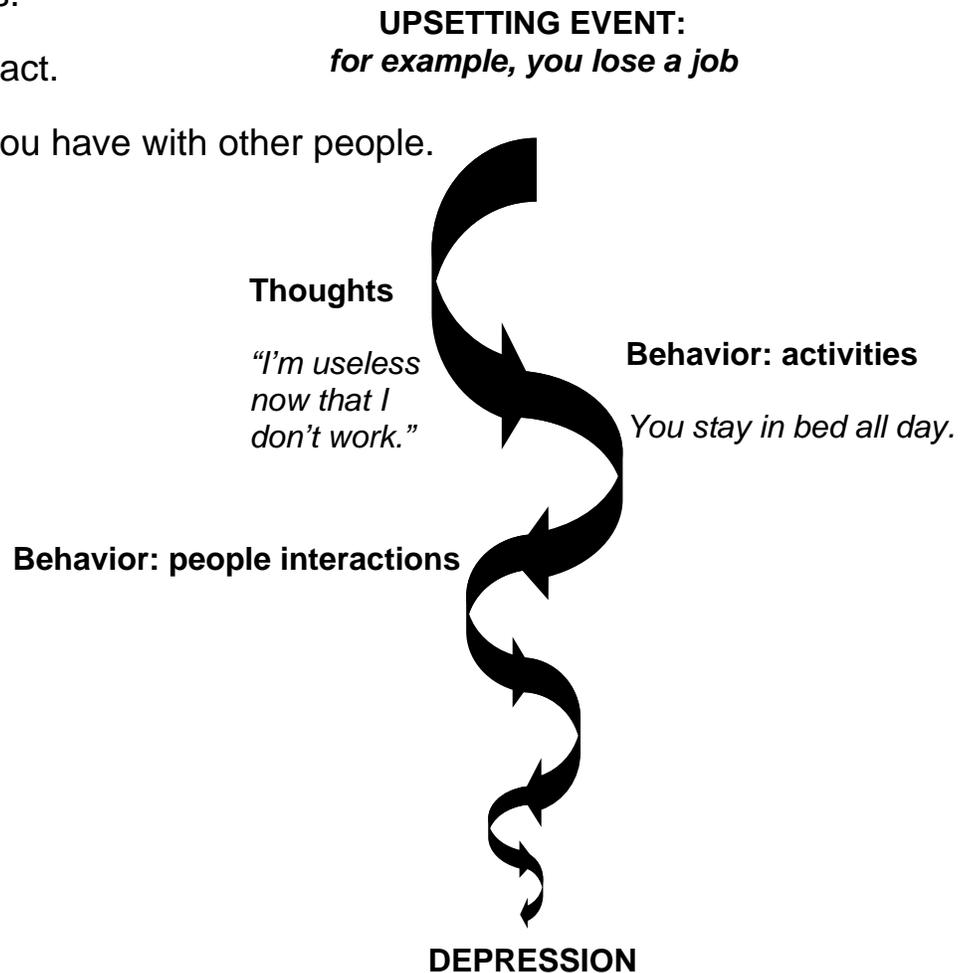
**Activities.** *Another factor is how we act. When we feel down, we have less interest in doing things and as a result we often behave differently than we usually do. For example, when you're depressed you may not feel like taking a walk. Staying in bed all day could make your mood continue to spiral down.*

**People.** *Depression affects our mood in another way. When we are depressed, we often reduce the amount of contact we have with other people, or the interactions we do have are not healthy for us. Maybe the people have completely different tastes in what activities they enjoy. Perhaps they aren't supportive in ways that make us feel good about ourselves.*

**Say:** *As you can see, you enter the depressive spiral here. **Point** to the top of the spiral. But the way you react to events can cause your mood to spiral down. CBT can help prevent the spiraling down. This treatment will be most helpful to you if, at the end, you have learned many ways of managing your mood, and you feel confident using them in your daily life. This will take practice.*

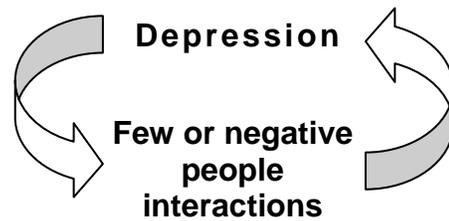
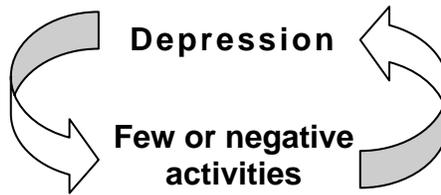
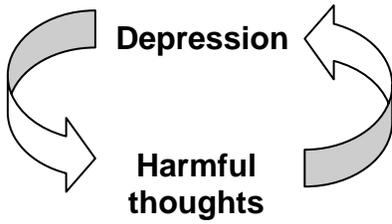
Depression can be looked at as a downward spiral. You might enter the spiral when something upsetting happens. For example: you lose a job or friend, a relative dies, you get sick, or you experience a big disappointment. These upsetting events are real and almost anyone would feel a certain amount of sadness, anger, or frustration because of them. But other factors can add to your suffering. They include:

- Your thoughts.
- The way you act.
- Interactions you have with other people.

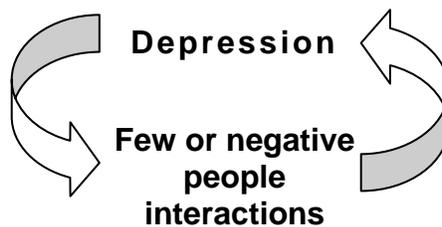


CBT helps you break the downward spiral of depression by teaching you that for each of these factors—thoughts, activities, people interactions—there is a part that you can manage and change. Also, because they are all connected, you can make changes in one area to affect the other areas.

***We will be working on breaking these connections.***



In this module, we focus on the connection between depression and people interactions.



# HOW HAVE YOU BEEN FEELING?

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 14**

1. **Introduce** the text.
2. After the session, **compare** each group member's PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor each group member's progress.

The questionnaire you filled out at the beginning of the session is called the "Patient Health Questionnaire" or PHQ-9 for short. You will fill out the PHQ-9 before Session 1 and Session 3 of each CBT module. It allows you and your group leaders to check how you are feeling today and to keep track of how you are feeling while you are attending the group.



# REVIEW

## Practice

### LEADER TIPS

**Time: 15 minutes**

**Group Member's Guidebook: Page 14**

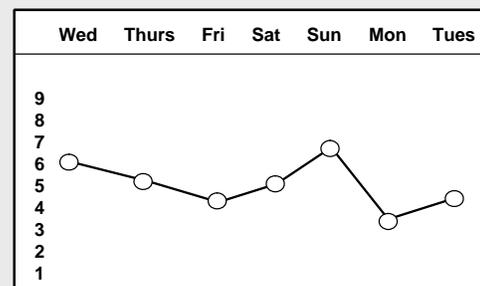
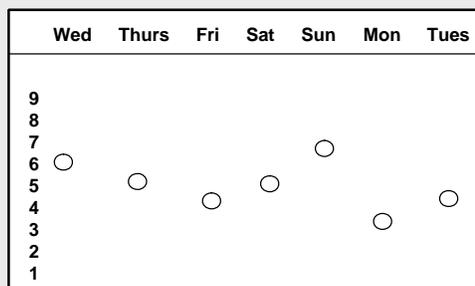
#### Quick Mood Scale

**1. If anyone participated in the last module say:** *Some of you may be continuing CBT from the last module. We'll do a quick review of the practice and the module before we start a new topic.*

Ask group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

1. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

**4. Possible follow-up questions:** *What did you notice about your mood during the past week? What kinds of activities did you do on the day that your mood was the lowest? What kinds of activities did you do on the day that your mood was the highest? Help group members to notice the connection between doing healthy activities and improved mood.*

### **Do Another New Activity**

**5. Ask:** *Who would like to share their progress on doing a new activity? How do you think doing the new activity affected your mood?* Link responses on the Quick Mood Scale to the new activities that the group member tried.

### **Take a Step Toward Your Short Term Goal**

**6. Ask:** *Who would like to share what step they took toward their short term goal since the last session?*

### **Last Module**

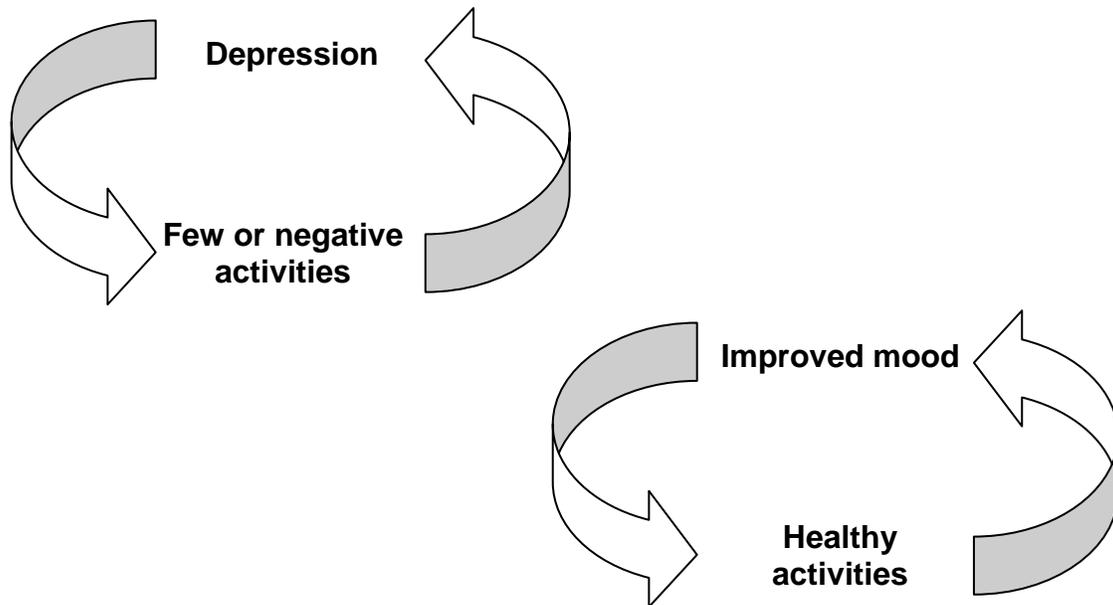
**7. Ask:** *Who would like to share what they remember from the last module?*

*In the last module, we talked about the connection between activities and mood. As you can see in the diagrams, doing healthy activities can improve your mood. Not doing activities, or doing activities that are not healthy for you, can make you feel more depressed.*

If you were part of the CBT group for the last module (“Activities and Your Mood”), you have been practicing CBT skills. How is your practice going? At the end of the last module, we asked you to:

- 1. Track your mood using the Quick Mood Scale.**
- 2. Do one of the steps** you wrote down to work towards your short-term goal.
- 3. Do another new activity.**

## Last Module



**Key messages** from the last module were:

### ***Session 1: Doing Healthy Activities to Improve Your Mood***

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.

## ***Session 2: Doing a New Activity***

- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.

## ***Session 3: Overcoming Obstacles to Doing Healthy Activities***

- You can use problem-solving to help you find solutions to what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
  - Go at your own pace.
  - Balance your activities.
  - Use pleasure predicting to remind you of how enjoyable an activity can be.

## ***Session 4: Doing Healthy Activities to Shape Your Future***

- To feel good, it is helpful to have daily reasons to enjoy life (activities) and something to look forward to (short-term and long-term goals).
- You can reach your long-term goals by doing short-term activities.
- By setting goals and doing activities, you can shape your future.

# NEW TOPIC: THE CONNECTION BETWEEN DEPRESSION AND HEALTHY INTERACTIONS WITH PEOPLE

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## The Importance of Healthy Relationships

### LEADER TIPS

**Time:** 5 minutes

**Group Member's Guidebook:** Page 17

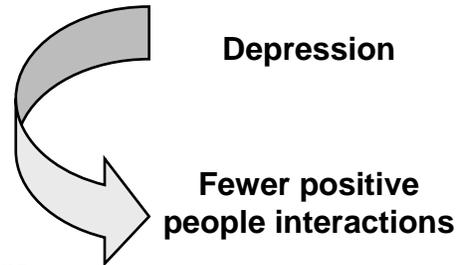
- 1. Say:** *Over the next four sessions, we will be talking about how your relationships with other people affect your mood.*
- 2. Say:** *For now, I would like you to close your eyes. Think back to a time when you shared a positive activity with another person. Try to see yourself and this person being together. OK, you can open your eyes.*
- 3. Ask:** *How did you feel when you were having a nice time with this person? How might healthy interactions with people affect your mood?*
- 4. Introduce the text. Ask:** *How do you think your depression affects the way you interact with people? What about when you isolate yourself or have negative interaction with other people? How does that affect your mood?*
- 5. Say:** *When you feel down, you are less likely to want to be with others. But not having contact with people can take away a good source of support, and could even make you feel more depressed. When you feel more depressed, you may do even fewer things with people. This cycle can continue until you feel so depressed that you spend much of your time alone. We will talk about how to break this cycle.*

The contacts you have with other people can have a positive effect on your mood, thoughts, and behaviors. Other people can help you handle problems, and they can share life's pleasant moments.

### ***How does depression affect the way you relate to other people?***

When you feel depressed, you might:

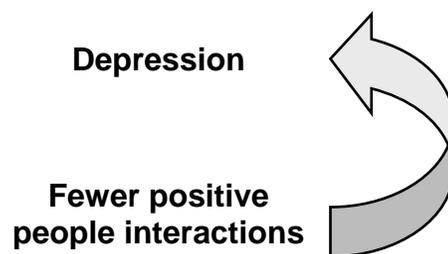
- Have less contact with others and avoid others
- Be more irritable
- Have more conflict or tension with others
- Feel more uncomfortable around people
- Act quieter and less talkative
- Be more sensitive to being ignored, criticized, or rejected
- Trust others less



### ***How do your interactions with other people affect your mood?***

When you have less contact with other people you might feel:

- Alone
- Sad
- Angry
- Like no one cares
- More depressed



# The Link between People Interactions and Mood: A Chaining Activity



## LEADER TIPS

**Time: 20 minutes**

**Group Member's Guidebook: Page 18**

(**Note:** This activity is repeated in the other modules and is typically allotted 30 minutes. In this module the focus is on interactions with people.)

**1. Say:** *We have talked about how the downward spiral of depression can begin with a simple fact or event. For example, "I got a divorce". The event doesn't have to be big. It could be that you lost your house keys or were late to work.*

*We will do a "chaining" exercise in which you can see how your mood can spiral down or up in a continuous chain, depending on your people interactions. The goal of the exercise is to help you understand that your people interactions affect how you feel and that you can make choices about who you spend time with and how you interact with people that can make you feel better or worse.*

*An example of this exercise is included in your guidebook, but we will do one together on the board.*

**2.** Quickly draw on the board the numbers 1 through 9, with 9 at the top, 8 on the next line, etc. (See the example on the next page.)

**3. Say:** *Just like the Quick Mood Scale, the chaining activity uses a scale of 1 to 9 to rate your mood. "1" is the worst mood and "9" is the best. The chaining activity begins with a fact or an event. Can anybody suggest a statement of fact, preferably something recent, that we can put in the middle on line #5?*

Use a real event in one of the group member's lives and use the chaining activity to illustrate how people interactions can help that person feel better or worse.

**4. Say:** *Now we are going to think of different interactions with people that could bring our mood down. We could also include lack of interactions with people – like isolating yourself in your room. So, let’s think of a people interaction you might have that would bring your mood down to a 4. What would bring you down just a little bit?*

If you are working with a person in the group, ask other group members to help him or her think of people interactions that would make the mood worse. They can also think about how avoiding contact with others might cause their mood to spiral down.

If the first response seems too drastic, check with the group for guidance by saying: *If you did [repeat the people interaction the group suggested], would it bring your mood down to a 4? Or even lower?* Write the people interaction next to the number where the group feels it belongs.

If someone in the group suggests a thought instead of a people interaction, say: *If you had that thought, how might you interact with someone around you?* Write the thought and the people interaction on the board.

**5.** Next ask for a people interaction that would lead to a mood of about 3, and write it on the board next to the 3. Do the same for moods rated 2 and 1.

Note: While it is best to complete all the numbers, you do not need to fill in all the numbers in this exercise. If group members understand the idea, just fill in one or two going down and one or two going up.

- |   |
|---|
| 9.  |
| 8.  |
| 7.  |
| 6.  |
| <b>5</b>  |
| 4. Stay at home and watch TV.   |
| 3. Refuse an invitation to go to lunch with friends.                    |
| 2. Get into an argument with a buddy who tells me I am not fun anymore. |
| 1   |

**6.** Complete the rest of the chaining activity going up (see the example on the next page).

**Say:** *Let’s return to the statement of fact that we wrote at the neutral point, number 5. What’s a people interaction that might make your mood improve a little and become a 6?*

Repeat the process for moods up to 9.

9. Reconnect with family or friends that I alienated.
8. Get support from others t.
7. Talk to my counselor about the positive changes I have been making.
6. Go to lunch with friends.

**5**

4. Stay at home and watch TV.
3. Refuse an invitation to go to lunch with friends.
2. Get into an argument with a buddy who tells me I am not fun anymore.
- 1..

**7. Say:** *As you can see, you can shape your own mood, and it may change gradually.* **Ask** group members if they have any questions or comments.

**8. Say:** *Now try the same activity on your own—fill in the blanks in the table in your guidebook. (Allow 5 minutes for this.)* **Then say:** *Would anybody like to read what they wrote?*

**9. Say:** *What do you notice about the connection between your people interactions and your mood?*

**10.** Here is another example of the chaining activity. It does not relate to using drugs or alcohol.

9. Invite my friend to dinner.
8. Call my friend to try to resolve the argument.
7. Write my friend a letter expressing my feelings about our fight.
6. Talk with another friend to get advice.

**5. My friend and I had a fight.**

4. Tell my partner that my friend is awful.
3. Don't call my friend when we usually talk.
2. Ignore my friend when I see her.
1. Cancel the trip we had planned.

The downward spiral of depression can begin with a straightforward fact or life event.

- You lose a job.
- You lose a friend due to a move.
- You don't have contact with your family.
- You have been diagnosed with diabetes.
- You have no energy.



In the following activity, we will show you how a “chain” of interactions with people—negative and positive—can hurt or help your mood.

## Instructions

1. In the table on page 20, **write a statement of fact or an event** on the line next to #5.
2. Think about a contact with someone that would bring your mood down. You can also think about how *avoiding* contact with people might bring your mood down. What contact (or lack of contact) with people might bring your mood down just a little? **Write that contact next to #4.**
3. Think of a continuous chain of interactions with people that make you feel worse, until your mood is at its lowest. Write that chain of people contacts on lines #3, #2, and #1.
4. Complete the rest of the chaining activity spiraling up. What is a people interaction that would make your mood improve just a little? Write that interaction next to #6.
5. Fill in lines #7 and #8.
6. What people interaction would make you really happy? Write that next to #9.

### Example



<b>Best mood</b>	9.	Invite my friend to dinner.
<b>↑</b>	8.	Call my friend to try to resolve the argument.
	7.	Write my friend a letter expressing my feelings about our fight.
	6.	Talk with another friend to get advice.
<b>Okay/ average mood</b>	5.	<b>My friend and I had a fight.</b>
<b>↓</b>	4.	Tell my partner that my friend is awful.
	3.	Don't call my friend when we usually talk.
	2.	Ignore my friend when I see her.
<b>Worst mood</b>	1.	Cancel the trip we had planned.

## Your Chaining Activity



<b>Best mood</b>	9.	
<b>↑</b>	8.	
	7.	
	6.	
<b>Okay/ average mood</b>	5.	<b>Statement of fact</b> _____
<b>↓</b>	4.	
	3.	
	2.	
<b>Worst mood</b>	1.	

The chaining activity illustrates that:

- Your interactions with people—or lack of contact—affects how you feel.
- You have some choice in how you interact with other people, who you interact with, and how you spend your time together.
- Positive interactions with healthy people are likely to lead to more positive interactions, bringing your mood up.

# Your Social Support Network

## LEADER TIPS

**Time: 15 minutes**

**Group Member's Guidebook: Page 21**

**1. Say:** *You know that having contact with other people plays an important part in your mood. Let's take a closer look at your social support network—the group of people who provide you with different kinds of support. We will also think about what kinds of support that you provide to other people.*

**2. Introduce** the text on the next page and give group members time to complete the exercise.

**3. Ask:** *What do you notice about your social support network?*

**Possible follow-up questions:**

*Does anything jump out at you when you look at your social support network?*

*How many people did you put on your list?*

*Are they mainly friends, family, coworkers, or health care workers?*

*Where do you have plenty of support?*

*Where could you use more support?*

*Is there anybody who you mentioned several times?*

**4. Review the summary text.**

Your social support network is made up of the people who are near you such as family, friends, neighbors, co-workers, and health care providers.

1. Each square on the next page is labeled for a type of support that people can give you:

- Practical support
- Advice or information
- Companionship
- Emotional support

2. Think about people who give you each kind of support. Write their names in the squares. For example, who helps you with practical, everyday things? Who would give you a ride to the doctor or hospital, loan you something, or help you move?

3. The same name can be written in more than one square.

**For example**, if your doctor gives you advice, you would write that name (or just “doctor”) in the Advice square. If your brother gives you practical support, emotional support, and advice, write his name in all three squares.

4. If you have a square with no names in it, put a question mark in that square.

5. Social support goes two ways. Who leans on you for practical support, advice, companionship, or emotional support? Write the names of the people you support in the squares.



## Mapping Your Social Support Network

### **Practical Support**

Who would drive you to the hospital? Loan you something?

*Who supports you?*

*Who do you support?*

### **Advice or information**

Who do you ask for advice if you are ill or don't understand how to do something?

*Who supports you?*

*Who do you support?*

### **Companionship**

Who is good company? Who will walk around the park with you, or share your joys?

*Who supports you?*

*Who do you support?*

### **Emotional support**

Who do you share your feelings with? Who encourages you, or helps you feel less depressed?

*Who supports you?*

*Who do you support?*

## **1. Balance your social support network**

After you have completed the squares, what do you notice?

- How many people did you think of?
- Where do you have plenty of support?
- Where are the gaps in support?
- Whose name did you write down a lot?
- Do you rely too much on one person?

## **2. It will improve your mood to be supportive of other people**

No matter how hard our own lives are, most of us find that it feels good to help somebody else.

- Who do you support?
- Who would count you as part of their social support network?



# Meeting New People

## LEADER TIPS

**Time:** 10 minutes

**Group Member's Guidebook:** Page 24

**1. Say:** *One way to make your social support network stronger is to meet new people. Doing this is not always easy, especially when you're depressed. Let's talk about some good ways to meet new people.*

**2. Introduce** the text.

**3. Ask:** *What other activities could you do that involve other people?*

**Note:** Group members who have experienced betrayal may distrust others and state that they avoid or minimize contact with others. They may also perceive other people's intentions as bad. It is important to let them know that you understand their fears. You can help them understand the reasons why it is important to improve one's support system. For example, you may choose to examine the person's thoughts to see if he/she is overgeneralizing negative past experiences or ignoring positive experiences. You may also highlight this idea: not all situations are the same and the group member may be in a very different situation than the one in which the betrayal took place.

***The easiest way to meet people*** is to do something that you like doing, and do it in the company of other people. Even if you don't make a new friend, you will do something pleasant, you won't feel like you wasted your time, and there won't be any pressure on you to meet people.

***New friendships develop slowly.*** You can test a new acquaintance for trustworthiness and keep yourself physically and emotionally safe by taking small steps.

- You could make plans to have coffee. Meet in a public place, don't make a commitment to spending a long time together, and take care of your own transportation. Make similar arrangements for the next few times you get together.
- The next step might be to meet for dinner or a movie.

- Later, you might agree to share a ride, or spend more time together.

***What activities could you do around other people?***

- Attend church.
- Go dancing.
- Play softball.
- Attend sports events.
- Hear a free music concert in the park.
- Volunteer (at an animal shelter or litter pickup day, for example).
- Help a neighbor mow the lawn.
- Join a club.
- Go to a museum, movie, or play





## KEY MESSAGES

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### LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 25**

1. **Review** the key messages.
2. **Ask** group members if they have questions or comments.

- Healthy interactions with people can make your mood better.
- You can choose to spend time with people who have a positive effect on your mood.
- You can build a balanced social support network that includes:
  - People who give you practical support, advice, emotional support, and companionship.
  - People who you support.



## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 26**

**Say:** *I would like to talk about the importance of practicing the skills you learn in the group. Practice means doing brief activities on your own outside of the group. You can think of the skills you learn here as tools to use in your everyday life to improve your mood. But just like tools, not all of them may work well for you. By trying out your new skills at home while you are still coming here, you can report back to the group and let us know what worked for you and what didn't work. Then we can come up with ways to make them work better.*

### Quick Mood Scale

**1. Say:** *Each week, we would like all of you to keep track of your mood using the Quick Mood Scale. There is a copy of the Quick Mood Scale in your guidebook at the end of every session. With the Quick Mood Scale, you can learn to recognize how you are feeling and how your thoughts and behaviors are influencing your mood.*

**2. Draw** the Quick Mood Scale on the board or ask group members to look at it in their guidebooks. **Say:** *The Quick Mood Scale runs from 1 to 9, with 1 indicating a worst mood and 9 indicating a best mood. Each day, you circle the number that indicates what your mood was that day.*

**3. Read aloud** the instructions that are on the top of the Quick Mood Scale.

### Increase People Interactions

**4. Read aloud** the instructions under #2 on page 26 of the group member's guidebook. **Ask** the group if they have any questions.

**5. Say:** *We encourage you to do these projects, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed the group therapy, the skills you have learned will help you keep your mood healthy. Therefore, it is important that you try them out until you feel confident that you can use them on your own.*

This treatment will be successful for you if you learn skills for managing your mood and you feel confident using these skills in your daily life. You will need to practice. If you don't practice the skills, you won't learn them.

Each session's practice will consist of one or more projects that everybody in the group will try. This session's practice is:

**1. Track your mood using the Quick Mood Scale.** The Quick Mood Scale and instructions for how to use it are on the next page. The scale provides a "quick" way for you to keep track of your moods. Try to complete the Quick Mood Scale at the same time each day—for example, before you go to sleep each night. As the treatment progresses and as you practice the skills you learn in each session, you will probably find that your mood improves.

**2. Choose how you want to increase your healthy interactions with people.**

- **Write your ideas** for healthy activities with others in the chart.
- **Do one** of the activities before next session.

**3. Think about ways to make your social support network stronger.** *How could you meet people who offer what you don't have enough of now?*

- Practical support?
- Advice?
- Emotional support?
- Companionship?

## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.

### Day of the Week

#### Best mood

	9	9	9	9	9	9	9
--	---	---	---	---	---	---	---

	8	8	8	8	8	8	8
--	---	---	---	---	---	---	---

	7	7	7	7	7	7	7
--	---	---	---	---	---	---	---

	6	6	6	6	6	6	6
--	---	---	---	---	---	---	---

#### OK/average mood

	5	5	5	5	5	5	5
--	---	---	---	---	---	---	---

	4	4	4	4	4	4	4
--	---	---	---	---	---	---	---

	3	3	3	3	3	3	3
--	---	---	---	---	---	---	---

	2	2	2	2	2	2	2
--	---	---	---	---	---	---	---

#### Worst mood

	1	1	1	1	1	1	1
--	---	---	---	---	---	---	---

## Increasing Your People Interactions

- What activity could you do in the next few days ***where other people are around*** that might be helpful, pleasurable, relaxing, or enjoyable?
- What do you think your mood might be after you do this activity?
- Choose one idea and do it before the next CBT session.

<b>Activity with other people around</b>	<b>Your mood</b>
<b>Examples:</b>  Attend the CBT group  Call a friend	<b>Examples:</b>  Hopeful  Happy
<b>Your examples</b>	<b>Your examples</b>



## FEEDBACK

### LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 29**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

The group leaders will ask for your comments about how the session went. They might ask the following questions.

- What was helpful about today's session?
- What was less helpful?
- What was difficult about today's session?
- What suggestions do you have to improve your treatment?
- If you are continuing CBT from a previous module, how have you made changes since beginning the group?



## LOOKING AHEAD

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### LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 29**

1. The purpose of the preview is to encourage group members to attend the next CBT session by giving them a glimpse of the topic to be covered. Group members are welcome to read ahead.

2. **Say:** *The guidebooks are yours to keep, but please bring them to the next session.*

*In the next session, we will describe some typical problem areas in relationships and ask you to think about an area you would like to work on improving*

*Congratulations for coming to group CBT. Coming to the group is a big step in improving your mood.*

In the next session, we will talk about the relationship problem areas that might be making your depression worse.



# GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 1

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## ***Instructions***

**Taught/Done:** Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

**Difficult to Teach:** How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	<b>Taught/Done? (Yes/No)</b>	<b>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</b>
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
Group Rules	_____	_____
Introductions	_____	_____
What is Depression?	_____	_____
What is Cognitive Behavioral Therapy (CBT)?	_____	_____
How Does CBT Treat Depression?	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: The Connection between Depression and Healthy Interactions with People		
The Importance of Healthy Relationships	_____	_____
The Link between People Interactions and Mood: A Chaining Activity	_____	_____
Your Social Support Network	_____	_____
Meeting New People	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____



# SESSION 2: WHAT GETS IN THE WAY OF GOOD RELATIONSHIPS?

## LEADER TIPS

### Materials Needed

- **Group Member’s Guidebooks** (“People Interactions and Your Mood”)—a few copies to loan in case some group members forgot to bring their own guidebooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard**, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

### Group Leader’s Goals

- Review the connection between mood and contacts with other people.
- Explore feelings and thoughts related to the group members’ problem areas in relationships.
- Highlight the idea of **choice**: we can choose which people we want to be with and what activities we will engage in when we are with them. We can make choices that improve our mood.
- Help group members understand they may have to make new friends.
- Reinforce the importance of engaging in positive activities with others as a strategy to manage mood.

## **LEADER TIPS**

### **Welcome Group Members**

As group members arrive, greet them by name. Ask them informally how their practice went.

### **Purpose and Outline**

**Group Member's Guidebook: Page 31 & 32**

**Introduce** the Purpose and Outline.

## **PURPOSE**

- Review the relationship between your mood and your interactions with people.
- Explore the relationship problem areas that can cause depression.
- Learn strategies for managing relationship problem areas.
- Talk about managing your mood by making choices about the people you spend time with.

## OUTLINE

- I. Announcements
- II. Review
- III. New Topic: What Gets in the Way of Good Relationships?
  - A. Relationship Problem Areas
  - B. Grief and Loss
  - C. Role Changes
  - D. Role Disagreements
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Looking Ahead



## ANNOUNCEMENTS

The group leader will make any announcements that might be necessary.

Is there anything you need to let the leader know about?



# REVIEW

## Practice

### LEADER TIPS

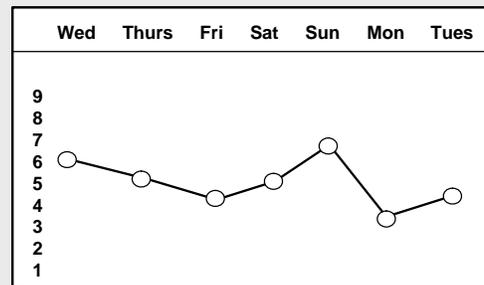
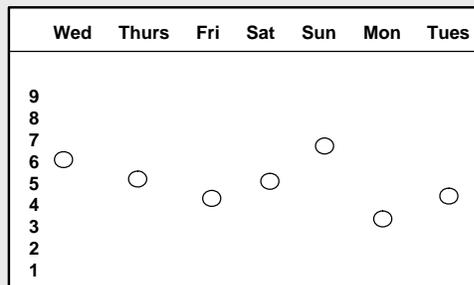
**Time: 15 minutes**

**Group Member's Guidebook: Page 33**

#### Quick Mood Scale

Ask group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

1. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

**4. Say:** *What did you notice about your mood during the past week? What kinds of interactions with people did you have on the day that your mood was the lowest? What kinds of interactions with people did you have on the day that your mood was the highest? Help group members to notice the connection between having more healthy interactions with people and improved mood.*

**5. Note:** Depending on the size of the group, you may choose to chart the Quick Mood Scales of all group members or just one or two. Some group members will be eager to share each week, but don't focus only on them. In the course of the four-session People module, encourage as many group members as possible to share their Quick Mood Scales—even those who are shyer and less vocal. For each member who shares, try to connect people interactions and mood. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve **every** difficult situation. (This would be an example of all-or-nothing thinking: “*If CBT doesn't solve all my problems, then it doesn't work.*”)

**Increase Your Healthy Interactions with People**

**6. Say:** *Last session's practice also included filling out the chart on page 28. What activity did you choose to do? What impact did it have on your mood?*

**Think about Strengthening Your Social Support Network**

**7. Say:** *You were also asked to think about ways to make your social support network stronger. What kind of social support would you like to strengthen? What can you do to strengthen that area?*

Last session, we asked you to complete these practice activities. How did your practice go?

**1. Track your mood using the Quick Mood Scale.**

**2. Choose how you want to increase your healthy interactions with people.**

- **Write your ideas** for healthy activities with others in the chart.
- **Do one** of the activities before next session.

**3. Think about ways to make your social support network stronger.**  
*How could you meet people who offer what you don't have enough of now?*

- Practical support?
- Advice?
- Emotional support?
- Companionship?

## Last Session

### LEADER TIPS

**Time:** 5 minutes

**Group Member's Guidebook:** Page 34

**1.** It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.

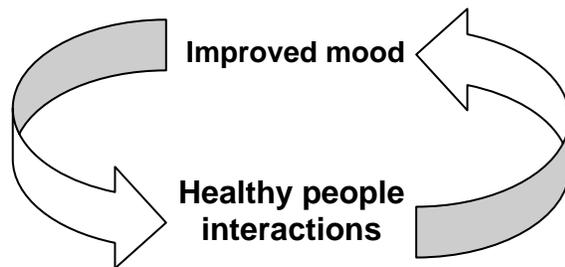
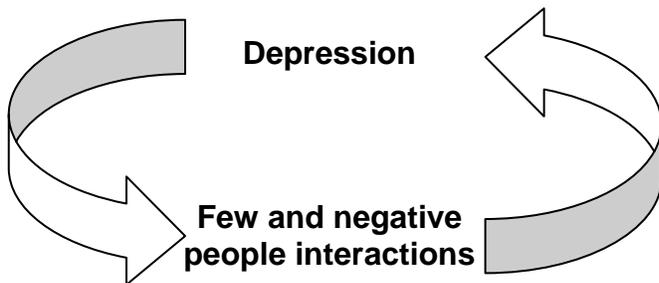
**2. Say:** *In the last session, we welcomed new group members, introduced ourselves, talked about what depression is, and began talking about cognitive behavioral therapy—CBT for short. We also talked about how your contacts with people can affect how you feel. What are some of the things that you remember from the last session?*

**3. Ask:** *Do you remember the diagram with arrows? It shows that there is a connection between interactions with people and mood. And since the arrows point both ways, it shows that your interactions with people can affect how you feel and vice versa--how you feel can affect the kinds of interactions you have with other people.*

**4. Say:** *We also talked about meeting new people. We suggested that you could begin by doing things you enjoy in situations where you would have contact with other people.*

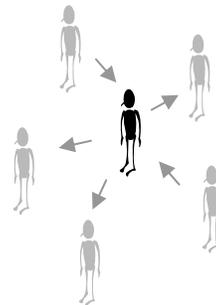
**5. Review** the key messages.

**6. Ask:** *Does anybody have any questions before we look at this session's new topic?*



***Key messages from last session were:***

- Healthy interactions with people can make your mood better.
- You can choose to spend time with people who have a positive effect on your mood.
- You can build a balanced social support network that includes:
  - People who give you practical support, advice, emotional support, and companionship.
  - People who you support.



# NEW TOPIC: WHAT GETS IN THE WAY OF GOOD RELATIONSHIPS?

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## Relationship Problem Areas

### LEADER TIPS

**Time:** 5 minutes

**Group Member's Guidebook:** Page 35

**1. Introduce** the text.

**2. Say:** *In this session, we will focus on problem areas in relationships. Let's look at these problems areas and think about whether these problem areas apply to you and your relationship. Is there one that is most important to you to work on?*

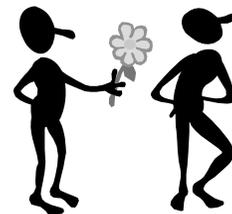
**3.** If group members express interest in all three areas, cover all three. If they don't mention one or more areas, don't discuss those, but suggest that group members read about those on their own.

Even the best relationships with other people may not be free of disagreements. But three specific problem areas in your relationships could add to your depression.

### **Questions to think about:**

#### **1. Grief and loss**

Have you lost someone important to you due to death, illness, divorce, break-up, moving, or some other kind of separation?

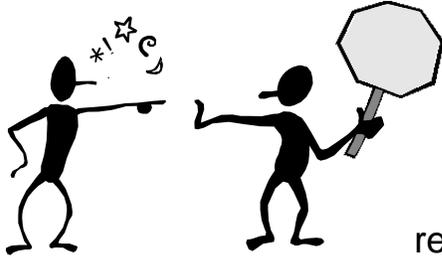


#### **2. Role changes**

Has your position in life changed recently? For example, have you recently lost a job, moved,? Have your



children grown and left the house? Have you become a caretaker for somebody who is ill, or have you become ill yourself?



### **3. *Role disagreements***

Have you had disagreements with someone about what you expect from each other or about how to act or feel in the relationship?

## Grief and Loss

### LEADER TIPS

**Time:** 25 minutes

**Group Member's Guidebook:** Page 36

**1. Say:** *First, we will discuss how grief and feelings of loss can have an affect on your interactions with other people, your thoughts, and your activities. Then we will figure out what you can do in these areas to improve how you feel.*

**2. Introduce** the text and allow time for group members to write down what is causing their grief. Tell group members that if they are not experiencing grief or loss, they can leave the line blank.

**3. Discuss** with group members how their loss has affected their interactions with people, their thoughts, and their activities using the text.

**4. Say:** *Now, we will focus on what changes you might be able to make in your interactions with people, your thoughts, and your activities to improve how you feel.*

**Introduce** the text under "Managing grief and loss." Stop after each section and give group members time to write on the lines.

It is natural to feel very sad about changes in your social support network. You may have lost a husband or wife through death or divorce. A move to a new country or state can mean the loss of a familiar language, culture, or life style.

The feelings in these situations won't be exactly the same, but all can contribute to depression.

If you are experiencing grief, write down what is causing the grief.

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### **Questions to think about:**

How has your grief affected your:

- **Interactions with people.** How have your relationships with other people changed since you experienced your loss?
- **Thoughts.** Do you have thoughts and feelings about the loss that cause you to feel depressed? For example, if you have lost a person in your life through death or another cause, do you think “I should have done more for him or her?” Do you feel regret or guilt?
- **Behavior.** Have you changed how you act since your loss? How? Have you stopped doing the activities you enjoy?



### **Managing grief and loss**

Managing your grief does not mean that you should forget about your loss. It means that you can feel the loss deeply but continue to live your life without depression.

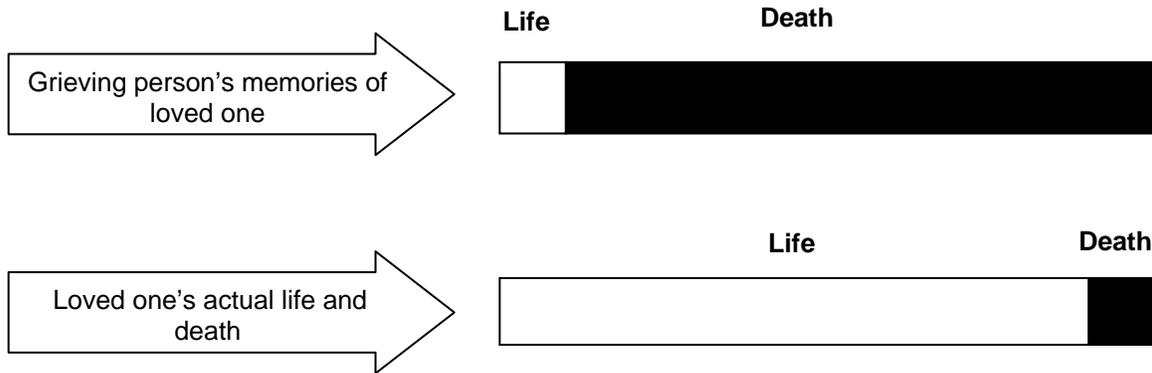
How can you live a healthy, fulfilling life? Look for solutions in the same way that CBT looks at depression—in terms of your people interactions, thoughts, and activities.

**Interactions with People.** Ask other people, including group members, how they have managed grief and sadness, and how they take care of their emotional and physical health even while grieving.

Use the support of family and friends. Who could you reach out to for support? Write their names on the line.

---

**Thoughts.** Memories are thoughts, and you can manage your thoughts to help you feel better.



It is common for someone whose loved one has recently died to focus on the death. Try to think about the person's whole life, and focus on pleasant memories. Write a pleasant thought about the person's life on the line below.

---

**Behavior.** You can do activities that help you take note of your loss, honor the person who is gone, and move on. For example, if the person has died, you could go through rituals or cultural customs such as having a memorial service or special church service.

If you have lost an important person for another reason, you will no longer be able to spend time doing things with that person. Instead, you will have to build into your life other pleasant or meaningful activities. Think of an activity you could do in the next week that would help you feel better. Write it on the line below.

---

**Activity I could do**

# Role Changes

## LEADER TIPS

**Time: 25 minutes**

**Group Member's Guidebook: Page 39**

**1. Say:** *Your role changes when your position in life changes. For example, if you have made major life changes due to a medical illness, divorce, being in recovery, unemployment, or moving to the United States, your role has changed. Your role has changed if you have children who are growing up and moving away from home.*

*It is natural to feel sad, confused, or angry about role changes. But even while you feel sad, you can feel better by exploring new opportunities in your new role, developing new skills, and meeting new people.*

**2. Go over** the text. Help group members describe their role changes, their feelings about their role changes, what good things they would like to happen in their new roles, and how they can make the good things happen. Help group members write some notes to themselves on the lines provided.

We all play several roles in their lives. Roles include:

**Wife**

**Husband**

**Parent**

**Child**

**Boss**

**Waitress**

**Truck driver**

Our roles change during our lives. As your children grow up, your role as a mother or father will change. If you lost a job, you may no longer think of yourself as a "worker."

Your feeling of depression may be connected to a recent role change. ***What role changes are you experiencing?*** Describe them on the lines below.

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***What are your feelings about your role changes?*** You may have many feelings at the same time. Write some of your feelings below. (See some examples of feelings on page 42.)

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## ***Managing role changes***

***How could you build a healthy new life,*** even though your role has changed?

What would be the best outcome for you, or the best thing to happen for you, given that your role has changed?

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***What can you do*** to increase the chance that this will happen?

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**Interactions with People.** Who can help you adapt to these life changes? Talk with others, including other group members, about how they have managed big changes in their lives. How did they get help from other people?



Write one idea for interacting with people that could help you adapt to these life changes.

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**Thoughts.** What are your thoughts about these changes (harmful and helpful)? What is sad or scary about these changes that causes you to be depressed?

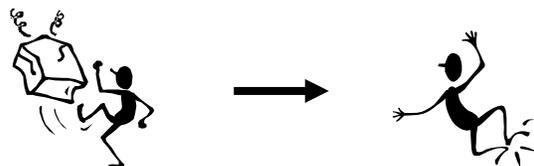


What kinds of thoughts could help you feel better about the changes?

Write one idea on the line below.

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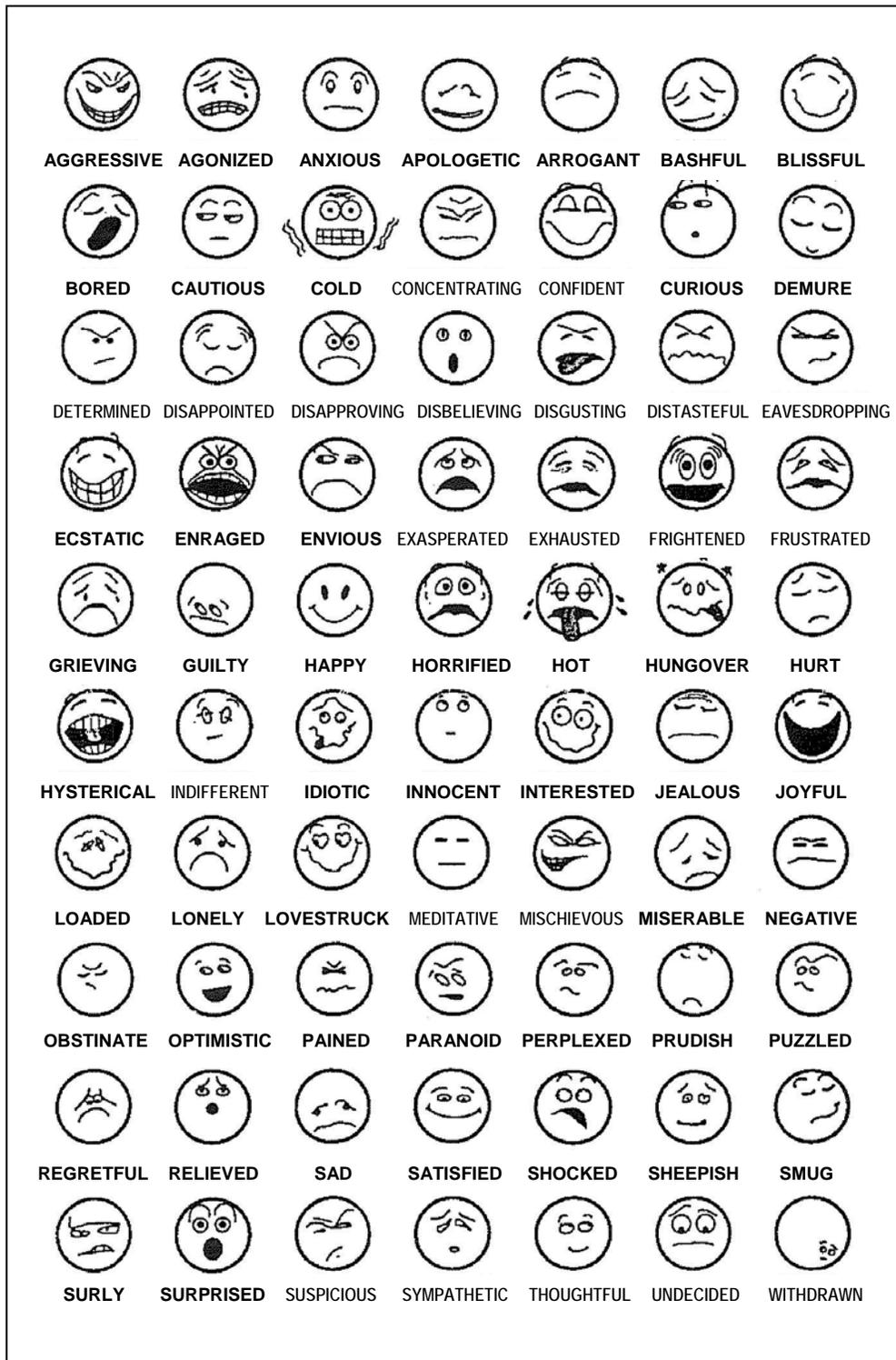
**Behavior.** What can you do to help yourself adapt to these life changes?



Write one idea for what you could do during the next week on the line below.

---

## Examples of Feelings



# Role Disagreements

## LEADER TIPS

**Time: 25 minutes**

**Group Member's Guidebook: Page 43**

**1. Say:** *How many of you have had disagreements with others about how to act or feel in a relationship with somebody else? We will talk about how you might use CBT ideas to improve your interactions with other people and your mood.*

**2. Say:** *First, I want to let you know that like all the CBT skills you are learning, improving your interactions with other people takes practice. That is true for everybody. Your first efforts might feel funny. But that is OK. Eventually your skills will improve. Plus, many people will respond even if you aren't "perfect." The point is not to always get the reaction you want. The point is to increase the chances that your interactions will be satisfying, even if you don't get what you want.*

**3. Say:** *Your guidebook gives you a place to describe a disagreement with another person. Take a moment to write down a problem or conflict that you had with another person that may contribute to your depression. (allow the group members time to write). Who would like to share their conflict? We will take some steps to help you solve it. When a group member describes a conflict, write it on the board.*

**4. Discuss** at least one group member's disagreement and how it relates to thoughts, behavior, and interactions with people.

### Managing Role Disagreements

**5. Say:** *Now we will focus on managing disagreements with other people by using problem solving. The first step is to identify the problem. What do you think the cartoons are trying to tell you?*

**6. Say:** *So step 1 in managing your disagreements is to identify the problem and treat the problem as a separate thing that can be addressed by both of you. You are not the problem and neither is the other person.*

**7. Say:** *Now we are going to try to solve the conflict that we mentioned before (**point to the conflict you wrote on the board**). We will brainstorm some ideas--feel free to say all the ideas that come into your head. Nobody will laugh at you or judge you--at this point we are not concerned with whether or not the ideas are good. We are practicing generating alternatives. The more alternatives you have, the more freedom you have.*

*So let's brainstorm. What are some possible solutions to the problem you are having with your friend? **Write** the groups' ideas on the board.*

**8. Go over** steps 3, 4, and 5 with the group. **Ask** the group member who offered the conflict: *Do you see some possible solutions to your problem?*

**9. Read aloud** the text in the box about safety in relationships. **Emphasize** that help is available

Describe a problem or conflict that you have had with another person that contributes to your depression.

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**Interactions with people.** Think about the person you are having problems with.

- What are his or her good points?
- What are his or her bad points?
- How do you think he or she sees the problem? Try to understand that point of view, even if you don't agree with it.
- Is there a solution where you both get something you want?

**Thoughts.** Think about the conflict you had with this person.

- How does the conflict affect the thoughts you have about yourself?
- How does the conflict affect the thoughts you have about the other person?
- Are there alternative ways of thinking that provide a view of yourself and the other person that is more helpful for ending the problem between you?



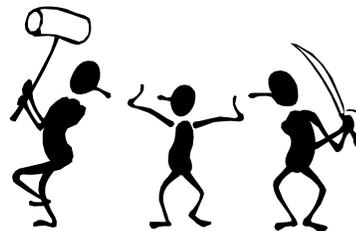
**Behavior.** Think about how you act.

- When you have a problem with this person, how do you act? How does the other person behave?
- Do you act in the same way when you have problems with other people?

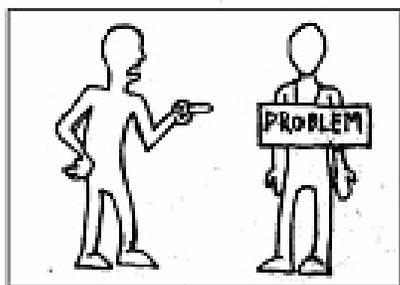
## Managing role disagreements

We will apply CBT's problem-solving method rather than attacking the problem from a people/thoughts/behavior perspective. However, you will see that

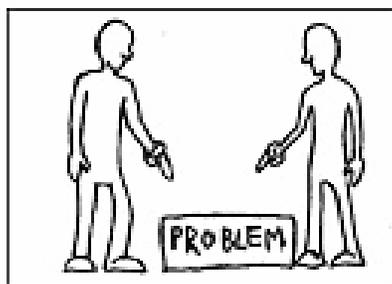
CBT ideas about healthy people interactions, thoughts, and activities are part of the solution to managing role disagreements.



**Step 1. Identify the problem.** Try to think of the problem as outside both of you instead of inside either of you.



Versus



**Seeing the problem as inside of you or another person**

Your problem is...

You are lazy.

You never help me.

Everything you do annoys me.

**Seeing the problem as outside of you or another person**

The problem is...

The dishes need to be done.

There is a lot of work to do and we are both very busy.

My depression is the real problem. It makes me more irritable.

**Step 2.** Think about all the possible solutions without deciding if they are good or bad. “Brainstorm” some possible solutions that would not be destructive for you or anybody else.

- We could ...
- I could ...

In your thinking, imagine one or two realistic results that would be good for you. Then focus on what you can do to increase the chance that one of these healthy outcomes will happen.

**Step 3.** Rate the solutions. If the solution would work for you, rate the solution positive with a + sign. If it would not work for you, rate it negative with a – sign. The other person should do the same thing.

Brainstorm possible solutions	Your ratings + = positive - = negative	Other person's ratings + = positive - = negative
1.		
2.		
3.		

**Step 4.** Choose the solution that both of you rate as positive. Or choose the best solution, or a combination of solutions, and try them.

**Step 5. Try the solutions you picked and find out how well they work.** Then think about the problem again and consider new solutions if

you need to.

### ***Safety in Relationships is the #1 Priority***

The skills you learn in CBT can make a relationship healthier for you. However, there are times when a relationship is not healthy and you should leave it.

As you think about the conflicts you have had with other people, think about your safety. How safe have you been recently in your conflicts with other people?

**1. Did you feel afraid or worried about your safety?**

Yes \_\_\_ No \_\_\_

**2. Did you or someone else say something that was hurtful or scary?**

Yes \_\_\_ No \_\_\_

**3. Did someone push, shove, kick, or hit you?**

Yes \_\_\_ No \_\_\_

**4. Did you push, shove, kick, or hit someone else?**

Yes \_\_\_ No \_\_\_



***If you are being abused, or if you are abusing somebody, there are places where you can get help. Ask your group leader or counselor for a referral.***



# KEY MESSAGES

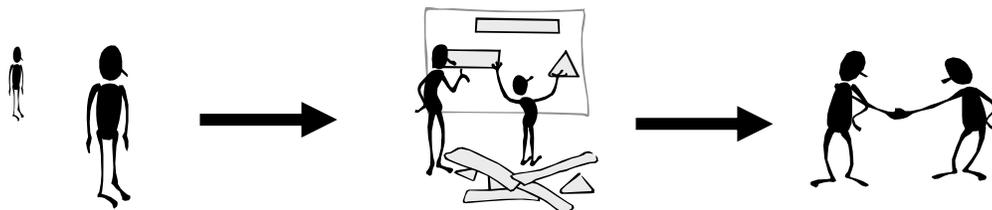
## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 47**

1. **Say:** *Today we have talked about some common relationship problems and how you might use CBT skills to manage them better and improve your mood.*
2. **Read** the key messages aloud.
3. **Ask** the group if they have any questions or comments.

- You can mourn your losses and feel better by reaching out for support and doing activities.
- You can adjust to the loss of an old role by looking for opportunities offered by your new role.
- One way to approach disagreements with others is to understand that a problem is outside of both of you rather than part of one of you, and look for solutions together.





# PRACTICE

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 48**

### Quick Mood Scale

- 1. Say:** *Now the Quick Mood Scale includes a place at the bottom to write down how many positive and negative contacts you have with people each day. Are there any questions about that?*
- 2. Go over** the instructions for #2 and #3 together. Tell group members that they should write notes to themselves on the lines in #3.
- 3. Remind** the group that it is important that they do the practice activities. Ask the group members if they have any questions.

**1. Continue tracking your mood using the mood scale.** Notice at the bottom of the Quick Mood Scale that we have added a place where you should keep track of about how many positive and negative contacts with people you have each day. Eventually, you will probably notice that on the days when you have more healthy interactions with people, your mood will be better.

**2. Think of an activity** that you could do with another person and that would improve your mood. **Do the activity.**

**3. Choose one relationship problem area to focus on.**

- Grief and loss
- Role changes

- Role disagreements

***I choose to work on:***

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**Write your ideas on the lines.** To manage this problem area, how could you change:

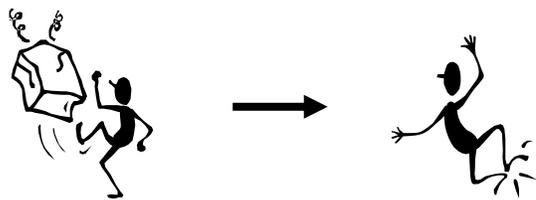
- The way you interact with people?



- 
- Your thoughts?



- 
- Your behavior?



## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember how many positive contacts with people you have each day. Also count the number of negative contacts you have each day. Write the numbers at the bottom of each column.

Day of the Week							
<b>Best mood</b>	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
<b>OK/average mood</b>	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
<b>Worst mood</b>	1	1	1	1	1	1	1
<b>How many positive interactions with people did you have?</b>							
<b>How many negative interactions with people did you have?</b>							



# FEEDBACK

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## LEADER TIPS

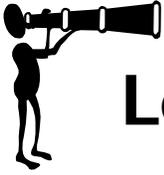
**Time: 2 minutes**

**Group Member's Guidebook: Page 51**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

The group leaders will ask for your comments about how the session went. They might ask the following questions.

- What was helpful about today's session?
- What was less helpful?
- What suggestions do you have to improve your treatment?



## LOOKING AHEAD

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### LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 51**

1. **Read aloud** the text.
2. **Congratulate** group members for attending the group.

The next session, Session 3 in “People” will focus on how you can improve your communication with other people to improve your mood.



# GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 2

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## ***Instructions***

**Taught/Done:** Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

**Difficult to Teach:** How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	<b>Taught/Done? (Yes/No)</b>	<b>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</b>
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: What Gets in the Way of Good Relationships?		
Relationship Problem Areas	_____	_____
Grief and Loss	_____	_____
Role Changes	_____	_____
Role Disagreements	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____



# SESSION 3: GOOD COMMUNICATION IS KEY TO IMPROVING YOUR RELATIONSHIPS AND YOUR MOOD

## LEADER TIPS

### Materials Needed

- **Group Member’s Guidebooks** (“People Interactions and Your Mood”)—a few copies to loan in case some group members forget to bring their own guidebooks
- **Pens**—enough for everyone in the group
- **The PHQ-9 depression measure**—enough copies for everyone in the group
- **Dry erase board, chalkboard,** or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

### Group Leaders’ Goals

- State that communication is often a problem in relationships.
- Explain that active listening is a part of good communication.
- Describe three communication styles: passive, aggressive, and assertive.
- Help group members understand that assertive communication can improve their relationships and their mood.
- Reinforce the idea that group members can make choices about the way they interact with other people that can improve their mood.

## LEADER TIPS

### Welcome Group Members

1. As group members arrive, greet them by name. Ask them informally how their practice went.
2. **Pass out** the PHQ-9 depression measure. Ask group members to fill it out, put their names on it, and return it to you. Tell group members that you will talk more about it later.

Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members' depression symptoms, including suicide ideation. If a group member reports suicide ideation, consult with your supervisor.

### Purpose and Outline

**Group Member's Guidebook: Page 53**

**Introduce** the Purpose and Outline.

## PURPOSE

- Understand that communication can be another problem area in relationships.
- Learn how to listen actively.
- Understand that assertive communication can help improve your relationships and your mood.
- Learn how to make requests assertively.
- Learn how to express your feelings and thoughts assertively.
- Continue looking at positive choices you can make about how you interact with people.

## OUTLINE

- I. Announcements
- II. How Have You Been Feeling?
- III. Review
- IV. New Topic: Communication Skills for Building Better Relationships and Improving Your Mood
  - A. Listening Well
  - B. What is Your Communication Style?
  - C. Three Basic Communication Styles
  - D. Making Requests Assertively
  - E. Expressing Your Feelings and Thoughts Assertively
- V. Key Messages
- VI. Feedback
- VII. Practice
- VIII. Looking Ahead



## ANNOUNCEMENTS

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The group leader will make any announcements that might be necessary.

Is there anything you need to let the leader know about?

# HOW HAVE YOU BEEN FEELING?

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 55**

1. Read aloud the text in the Group Member's Guidebook.
2. After the session, **compare** each group member's PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor each group member's progress.

The questionnaire you filled out at the beginning of Session 1 and again today is called the "Patient Health Questionnaire" or PHQ-9 for short. It allows you and your group leaders to check how you are feeling today and to keep track of how you are feeling while you are attending the group.



# REVIEW

## Practice

### LEADER TIPS

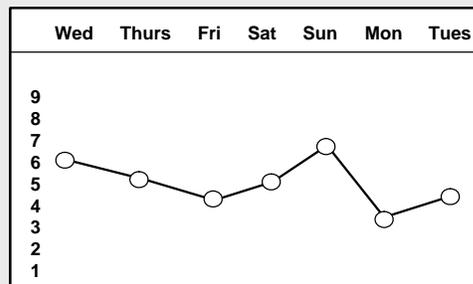
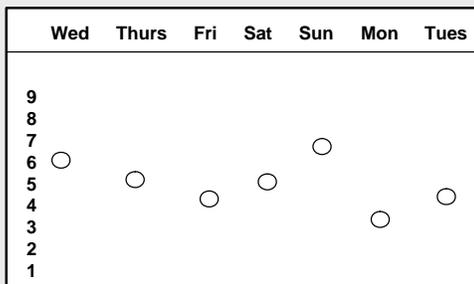
**Time:** 10 minutes

**Group Member's Guidebook:** Page 55

#### Quick Mood Scale

Ask group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

1. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

**4. Say:** *What did you notice about your mood during the past week? What kinds of interactions with people did you have on the day that your mood was the lowest? What kinds of interactions with people did you have on the day that your mood was the highest?* Help group members to notice the connection between having more healthy interactions with people and improved mood.

5. Ask group members how they did keeping track of their positive and negative people interactions.

**Do an Activity with Another Person**

**6. Ask:** *How did you feel after you spent time with another person?*

**Choose a Relationship Problem Area to Focus On**

**7. Ask:** *What area did you choose to focus on? What did you decide about how you could change the way you interact with people, your thoughts, and your behavior?*

***At the end of the last session, we asked you to do the following practice activities.***

***1. Keep track of your moods and your positive and negative people contacts using the Quick Mood Scale.***

***2. Think of an activity*** that would improve your mood and that you could do with another person.

***Do the activity.***

***3. Choose one relationship problem area to focus on.***

- Grief and loss
- Role changes
- Role disagreements



***To manage this problem area, think about how you could change:***

- The way you interact with people
- Your thoughts
- Your behavior

How did your practice go? What activity did you do with another person? What ideas did you have to help manage grief or loss, role changes, or role disagreements?

## Last Session

### LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 56**

1. It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.
2. **Say:** *In the last session, we talked about how some relationship problems can affect how you feel, think, and interact with others. We talked about grief and loss, role changes, and role disagreements.*
3. **Go over** the text and ask if anybody would like to comment.
4. **Review** the key messages.
5. **Ask:** Does anybody have any questions before we look at this session's new topic?

What do you remember most from last session?

### Key messages from last session were:

- You can mourn your losses and feel better by reaching out for support and doing activities.
- You can adjust to the loss of an old role by looking for opportunities offered by your new role.
- One way to approach disagreements with others is to understand that a problem is outside of both of you rather than part of one of you, and look for solutions together.

# NEW TOPIC: COMMUNICATION SKILLS FOR BUILDING BETTER RELATIONSHIPS AND IMPROVING YOUR MOOD

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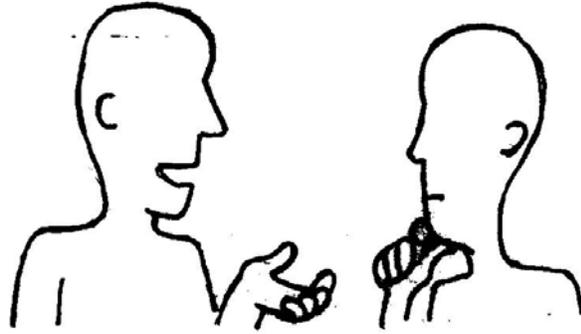
## LEADER TIPS

**Time:** 20 minutes

**Group Member's Guidebook:** Page 57

- 1. Say:** *Let's begin by practicing listening skills. First let's look at the text in your guidebook. Then I'll ask you to choose a partner and we will do the practice.*
- 2. Introduce** the text.
- 3. Ask** group members to choose a partner. (If you have an odd number of people in your group, one of the leaders can pair up with the extra group member.)
- 4. Say:** *Choose somebody in your group to be the first talker. You can tell your partner about what kind of person you would like to be and how you will meet your goals. Or talk about another topic that is important to you. Your partner will practice active listening. I will stop you after about four or five minutes, and the listeners will have a minute to ask the talker some follow-up questions. Then we will switch, so that everybody has a turn to talk and everybody has a turn to listen. Do you have any questions?*
- 5.** After everybody has had a turn, **say:** *What was that like? What did you learn from the exercise?*

In this session, the focus is on communication, including both listening and talking. Good communication is important no matter what other relationship problem areas you are working on.



## Listening Well

**Active listening** is the key in any relationship. Active listening means to give your full attention to the conversation and hear everything the other person says. Try doing some active listening.

- Get together with one other person in the group.
- Take turns talking about what kind of person you are trying to become. Each person has about five minutes to talk.
- The other person will not interrupt you.

***If you are the speaker, think about the following.***



Is your partner listening to you? How do you know?

What did your partner do that helped you know he or she was listening?

What was not so helpful about what your partner did?

How do you feel? Did it improve your mood to share your thoughts and feelings with somebody who was really listening?

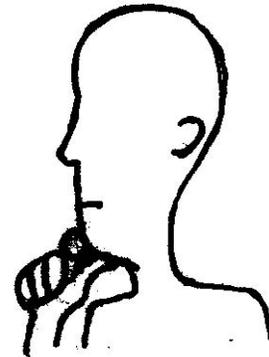
***If you are the listener, think about the following.***

Try to show that you are really listening.

Notice your partner's tone of voice and body language in addition to the words; they communicate too.

Did you understand how your partner felt?

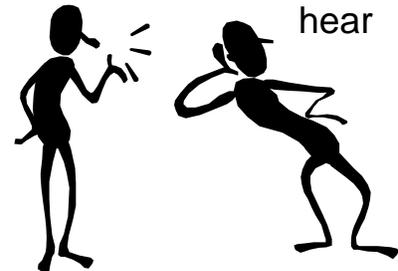
What did your partner say that was most important to him or her?



After your partner is finished talking, restate what you think your partner said, using your own words. Say: "Let me see if I get what you mean..."

Ask your partner if you understood both the facts and the feelings. Give your partner a chance to explain if you didn't or understand correctly.

How do you feel? Did it improve your mood to be a good listener for somebody who was sharing thoughts and feelings?



***Active listening—whether you are the speaker or the listener—makes your interaction with people healthier and can improve your mood.***

# What is Your Communication Style?

## LEADER TIPS

**Time:** 20 minutes

**Group Member's Guidebook:** Page 59

- 1. Say:** *We have focused on how we listen; now let's focus on how we talk. In general, there are three main ways that we communicate what we want. We can do it in a passive way, an aggressive way, or an assertive way.*
- 2. Say:** *Look at the chart in your guidebooks. Use the chart to lead a discussion about the different styles of communication and what a person might say in different situations using the different communication styles.*
- 3. Say:** *What is important is that you are aware of the different styles of communication and you **choose** how you will act. **Introduce** the list of "Questions to think about." Ask the group for their comments.*
- 4. Say:** *Now let's think about what communication style you tend to use. **Introduce** the questions under "What is your communication style?" and allow time for group members to write their responses. **Discuss** their responses as time permits.*

## What is Your Communication Style?

To improve and manage your mood, you must identify and express your own feelings, wishes, thoughts, and opinions. People communicate in different ways, but there are three basic communication styles.

### Three Basic Communication Styles

Style	Description	Example (situation: waiting in a long line)	Example (situation: conflict with another person)	Example (situation: leading a group)	Respects wishes of others	Respects own wishes
<b>Passive</b> <b>1</b>	Holding in or withholding how you feel or think.	I guess there's nothing I can do. I'll just go home.	(Saying to self) Oh no, when will this ever end?	Umm, umm . . . I'm waiting . . . come on guys.	Yes	No
<b>Aggressive</b> <b>2</b>	Expressing your thoughts or feelings in outbursts--shouting, yelling, arguing, throwing things, or hitting people.	Look, I've been waiting for over an hour! When is someone going to help me? You guys must be completely incompetent!	You are an evil person! Everything you do is just to drive me crazy!	Will you all just shut up!	No	Yes
<b>Assertive</b> <b>3</b>	Expressing positive or negative feelings and thoughts calmly, honestly, and respectfully.	Excuse me, I know you're really busy, but I really need some information about my housing application. Is there someone I can talk to?	I feel badly when you put me down and I don't like how I feel when I put you down. Can we talk about what we can do to be kinder to each other?	I know you all have things to say, but please take turns talking.	Yes	Yes

**Questions to think about:**

- If you were \_\_\_\_\_ (passive, aggressive, or assertive), how might you get your point across?
- If you were \_\_\_\_\_ (passive, aggressive, or assertive), how well do you think others would understand your request?
- If you were \_\_\_\_\_ (passive, aggressive, or assertive), how would you feel?
- If you were \_\_\_\_\_ (passive, aggressive, or assertive), how do you think others would feel about you?

**What is Your Communication Style?**



Which communication style do you tend to use?

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How do you think it affects your mood?

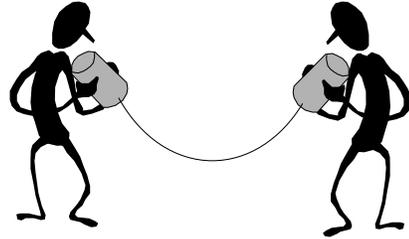
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Which style is most likely to improve your mood?

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### ***An assertive communication style:***

- Respects your feelings, wishes, thoughts, and opinions and is the most likely to help your mood.
- Respects the feelings, wishes, thoughts, and opinions of other people.
- Allows you to make requests clearly and respectfully.
- Allows you to express your feelings and thoughts.
- Increases the chance (with no guarantee) that you will get what you need or want. Remember, others may—or may not—do what you want them to do. You may need to compromise.
- Decreases the chance that you will be forced to do something you do not want to do.



# Making Requests Assertively

## LEADER TIPS

**Time:** 20 minutes

**Group Member's Guidebook:** Page 62

**1. Say:** *Part of being assertive is being able to make requests in a clear and positive way. When you do this, you are able to ask for what you want and need, others know how they can help, and it increases the chance that you will get support. Of course, it does not guarantee that you will get what you want. The other person may agree to a different compromise, or simply refuse, but at least you will know that you have made an effort to improve your communication.*

**2. Ask:** *Why is it useful to make a request even when the answer might be no?* Points to emphasize are listed below:

The other person might say yes.

At least you know what the other person thinks.

You can move on and think about what else you can do.

**3. Introduce** “Steps for making a request assertively.”

**4. Say:** *I would like you to practice making a request now. First, take some notes for yourself by filling in answers to the questions below the steps. Then you will take turns making your request.*

**5. Help** group members think through the questions under “Give it a Try—Make a Request.”

**6.** Next, ask group members to practice making a request to a partner or to the group. After each person makes his/her request, help the partner or group give the person feedback and ideas about possible areas for improvement.

**Say to the group:** *Did [say the group member's name] request sound passive, aggressive, or assertive? What else did this person do well?*

**Say to the group member:** *How did it affect your mood to ask for what you want in this way?*

**Assertiveness means being able to make positive, clear, direct requests.**

- You ask for what you want and need.
- Others will know what you want and need and can better help you.
- You can choose to ask for support, respecting the rights of others to say no.

**Steps for making a request assertively:**

- 1. Decide what you want or need.***
- 2. Identify who can help you.***
- 3. Choose words to ask for what you need in a way that is clear and direct. (Also choose your tone of voice.)***

## Examples:

Indirect requests	Direct requests
I'm really tired of washing dishes.	I would appreciate it if you would help me wash the dishes.
I can't be expected to fill out this application without help.	Could you help me fill out my SSDI application?
Boy, the trash can is full.  I wonder when you'll be taking out the trash.	Could you please take out the trash in the next half hour?
I sure am worried about my sugar level.	Doctor, will you check my sugar level please?
I wonder if I am HIV positive.	I would like to be tested for HIV.

**4. Tell the other person how it would make you feel if they did what you asked.**

**5. Acknowledge the person.** Be ready to say: "Thank you" or "I am glad that you told me your point of view" or "I know that you are really busy."

**6. Be willing to compromise.**

**7. Respect the other person's right** not to do what you request. If you have not been assertive in the past, another person may be surprised by your request and not respond right away. You may not get what you want, but you won't know until you ask! And, if the person is able to say yes, he or she may be more likely to say yes the next time.

## **Give It a Try: Make a Request**

Think of something you want or need. What do you want to ask for?

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Who will you ask (friend, family member, doctor)?

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What words will you use? What tone of voice will you use? Don't forget to tell the other person how it would make you feel to get what you want or need.

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***Ask your partner (or the group) what they think. Did your request sound passive, aggressive, or assertive? How did it affect your mood to ask for what you want in this way? Was it more satisfying than "holding it in?"***

## Expressing Your Feelings and Thoughts Assertively

### LEADER TIPS

**Time:** 20 minutes

**Group Member's Guidebook:** Page 65

**1. Ask:** *Why do you think it might be useful to share your thoughts and feelings?*

**2. Write** these statements on the board:

"I think \_\_\_\_\_."

"I feel \_\_\_\_\_."

**Say:** *When you want to express your thoughts and feelings in an assertive way, it is often useful to start with saying "I think. . ." or "I feel. . . ." We call these statements "I statements."*

**3. Ask:** *Will somebody volunteer to finish the first sentence?*

**Write** the volunteer's answer on the board.

**Ask:** *Will somebody volunteer to finish the second sentence?*

**Write** the volunteer's answer on the board.

**4. Introduce** the text through #4.

**5. Say:** *Assertive communication using "I" statements is more likely to lead to healthy relationships and improve your mood. Let's give it a try.*

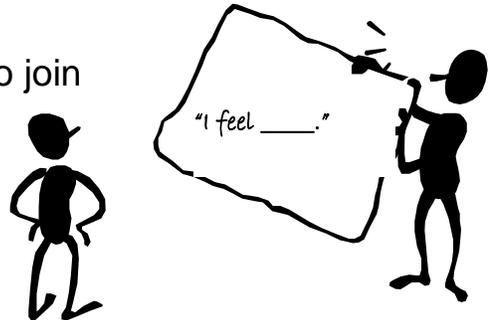
**6. Introduce** the text under "Give it a Try" and give group members time to write their answers on the lines.

**7. Allow** group members to share what they wrote. **Ask:** *How do you think somebody would react if you expressed your feelings like this? How do you think you would feel if you expressed yourself in this way?*

Assertiveness means being able to express positive or negative feelings and/or thoughts calmly, honestly, and respectfully to another person. This includes saying clearly when you do not want to do something. Expressing how you feel begins with “I statements.”

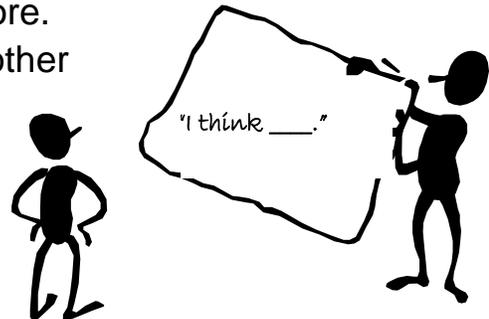
“I feel ....”

I feel hurt when you yell at me.  
I feel sad when you don't invite me to join you.  
I feel angry when you don't answer me.



“I think ....”

I think we need to talk things out more.  
I think we need to spend time with other people.  
I think you have blamed me for something I didn't do.



Some of the same steps you used when making a request apply here, too. For example:

- 1. Decide what you are feeling or thinking.**
- 2. Decide who you want to express yourself to.**

**3. Decide if there is something you need as a result of your feelings or thoughts.** The other person may not agree with your way of thinking or understand your feelings. Decide ahead of time if there is something you want to ask for. Ask for what you need in a way that is clear and direct.

**4. Acknowledge the person.** For example, be ready to say: “Thank you.”

### **Give It a Try: Express Your Feelings and Thoughts**

Imagine a situation where you express how you feel or think to another person. You might choose to imagine talking with the person who you are having problems dealing with. If you can't imagine what you would say, it might help to imagine that you are in a movie. What words would you say?

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**How do you think the person would react?**

**How do you think you would feel if you expressed yourself in this way?**

# KEY MESSAGES

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 67**

1. **Review** the key messages.
2. **Ask** the group if they have any questions or comments.

- You can choose to communicate with others in a way that improves your relationships and your mood.
- Active listening is an important part of communication.
- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.

# PRACTICE

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 67**

### Quick Mood Scale

1. Remind group members that the Quick Mood Scale now includes a place at the bottom to track the number of positive and negative contacts you have with others each day.
2. Go over # 2 and #3.
3. Ask the group if they have questions about their practice.

**1. Track your mood using the mood scale.** Continue tracking your mood and the number of positive and negative people contacts you have each day.

**2. Plan to get together with a supportive person this week.** Practice active listening so that you can be supportive too.

**3. Decide when and with whom you would like to:**

- Make a request assertively.
- Express your feelings and thoughts assertively.

**4. Carry out your plan before the next session,** and fill out the two "Give it a Try" reports that follow the Quick Mood Scale.

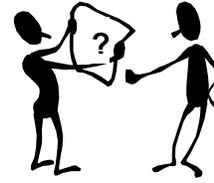
## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember how many positive contacts with people you have each day. Also count the number of negative contacts you have each day. Write the numbers at the bottom of each column.

Day of the Week							
<b>Best mood</b>	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
<b>OK/average mood</b>	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
<b>Worst mood</b>	1	1	1	1	1	1	1
<b>How many positive interactions with people did you have?</b>							
<b>How many negative interactions with people did you have?</b>							

***Give It a Try: Make a Request***



***Before***

Think of something you want or need. What do you want to ask for?

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Who will you ask (friend, family member, doctor)?

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What words will you use to ask for what you want or need in a way that is clear and direct? What tone of voice will you use? Don't forget to tell the other person how it would make you feel if they did what you asked of them.

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***After***

How did it go? How did the person react? How did it feel to make a request assertively?

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***Give It a Try: Express Your Feelings and Thoughts***



***Before***

Imagine a situation where you express how you feel or think to another person. You might choose to imagine talking with the person who you are having problems dealing with. If you can't imagine what you would say, it might help to imagine that you are in a movie. What words would you say?

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***How do you think the person would react?***

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***After***

How did it go? How did the person react? How did it feel to express yourself assertively?

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# FEEDBACK

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## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 71**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

- What was helpful about today's session?
- What was less helpful?
- What suggestions do you have to improve your therapy?

# LOOKING AHEAD

## LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 71**

1. **Read aloud** the text.
2. **Congratulate** group members for attending the group.

In the next session of the “People” module, we will talk about obstacles to making changes in relationships. We also will review all sessions of the “People” module.



# GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 3

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## *Instructions*

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Communication Skills for Building Better Relationships and Improving Your Mood		
Listening Well	_____	_____
What is Your Communication Style?	_____	_____
Three Basic Communication Styles	_____	_____
Making Requests Assertively	_____	_____
Expressing Your Feelings and Thoughts Assertively	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____



# SESSION 4: USING YOUR NEW SKILLS TO IMPROVE YOUR RELATIONSHIPS AND YOUR MOOD

## LEADER TIPS

### Materials Needed

**Group Member's Guidebook** ("People Interactions and Your Mood")—a few copies to loan in case some group members forget to bring their guidebooks

**Pens**—enough for everyone in the group

**Dry erase board, chalkboard,** or large sheets of paper to present material to group

**Certificates of Achievement** for graduating group members

**Kleenex** or other facial tissue

A **timer** or quiet alarm clock—this is optional

### Group Leaders' Goals

- Identify obstacles to assertive communication.
- Explore rules and assumptions about relationships that positively or negatively impact relationships and mood.
- Reinforce the idea the group members can choose to make changes in relationships by:
  - Balancing relationships.
  - Using a communication style that is more assertive.
  - Examining and changing the rules that guide relationships.

## **LEADER TIPS**

### **Welcome Group Members**

As group members arrive, greet them by name. Ask them informally how their practice went.

### **Purpose and Outline**

**Group Member's Guidebook: Page 73**

**Introduce** the Purpose and Outline.

## **PURPOSE**

- Identify obstacles that keep you from improving your relationships with others.
- Learn strategies for overcoming obstacles.
- Discuss the fact that you can choose how you relate to others. Some choices are better than others at improving relationships and your mood.

## OUTLINE

- I. Announcements
- II. Review
- III. New Topic: Getting Around Obstacles So You Can Use Your New Skills
  - A. Fear
  - B. Feeling that You Don't Have the Right to be Assertive
  - C. Old Habits in the Form of Relationship Rules
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Review of Module: People Interactions and Your Mood
- VIII. Goodbye to Graduating Group Members
- IX. Looking Ahead to the Next Module

# ANNOUNCEMENTS

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## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 74**

**1.** If any members of your group will have completed all four modules at the end of this session, they will be “graduating” from CBT. Tell the group who these graduates are and say “*congratulations.*”

**2. Say:** *At the end of this session, we will be talking more with these group members to find out how they are feeling and what their plans are for the future.*

The group leader will make any announcements that might be necessary.

Is there anything you need to let the leaders know about?



# REVIEW

## LEADER TIPS

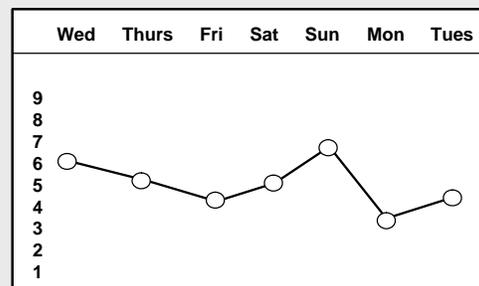
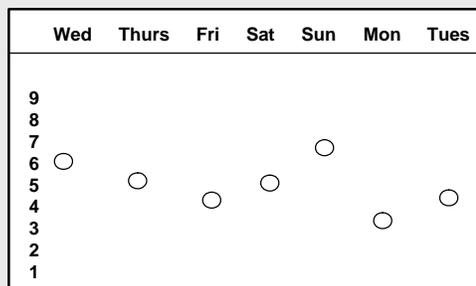
**Time: 15 minutes**

**Group Member's Guidebook: Page 74**

### Quick Mood Scale

Ask group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

1. **Start the graph** with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. **Ask** for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.
4. **Say:** *What did you notice about your mood during the past week? What kinds of interactions with people did you have on the day that your mood was the lowest? What kinds of interactions with people did you have on the day that your mood was the highest? Help group members to notice the connection between having more healthy interactions with people and improved mood.*

### Get Together with a Supportive Person--Practice Active Listening

5. **Ask:** *Does anybody want to report to us about their active listening? Was it difficult? How did it feel?*

### Practice Making a Request and Expressing Your Feelings and Thoughts Assertively

6. **Say:** *Who would like to describe what you did? Did you use "I" statements? How did it feel to be assertive?*

## Practice

Your practice from last session was:

**1. Track your mood using the Quick Mood Scale.** Continue tracking your mood and the number of positive and negative people contacts you have each day.

**2. Plan to get together with a supportive person this week.** Practice active listening so that you can be supportive, too.

**3. Decide when and with whom you would like to:**

- Make a request assertively.
- Express your feelings and thoughts assertively.

**4. Carry out your plan before the next session,** and fill out the two “Give it a Try” reports that follow the Quick Mood Scale.

***How did your practice go?***

How did the listener respond when you did active listening?

Was there a time when you were assertive?

What may have happened if you had not been assertive?

What were your thoughts and feelings about yourself or the situation after you were assertive?

## Last Session

### LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 75**

1. It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.
2. **Review** the key messages from the last session.

What do you remember most from last week?

***Key messages from last session were:***

- You can choose to communicate with others in a way that improves your relationships and your mood.
- Active listening is an important part of communication.
- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.



# NEW TOPIC: GETTING AROUND OBSTACLES SO YOU CAN USE YOUR NEW SKILLS

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 76**

**1. Introduce** the ideas in the text.

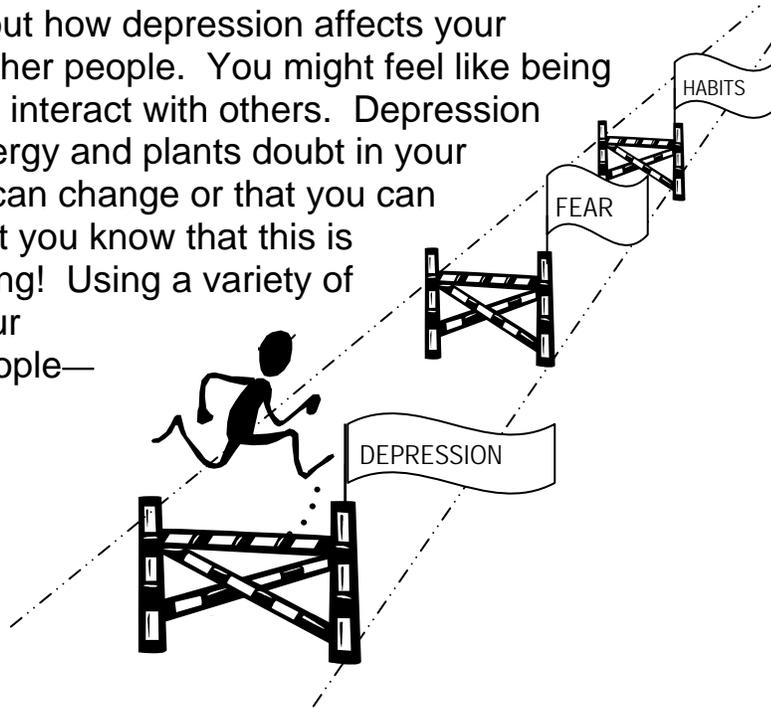
**2. Say:** *We have talked about some new communication skills that will help you improve your relationships and your mood. You are probably ready to try them out. Before we end the People module, let's talk about what may get in the way of your communicating in open and assertive ways. To begin with, who here admits that at times they don't say what they are feeling or thinking even though they may want to?*

**3. Say:** *We all have times when we don't say what is on our minds. We often have a lot of excuses for not doing so. Sometimes the excuses are really good. In some cases it might not be the right time to share our thoughts, feelings, or desires, but sometimes we fall into a non-speaking trap. Let's talk about some of the things that might prevent us from speaking our mind when it's a good idea for us to do so.*

**4. Brainstorm** with the group some of the things that might keep them from being assertive and speaking their mind. **Write** their answers on the board.

**5.** After you have brainstormed with the group, **discuss** each obstacle, clearly defining what thought or thoughts are linked to the obstacle, obtaining opinions from different group members, and talking about how to overcome the obstacle.

We have talked about how depression affects your relationships with other people. You might feel like being alone, or hesitant to interact with others. Depression also robs you of energy and plants doubt in your mind that anything can change or that you can ever feel better. But you know that this is the depression talking! Using a variety of skills to improve your interactions with people—including your new communication skills—will help you feel better.



You may find that other obstacles get in the way also. In this session, we will help you understand those obstacles and figure out how to get around them so that you can begin using all your new skills to improve your people interactions and your mood.

Other obstacles include:

- Fear
- Feeling that you don't have the right to be assertive
- Old habits in the form of "relationship rules"

## Fear

### LEADER TIPS

**Time: 15 minutes**

**Group Member's Guidebook: Page 77**

**1. Explore** with participants the roadblocks to being assertive. Questions to stimulate discussion are listed below.

- *Does assertiveness mean danger for you? Are you afraid to state your feelings or thoughts?*
- *What do you fear will happen if you are assertive?*
- *Does either of these statements describe how you feel about being assertive?*
  - “If I’m assertive, then I’ll be rejected.”
  - “If I speak up for myself, then I’ll be humiliated or hit.”
- *Do you feel like your disagreements cannot be resolved?*

**2. Introduce the text.**

**3. Say:** *Many people don't behave assertively because they fear that something bad will happen to them. Fear of rejection, fear of failure, fear of making a fool of yourself. If your fears are unrealistic or catastrophic, it is important to replace those fearful thoughts with more realistic ones. When you think of being assertive but then you don't do it, what do you suppose you are thinking? What do you think might happen if you do it? . . . what do you fear?*

**4. Begin a discussion** about specific thoughts people may have that prevent them from speaking their mind.

**Create** a table on the board like the one in the guidebooks. As the group discusses, fill in the table.

**5. Complete** the table as a group. Have participants identify a situation where assertiveness would normally be a problem. If possible, have them identify a specific situation, one that happened last week. Then encourage group members to discuss their responses.

We often have fears or beliefs that may keep us from speaking our mind and being assertive.

***Are you reluctant to “rock the boat?”*** Sometimes it feels easier in the short term to let everything go on in the same way that it has before.

- You don't want to create a conflict.
- People depend on you to be the problem solver, so you don't want to create a problem.
- You feel that if you say no, you will not be loved or liked.

***Does assertiveness mean danger for you? “Danger” can be:***

- Fear of having your feelings hurt. You might think, “If I'm assertive, and tell someone what I think, then I'll be rejected.”
- Emotional or physical danger. You might think, “If I speak up for myself, I'll be humiliated or hit.”

### ***Fighting your fears***

**1.** In the first column in the table below, describe a specific situation where you have problems being assertive and speaking your mind.

**2.** In the second column, describe what bad things could happen if you took a chance on assertiveness.

**3.** In the third column, describe what good things could happen if you are assertive.

## Fighting Your Fears: What Will Happen If You are Assertive?

Situation	Bad things that could happen if you are assertive	Good things that could happen if you are assertive

### ***Questions to think about:***

- How would you normally act in the situation (passively or aggressively)?
- What thought or fear keeps you from speaking your mind?
- What change would you like to make? Fear of change can imprison us in an unhealthy daily life. By clearly imagining a more healthy life, we can make changes that can make our lives better.



# Feeling that You Don't Have the Right to be Assertive

## LEADER TIPS

**Time:** 5 minutes

**Group Member's Guidebook:** Page 79

- 1. Say:** *Another obstacle to being assertive can be that you consciously or unconsciously feel like you don't have the right to be assertive. Do you think you have the right to express your feelings, wishes, thoughts, and opinions? Check the yes box or the no box in question #1 in your guidebook.*
- 2. Explore** with the group **why** they might think they don't have the right.
- 3. Go over** the other questions and read aloud the "My Rights" box.

***Do you think you have a right to be assertive--to express your feelings, wishes, thoughts, and opinions?***

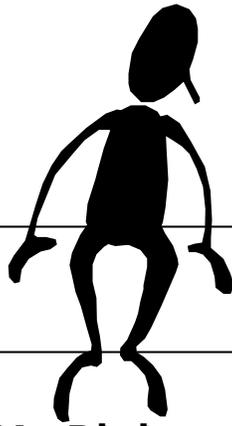
**Yes.**

**No.**

If no, why not?

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## My Rights

1. I have the right to let others know my feelings as long as I do it in a way that is respectful of their feelings.
2. I have the right to let others know my thoughts and opinions as long as I do it in a way that is respectful of their thoughts and opinions.
3. I have the right to request that others change their behavior when their behavior affects me.
4. I have the right to accept or reject anything that others say to me.
5. I have the right to decide whether or not I will do what others ask of me.

### ***You have the right to feel safe!***

Tell your group leaders if you are in a relationship in which you are afraid you may be hurt physically. You can get help and support. There are services that specialize in helping people who are in relationships where there is domestic violence.

## Old Habits in the Form of Relationship Rules

### LEADER TIPS

**Time: 25 minutes** (The following material and the material that begins on page 84 in the Group Member's Guidebook should be covered in 25 minutes all together. See Group Leader's Guidebook page 123 for additional Leader Tips.)

**Group Member's Guidebook: Page 81**

**1. Say:** *Now let's talk about how you might not be assertive because that is just not the way you are used to being. You may have set up rules in the back of your mind regarding how to behave in relationships. Sometimes being assertive is incompatible with the rules you have. Relationship rules can be harmful or helpful. Here are some examples of relationship rules.*

**2. Introduce** the examples of relationship rules in the text.

**3. Say:** *You might wonder why we make up rules in the first place, especially when you look at them and see how they affect you. You might think things like "that may not be a good rule to have. Why am I using it?" or "I must be stupid to have such a rule." It's important to know that the rules probably made a lot of sense at one point in your life and helped you to be safe and survive.*

**4. Read aloud or go over** the text (including the picture and the dance metaphor). Stop when you get to "What rules do you go by when you interact with others?"

**5. Ask:** *Can you think of some rules you have for relationships?*

**Write** down some of the group members' relationship rules on the board. Lead a group discussion about how these rules might affect:

- Whether you are able to express thoughts and feelings openly and assertively to others.
- The way that you behave with others.

People often have rules about relationships that guide the way that they interact with others. Some rules are helpful, some rules are harmful.

## **Examples of Relationship Rules**

### ***Harmful rules***

“My feelings come last.”

“If I make a mistake, then I am bad.”

“You can’t trust anyone.”

“I have to be responsible for everything.”

“People always disappoint you.”

### ***Helpful rules***

“All people have great value, including me.”

“Do not abuse or victimize others, and don’t let yourself be abused or victimized, either.”

“Avoid cruel people.”

“You cannot control or be responsible for what other people do or say, only for what you do or say.”

“People don’t have to be perfect to be loved, including me.”

“Notice and show appreciation to people who are helpful and kind.”

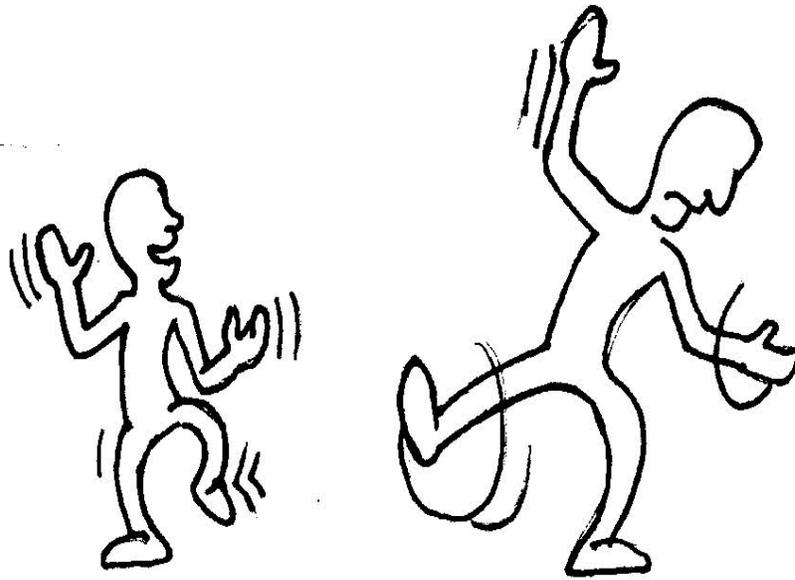
“Treating people with respect and kindness is always appropriate, even if they don’t deserve it. And that includes me.”

### ***Where do relationship rules come from?***

We develop relationship rules when we are children. They come from:

- Our environment
- Our families
- Our experiences
- The way people treat us

Many rules make sense, and when we are young they help us. When we grow older, our environment changes and we have more control over our lives and the types of people who are in our lives. The rules we developed as children may not be useful to us and may even keep us trapped in old roles.



### ***Another way to think about relationship rules***

Being in a relationship is like dancing. When we are young, we learn to do one kind of dance. We continue to do that dance as we grow older. But as the music begins to change, our dance may not work as well. We may need to learn some new steps or a brand new style of dancing. Learning new steps is hard at first, but it gets easier with practice!

**What rules do you go by when you interact with others?** Write two of your rules on the lines.

***Relationship rule #1***

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***Relationship rule #2***

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***Questions to think about:***

- Where did your relationship rules come from? What things in your life made you create these rules?
- How have these rules helped you? How have they not helped you?
- How is your life different now from when you first learned your relationship rules?
- Do these rules affect whether you believe you can express your thoughts and feelings to others?



## LEADER TIPS

(CONTINUED FROM PAGE 119)

### How Can You Change Your Rules?

**Time:** This material should be covered as part of the 25-minute period estimated on page 125.

**Group Member's Guidebook:** Page 84

**1. Say:** *Now we're going to see how you might make changes in your rules to improve your relationships and your mood. Relationship rules create your social environment and how you act with other people. But you can decide which rules are good for you and which are not.*

**2. Say:** *Many relationship rules are unbalanced and inflexible. They use extreme words like always, never, everything, everybody, and nobody. You may not have to change your rules completely—just make them more balanced and flexible.*

**Go over** the text about balance.

**3. Say:** *Many of us have rules about not saying no or setting limits with other people. But there may be times when you need to set limits in order to reduce the amount of negative contact you have with others.*

*One way to change a relationship rule like "Never say no" is to anticipate the situations where you might find it hard to say no, and plan ahead what you will think and feel and say and do in those situations. So another way to change your relationship rules is to plan how you want to be with people.*

**Discuss** the text about planning how you want to be with others.

**4. Use the table** to help group members understand how they can change a relationship rule.

**5.** When a group member insists on retaining a belief held since childhood, and it appears that belief contributes to the group member's depression, the group leader can gently dispute the belief with the following questions:

- *While this rule was true for you as a child, do these conditions continue to exist for you as an adult?*
- *How does this assumption interfere with improving your mood?*
- *If this relationship rule is 'true,' then how will you continue to feel?*

**6. Discuss** with group members the importance of processing how making a conscious change felt after they do it. After being with others they might:

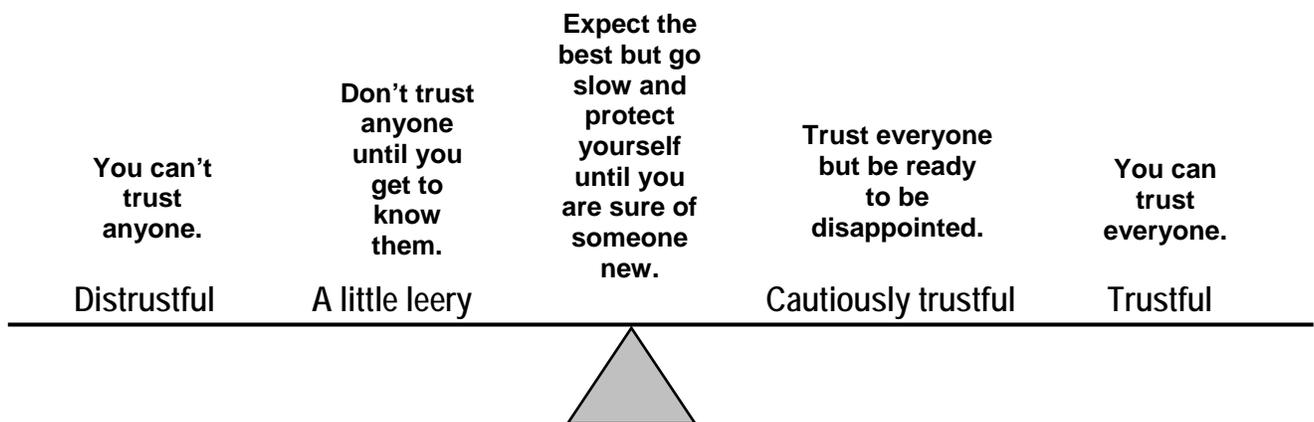
- Think about the feelings they had when they were with people.
- Identify what happened that made them feel good and what happened that made them feel bad.
- Try to learn from the experience and use what they have learned in the future.

## How Can You Change Your Rules to Fit Your Life as it is Now?

You are in control of your rules! You can change your rules and plan how you want to act with other people to improve your relationships and your mood. Here are two helpful tips.

**1. Look for balance.** Try making your rules more balanced. For example, many of us make rules about trust. If you distrust everyone and isolate yourself, your mood will be affected. So “You can’t trust anyone” will not help your relationships or your mood.

Which rule might be a balanced rule that would improve your mood?



**2. Plan ahead how you want to act with others.** After you know what rules don't work for you, you can toss them aside and make a conscious choice about how you would like to be with others in a social situation.

For example, if one of your old rules was “I should always try to say yes and not disappoint anybody,” you may have discovered that giving to others can feel good, but always saying “Yes” leaves you feeling drained and bad. Try making a new rule that is more balanced.

- What is between always giving and always taking?
- What is between always saying yes and never saying yes?
- What thoughts do you want to have?
- How do you want to act?
- Is there any way that you can set up situations to make it easier for you to use your new rule instead of your old rule?

## Relationship Rules

*Try examining and changing one of your relationship rules on the following table.*

Old Rule (Thought)  Your “old” relationship rule	Old Behavior  How did you act with others with this old rule?	Feeling with Old Rule  How did you feel with this old relationship rule?”	New Rule (Thought)  What might be a “new” relationship rule?	Change in Feeling?  How might you feel with this new relationship rule?
“Others’ feelings come first.”	Never say no	Angry	“My feelings can come first sometimes.”	Happy, relaxed
<b>Your examples:</b>				

# KEY MESSAGES

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 86**

1. **Read** the key messages aloud.
2. **Ask** the group if they have any questions or comments.

- You can overcome the obstacles that get in the way of healthy people interactions.
- You have a right to express your thoughts and feelings.
- You can choose how you want to think and act with others to improve your relationships and your mood.

# PRACTICE

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## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 86**

**1. Introduce** the practice activities and **ask** group members if they have any questions.

**1. Track your mood and your people interactions** using the Quick Mood Scale. Keep track of how many positive and negative interactions you have with people.

**2. Get together with a supportive person.**

**3. Decide when and with whom you would like to be assertive** in the future and then try being assertive with them.

## My Commitment

I will get together with this supportive person in the next week.



I will be assertive with this person in the next week.

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*Your Signature*

## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember how many positive and negative contacts with people you have each day. Write the numbers at the bottom of each column.

Day of the Week								
<b>Best mood</b>	9	9	9	9	9	9	9	
	8	8	8	8	8	8	8	
	7	7	7	7	7	7	7	
	6	6	6	6	6	6	6	
	<b>OK/average mood</b>	5	5	5	5	5	5	5
		4	4	4	4	4	4	4
		3	3	3	3	3	3	3
		2	2	2	2	2	2	2
	<b>Worst mood</b>	1	1	1	1	1	1	1
<b>How many positive interactions with people did you have?</b>								
<b>How many negative interactions with people did you have?</b>								

# FEEDBACK

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## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 89**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

- What was helpful about today's session?
- What was less helpful?
- What will you remember from the People module?

# REVIEW OF MODULE: “PEOPLE INTERACTIONS AND YOUR MOOD”

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## LEADER TIPS

**Time: 10 minutes**

**Group Member’s Guidebook: Page 89**

As this is the last session of the module, spend time reviewing material from the past four sessions. Ask the questions below to stimulate discussion.

Over the past four sessions, we have been focusing on relationships with others and making changes in specific problem areas.

- What did you learn about relationships or relationship problems that was most helpful, in terms of improving your mood?
- What did you find less helpful?
- What message or ideas will you take away from this module?

***The key messages from the People module are:***

***Session 1: Your People Interactions and Mood are Connected***

- Healthy interactions with people can make your mood better.
- You can choose to spend time with people who have a positive effect on your mood.
- You can build a balanced social support network that includes:
  - People who give you practical support, advice, emotional support, and companionship.
  - People who you support.

***Session 2: What Gets in the Way of Good Relationships?***

- You can mourn your losses and feel better by reaching out for support and doing activities.
- You can adjust to the loss of an old role by looking for opportunities offered by your new role.
- One way to approach disagreements with others is to understand that a problem is outside of both of you rather than part of one of you, and look for solutions together.

### ***Session 3: Good Communication is Key to Improving Your Relationships and Mood***

- You can choose to communicate with others in a way that improves your relationships and your mood.
- Active listening is an important part of communication.
- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.

### ***Session 4: Using Your New Skills to Improve Your Relationships and Your Mood***

- You can overcome the obstacles that get in the way of healthy people interactions.
- You have a right to express your thoughts and feelings.
- You can choose how you want to think and act with others to improve your relationships and your mood.



# GOODBYE TO GRADUATING GROUP MEMBERS

## LEADER TIPS

**Time: 20 minutes**

**Group Member's Guidebook: Page 92**

### Leader goals:

- Reinforce the work the group members have done and the changes they have made.
- Help the group members develop a specific plan for what they will do if they become depressed again. Focus on what they can try on their own, but remind them that it is ok to seek treatment again.

**1.** It is important to talk with group members who have completed all the CBT modules and who will be leaving the group. If nobody in your group is graduating, skip this section.

**2. Say:** *As you know, some members of the group have finished CBT and will be leaving the group. Our graduates are \_\_\_\_\_ (say their names).*

**3. Look at the graduates and say:** *How do you feel about leaving? Give them a few minutes to respond.*

**4. Discuss** the questions listed.

**5. Say:** *Would other group members like to share what they have noticed about changes these group members have made or what you appreciated about having them in the group?*

**6.** Say something specific to each group member who is leaving. (Think about what you want to say ahead of time.) Be direct about the group member's contribution to the group and the changes you have seen the group member make.

**7.** Present certificates of achievement to the graduating group members. (You can photocopy the sample certificate from the group leader's introduction. See the section called "Supplies You Will Need.")

If you have completed all the modules in CBT, you are now a CBT graduate.

## CONGRATULATIONS!

***Since you are leaving the group, you might want to talk about the following.***

1. What have you learned that you think will help you feel better?
2. What have you learned that will help you reach some of your goals?
3. How will you get support in your everyday life when you are no longer coming to group meetings?
4. What will you do the next time you feel depressed?

***If you still feel depressed,*** tell your group leader, and he or she will help you get further treatment.





## LOOKING AHEAD TO THE NEXT MODULE

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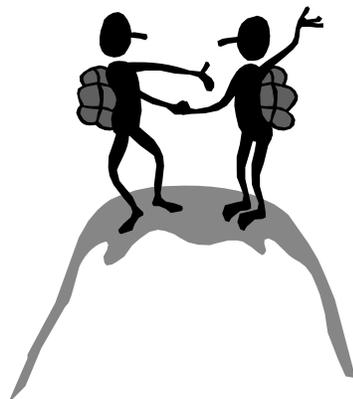
### LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 93**

**Say:** *Next week we will begin another module in CBT. In the new module you will see that substance abuse can make your depression worse, and that depression can make you more likely to use.*

The next module is called “Thoughts and Your Mood.” We will discuss the connection between your thoughts and mood.



# GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 4

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## *Instructions*

**Taught/Done:** Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

**Difficult to Teach:** How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	<b>Taught/Done? (Yes/No)</b>	<b>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</b>
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Getting Around Obstacles So You Can Use Your New Skills		
Fear	_____	_____
Feeling that You Don't Have the Right to Be Assertive	_____	_____
Old Habits in the Form of Relationship Rules	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Review of Module	_____	_____
Goodbye to Graduating Group Members	_____	_____
Looking Ahead to Next Module	_____	_____

# RESOURCES FOR GROUP MEMBERS

## ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION

### **Depression and Bipolar Support Alliance (DBSA)**

1-800-826-3632

[www.dbsalliance.org](http://www.dbsalliance.org)

### **Los Angeles County Department of Mental Health**

1-800-854-7771

[www.dmh.co.la.ca.us](http://www.dmh.co.la.ca.us)

### **National Alliance for the Mentally Ill (NAMI)**

1-800-950-6264

[www.nami.org](http://www.nami.org)

### **Project Return** (wellness and support for people with mental illness)

1-213-250-1500 x10

[www.prtns.org](http://www.prtns.org)

### **Recovery Inc.** (self-help program for mental health)

1-312-337-5661

[www.recovery-inc.org](http://www.recovery-inc.org)

## BOOKS AND VIDEOTAPES ABOUT DEPRESSION

### ***Control Your Depression***

Authors: Peter M. Lewinsohn, Ricardo F. Muñoz, Mary A. Youngren, and Antonette M. Zeiss.

Published by Fireside Books, New York, New York, 1992.

### ***Coping with Depression* (videotape)**

Author: Mary Ellen Copeland

Published by New Harbinger Publications, Inc., Oakland, California  
1994.

***Feeling Good: The New Mood Therapy***

Author: David D. Burns

Published by William Morrow, New York, New York, 1980.

***The Loneliness Workbook: A Guide to Developing and Maintaining  
Lasting Connections***

Author: Mary Ellen Copeland.

Published by New Harbinger Publications, Inc., Oakland, California  
2000.

***Mind Over Mood: Change How You Feel by Changing the Way You  
Think***

Authors: Dennis Greenberger and Christine A. Padesky.

Published by Guilford Press, New York, New York, 1995.