

*Manual for  
Group Cognitive-Behavioral Therapy  
of Major Depression*

*A Reality Management Approach*

*Participant Manual*

*Ricardo F. Muñoz, Ph.D.  
Chandra Ghosh Ippen, Ph.D.  
Stephen Rao, Ph.D.  
Huynh-Nhu Le, Ph.D.  
Eleanor Valdes Dwyer, L.C.S.W.*

*Drawings by Erich Ippen, M.S.*

*Cognitive-Behavioral Depression Clinic  
Division of Psychosocial Medicine  
San Francisco General Hospital  
University of California, San Francisco*

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## PURPOSE OF THE GROUP

The kind of therapy we provide in this group is called

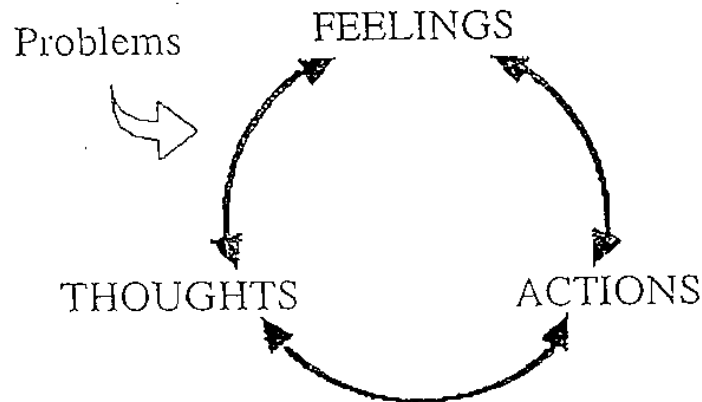
“COGNITIVE BEHAVIORAL THERAPY”

“Cognitive” refers to our thoughts.

“Behavioral” refers to our actions.

Depression has most to do with our feelings.

By learning how our thoughts and actions  
influence our feelings,  
we can learn to manage our depression.



- We focus on what is going on in one’s life right now.
- During the group, you will learn skills and strategies to help you manage your depression, meaning
  - To make the feelings of depression less intense.
  - To make the time we are depressed shorter.
  - To learn ways to prevent getting depressed again.
  - To learn ways to better manage our lives, despite real difficulties and problems.
- Our treatment for depression consists of sixteen sessions.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

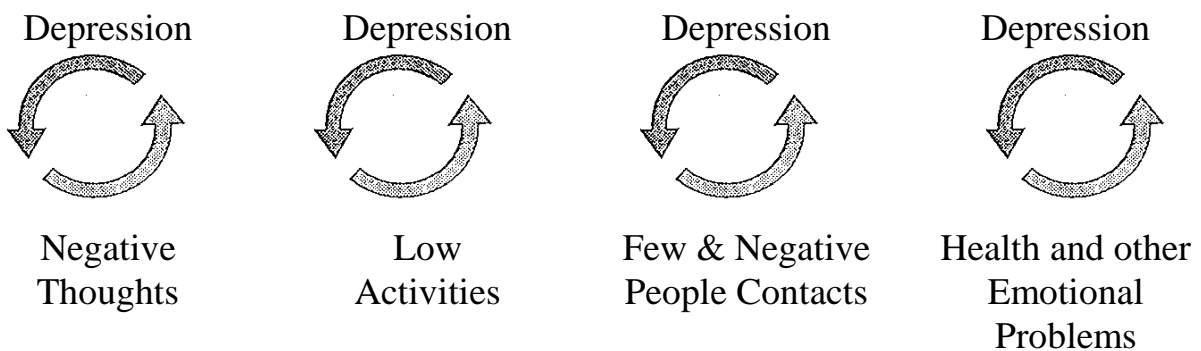
Part III: Participant Notes: Introduction

Version 2000: May, 2000

The sessions are divided into four sections or modules.

- 1) How thoughts affect your mood. (4 sessions).
- 2) How your activities affect your mood. (4 sessions)
- 3) How contacts with other people affect your mood. (4 sessions).
- 4) Mood and health. (4 sessions).

We will be working on breaking the following four cycles:



New members are welcomed at the beginning of each of these modules.

The group meetings are helpful because they:

- allow time to share your concerns with others
- provide support from others in the group
- help members realize that they are not alone in having real problems

However, the most important effect of the group is that during the group you will:

- gain a greater understanding of factors that affect your depression.
- learn practical skills, so you can make changes in these factors and improve your mood.
- learn ways to manage difficult life problems that you are facing.
- learn to avoid unnecessary suffering.

## THE RULES OF THE GROUP



**1. Try to come every week** (call us or the clinic 206-5189 if you can't make it)

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**2. Come on time**

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**3. Confidentiality** (What is said in the group stays in the group)

EXCEPTIONS: (things leaders cannot keep confidential)

- 1) if we hear about child abuse or neglect
  - 2) if we hear an older adult (older than 65) is being abused or neglected
  - 3) if we hear someone is in danger of hurting themselves or someone else in the future
- 



**4. Listen to and support each other**

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+



**5. Be respectful**

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**6. Share time as evenly as possible**

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**7. Complete your personal project for the week**  
to get the most out of the group

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

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**9. You don't have to do anything you don't want to do**

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**10. You don't have to share everything. You have a right to keep some things private.**

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## Version 2000: May, 2000

## An illustration of three business professionals shaking hands. On the left, a man in a grey suit and blue tie. In the center, an older man with a beard in a grey suit and blue tie. On the right, a woman in a blue blazer and green top. They are all smiling and shaking hands in a group.

- ## Notes

[illegible]

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Introduction

Version 2000: May, 2000

## San Francisco General Hospital Depression Clinic ---Mood Check-up

*Check symptoms you have experienced nearly every day for the last two weeks:*

<b>Date:</b>								
<b>Major Depression Symptoms:</b>								
1. Feeling depressed or down								
2. Loss of interest or pleasure								
3. Increase or decrease in weight or appetite								
4. Sleeping too much or too little								
5. Moving restlessly or slowed down								
6. Fatigued, tired all the time								
7. Feeling worthless or excessively guilty								
8. Trouble concentrating or making decisions								
9. Repeated thoughts of death or suicide								
Total (out of 9 possible):								
Are these symptoms interfering with your life or activities a lot? Y = Yes N = No								
CES-D Score:								

If you checked 9, and you have thoughts about harming yourself, please discuss this with your group leader or therapist immediately.

## DEPRESSION INFORMATION SHEET

Depression can be:

- a) a feeling that lasts a few minutes.
- b) a mood that lasts a few hours.
- c) a clinical condition that lasts two weeks or longer.

This group is meant to treat **major depression**, which is a clinical condition. The symptoms of a clinical depression are described below.

### MAJOR DEPRESSION

#### Description

- Mood disorder that makes it hard for us to carry out our daily duties
- Lasts more than two weeks
- Can happen at any point in your life
- 5 or more of the symptoms listed below most of the day, almost every day

#### The 9 Symptoms of a Major Depressive Episode

- feel depressed or down nearly every day
- loss of interest or pleasure in activities
- significant change in appetite (increase or decrease)
- change in sleep (sleeping too much or too little)
- change in the way you move (restless or slowed down)
- really tired, fatigued
- feelings of worthlessness or excessive guilt
- inability to concentrate or inability to make decisions
- repeated thoughts of death or suicide

#### How Common is it?

- Nearly everyone in their lifetime feels sad.
- Most adults have had depressed moods and/or know what they are.
- 10-25% of women will have at least 1 serious episode of major depression.
- 5-12% of men will have at least 1 serious episode of major depression.

#### What Are Possible Triggers?

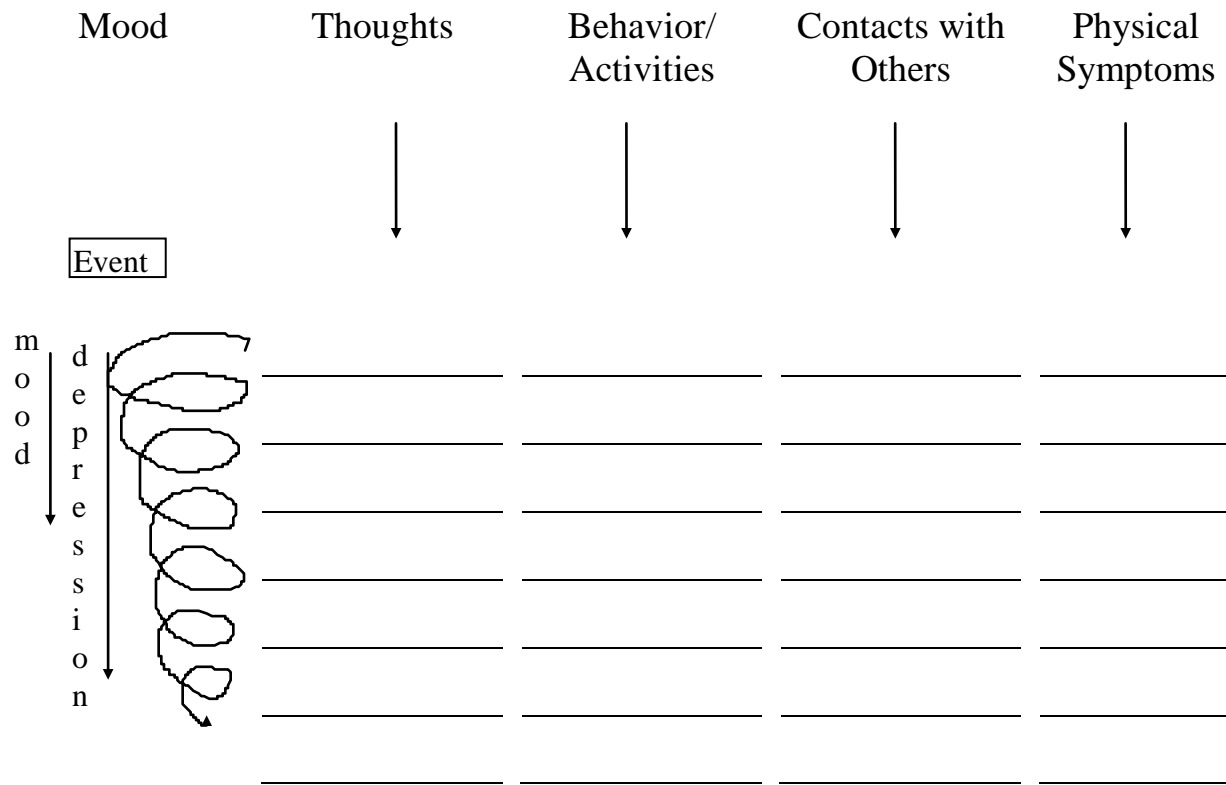
- Economic/money problems
- Loss of loved ones
- Biological/chemical imbalance
- Loss of health/medical conditions
- Use of drugs or alcohol
- Traumatic and/or stressful events
- Relationship issues
- Big life changes

#### What to Do

- Get help and support from family members, friends, & others.
- Discuss how you feel with your doctor, nurse, therapist, or counselor.
- Sometimes antidepressant medication can be helpful.
- Use the material taught during this group.
- **Please let group leaders know if you have repeated thoughts of death or suicide so we can help.**



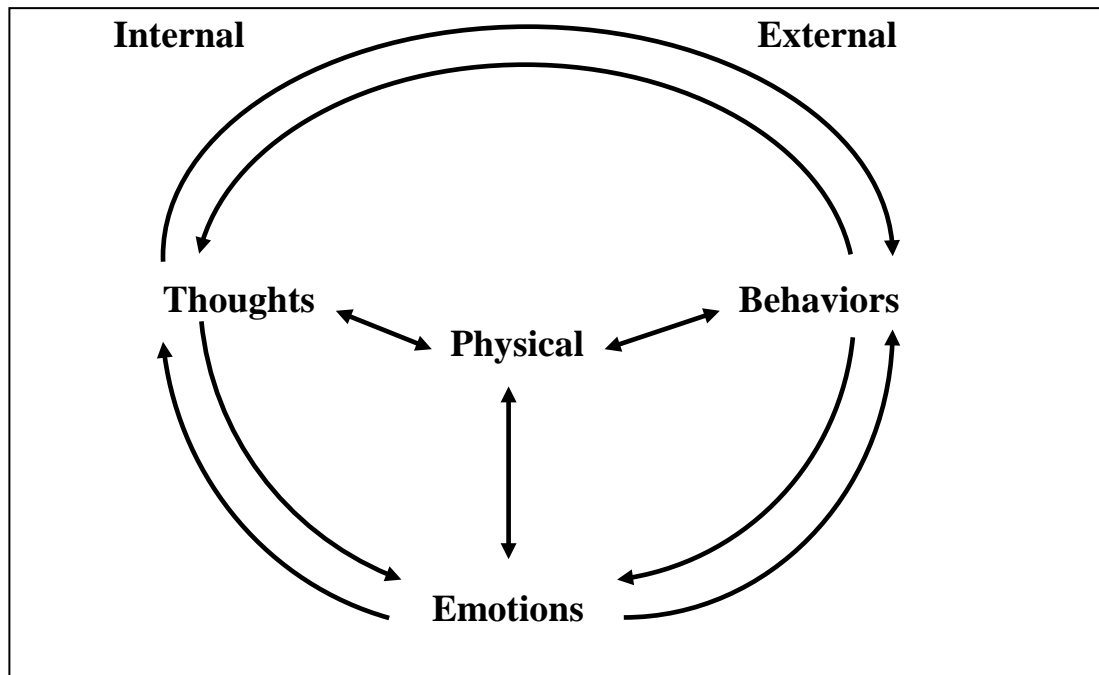
## COGNITIVE-BEHAVIORAL TREATMENT MODEL FOR DEPRESSION



- We often think of depression as a downward spiral.
- Usually people enter the spiral because something upsetting has happened to us.
- These upsetting things are real and almost anyone would feel a certain amount of sadness, anger or frustration because of them.
- There are also factors that add to the suffering we might feel given our situation.
- These factors include:
  - Our thoughts
  - The way we act
  - Contacts we have with others
  - Physical symptoms we may have and how we deal with them
- In each of these factors there is a part that we can manage and change.
- We can make positive changes to help reduce depressive feelings and/or to reduce the amount of time that we spend feeling depressed.

## **COGNITIVE-BEHAVIORAL TREATMENT MODEL FOR DEPRESSION (continued)**

### **PERSONAL REALITY**



- We believe that there are connections between our thoughts, the way we act, our emotions, and the way we feel physically.
- Changes in one area affect other areas.
- We can make positive changes in one area to affect how we are in another area.

## **THOUGHTS 1 --THOUGHTS AND YOUR MOOD**

### **SESSION OUTLINE**

- I. Welcome
- II. Agenda
- III. Group Rules
- IV. Introductions
- V. Go Over Symptoms of Depression
- VI. Review of Treatment Model
- VII. New Material: The Relationship Between Thoughts and Mood
- VIII. Take Home Message
- XI. Personal Project

The purpose of today's meeting:

- Explain the purpose of group meetings and talk about the treatment model.
- To introduce ourselves to each other.
- To learn what depression is.
- To learn a helpful way to think about depression.
- To learn how thoughts influence how we feel.

## WHAT ARE THOUGHTS?

- Thoughts are “sentences we tell ourselves.” (“Self talk”)
- At any point in time, we may have several thoughts
  - some of which we are aware of
  - and many of which we are probably not aware of
- Thoughts can be helpful or harmful to us.
- Thoughts can affect your body.
- Thoughts can affect your actions (the way you behave or react to situations).
- Thoughts can affect your mood.
- We can learn to change our thoughts (decide what we focus on).
- Our thoughts are always with us, so we can use them to feel better.
- Because our thoughts are ours alone, no one else can make us think in ways that are bad for us.
- Because other people do not know what we are thinking, we need to share our thoughts with others if we want to check if our thoughts are accurate or if we want help.

*Remember:*

*Thoughts are things we say to ourselves.*

*Some are accurate. Some are wrong.*

*Some are even just opinion.*

*Pick what you say to yourself carefully.*

*By talking with others we can also see whether others see things the way we do,  
or whether they have a different point of view.*

## **EXTERNAL AND INTERNAL REALITY ARE BOTH IMPORTANT**

**External/Objective Reality** - The facts: parts of your reality that are observable and measurable.

- the things you do
- illnesses you have experienced
- how much money you have
- how many people live with you
- your physical surroundings

Key point: although your external reality may seem fixed, parts of it are changeable. For example, you can decide where you spend your time. You decide whether you stay inside or go for a walk. There are parts of your external reality that you can manage. You can choose to be in those parts of your external reality that are helpful and healthy for you.

**Internal/Subjective Reality** - The world of your mind, which is yours: not observable by others.

- thoughts
- memories
- beliefs
- expectations
- the way we understand what has happened to us.

Key point: You can change and manage your internal reality. You decide which aspects of your reality you focus on. Changes in your external reality will affect your internal reality. By changing a part of your external reality, you can change future memories, beliefs, and expectations.

You cannot completely control either your external or internal reality. Both your external and internal reality are real. Both are important and both affect each other constantly. But it is important to remember that some part of each one can be changed.

**Depression is not all in your head.**

**Depression is affected by what you do, how you think,  
and what happens to you**

**And how you react to what happens to you.**

## HOW DO THOUGHTS AFFECT HOW WE FEEL?

ACTIVITY A: How do I feel after I think about doing a pleasant activity?

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ACTIVITY B: Same Situation Different Thoughts



- Each character was faced with the same external reality: it is raining.
- Each character had a different mood because it is raining.
- Why do they have different moods?

## MY HELPFUL AND HARMFUL THOUGHTS

### HARMFUL/NEGATIVE THOUGHTS

*What kind of thoughts lead you to feel depressed?*

*Which thoughts are most likely to trigger depression?*

*Which thoughts are most likely to keep the depression going once it starts?*

*Which thoughts drain you?*

*Which thoughts make you feel bad about yourself?*

### HELPFUL/POSITIVE THOUGHTS (that are realistic)

*What kind of thoughts help you to feel better?*

*Which thoughts can make you less depressed?*

*Which thoughts can keep you feeling good when you are not depressed?*

*Which thoughts give you strength?*

*Which thoughts help you feel good about yourself?*

## EXAMPLES OF HELPFUL/POSITIVE THOUGHTS

- ☐ 1. It will be fun doing such-and such today.
- ☐ 2. I've gotten good things in life.
- ☐ 3. The weather is great today
- ☐ 4. I can do better than that.
- ☐ 5. Even though things are bad right now, they are bound to get better.
- ☐ 6. I'll learn to be happier as I live longer.
- ☐ 7. That was probably a reasonable solution to a tough problem.
- ☐ 8. Life is interesting.
- ☐ 9. I deserve credit for trying hard.
- ☐ 10. That was a nice thing for me to do.
- ☐ 11. I really feel great.
- ☐ 12. This is fun.
- ☐ 13. I'm a good person.
- ☐ 14. I can do just about anything if I set my mind to do.
- ☐ 15. I have great hopes for the future.
- ☐ 16. I have good self-control.
- ☐ 17. That's interesting.
- ☐ 18. I really handled that situation well.
- ☐ 19. People are OK once you get to know them.
- ☐ 20. I like to read.
- ☐ 21. I'm easy to get along with.
- ☐ 22. If I can just hold on until such-and-such a date, I'll be OK.
- ☐ 23. A nice, relaxing evening can sure be enjoyable.
- ☐ 24. I have worked long enough --now it's time to have fun.
- ☐ 25. I'm considerate of others.
- ☐ 26. I have time to accomplish most things I want to do.
- ☐ 27. Someday I'll look back on today and smile.
- ☐ 28. I like people.
- ☐ 29. I always find the strength to handle whatever comes up.
- ☐ 30. I'm a good parent/friend/spouse etc.
- ☐ 31. I'm a sensitive person.
- ☐ 32. I'm honest.
- ☐ 33. I could probably handle a crisis as well as anyone else.
- ☐ 34. I'm pretty lucky.
- ☐ 35. I'm responsible.
- ☐ 36. My experiences have prepared me well for the future.
- ☐ 37. That's funny.
- ☐ 38. I'm pretty smart.
- ☐ 39. I'm physically attractive.
- ☐ 40. I am looking forward to that event.
- ☐ 41. I am doing the best I can.



## EXAMPLES OF HARMFUL/NEGATIVE THOUGHTS

- ☐ 1. I will never be physically healthy.
- ☐ 2. I am confused.
- ☐ 3. There is no love in the world.
- ☐ 4. I have wasted my life.
- ☐ 5. I am a coward
- ☐ 6. Nobody loves me.
- ☐ 7. I'll end up living all alone.
- ☐ 8. People don't consider friendship important anymore.
- ☐ 9. I don't have any patience.
- ☐ 10. What's the use?
- ☐ 11. That was a dumb thing for me to do.
- ☐ 12. I'll will be a burden to others.
- ☐ 13. Anybody who thinks I'm nice doesn't know the real me.
- ☐ 14. Life has no meaning.
- ☐ 15. I am ugly.
- ☐ 16. I can't express my feelings.
- ☐ 17. I'll never find what I really want.
- ☐ 18. I am not capable of loving.
- ☐ 19. I am worthless.
- ☐ 20. It's all my fault.
- ☐ 21. Why do so many bad things happen to me?
- ☐ 22. I can't think of anything that would be fun.
- ☐ 23. I don't have what it takes.
- ☐ 24. Bringing kids into the world is cruel because life isn't worth living.
- ☐ 25. I'll never get over this depression.
- ☐ 26. Things are so messed up that doing anything about them is pointless.
- ☐ 27. I don't have enough willpower.
- ☐ 28. Why even bother getting up?
- ☐ 29. I wish I were dead.
- ☐ 30. I wonder if they are talking about me?
- ☐ 31. Things are just going to get worse.
- ☐ 32. I have a bad temper.
- ☐ 33. No matter how hard I try, people aren't satisfied.
- ☐ 34. Life is unfair.
- ☐ 35. I'll never make good money.
- ☐ 36. I don't dare imagine what my life will be like in ten years.
- ☐ 37. There is something wrong with me.
- ☐ 38. I am selfish.
- ☐ 39. My memory is lousy.
- ☐ 40. I am too sensitive.

**Take Home Message:**

Some thoughts make my mood worse.  
Some thoughts make my mood better.  
If I can find out which they are,  
I can use my thoughts to improve my mood.

My mind is my internal reality.  
Harmful thoughts are like pollution in my internal world.  
I can try to keep my internal world healthy.

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## **PERSONAL PROJECT**

### **WEEKLY PROJECT**

- 1) Continue tracking mood using the quick mood scale (see next page).
- 2) Track your thoughts using the index cards.
  - Use one card each day.
  - Write down negative thoughts on the side marked (-).
  - Write down positive thoughts on the side marked (+).
  - Bring your card in next week.

### **OPTIONAL PROJECT** (select one of the following activities if you want)

- 1) Go through the list of “Helpful and Harmful Thoughts” on page 14 and 15 of your books and mark thoughts (circle the number) in each category that could apply to you. Share the most powerful ones with the group next session.
- 2) Talk to someone about what you have learned today.

## QUICK MOOD SCALE

DAY	_____	_____	_____	_____	_____	_____	_____
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	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
# harmful thoughts	_____	_____	_____	_____	_____	_____	_____
# helpful thoughts	_____	_____	_____	_____	_____	_____	_____

- Try to use the whole range, not just 1 , 5 , or 9.
- We find that it is easiest to keep the scale by the bed. That way, before you go to bed, you can think about your day and rate your mood for the day.
- It will feel more natural as you practice it.
- 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, mark your daily mood on the calendar.

## THOUGHTS 2 -- IDENTIFYING HELPFUL/POSITIVE AND HARMFUL/NEGATIVE PATTERNS OF THINKING

### SESSION OUTLINE

- I. Agenda and Announcements
- II. Review
- III. Personal Project Review
- IV. New Material: Identifying Categories of Harmful Thoughts
- V. Mindfulness Exercise
- VI. Take Home Message
- VII. Personal Project

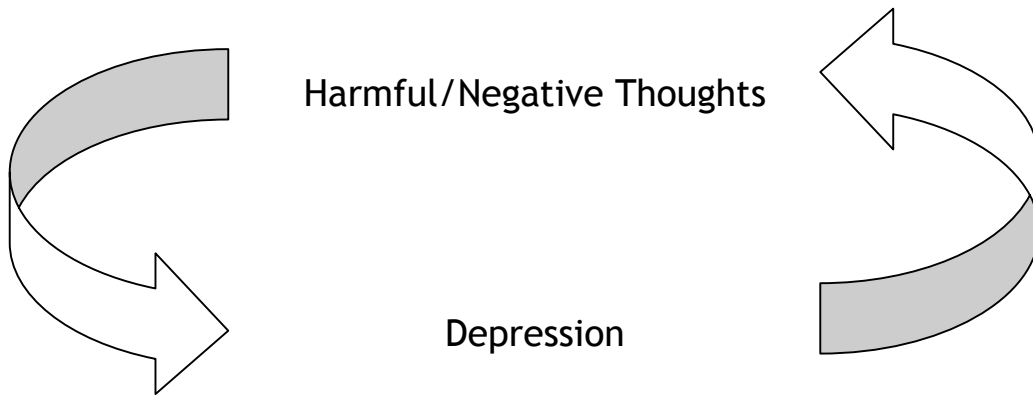
The purpose of today's meeting:

- To talk more about the relationship between thoughts and mood.
- To begin talking about common patterns of harmful and helpful thinking.
- To learn about types of harmful thoughts.
- To discuss the possibility of changing how we think.

## REVIEW: THOUGHTS AND YOUR MOOD

- What do you remember most from the last session?

Depression affects the way we think; we have more harmful thoughts. Having harmful thoughts can also lead you to feel more depressed.



## PERSONAL PROJECT REVIEW

1. Review your quick mood scale.
2. What was a harmful thought (one that depressed you) that you had over the past week?
3. What was a helpful thought (one that helped you) that you had over the past week?
4. If you looked over the lists of Helpful Thoughts and Harmful Thoughts (on page 15 & 16 of your books), which thoughts applied most to you?

## COMMON PATTERNS OF HELPFUL AND HARMFUL THINKING

### HELPFUL THINKING

#### CONSTRUCTIVE

“Puts you together.”

**Example:** I can learn.

#### NECESSARY

Helps you do what you have to do.

**Example:** To find out if I am HIV positive, I need to have a blood test.

#### POSITIVE

Makes you feel better.

**Example:** I can focus on what is good in my life or what I can do.

### HARMFUL THINKING

vs. DESTRUCTIVE

“Tears you apart”, “destroys you.”

**Example:** I don’t know anything.

vs. UNNECESSARY

Does not change anything (no matter how much you think).

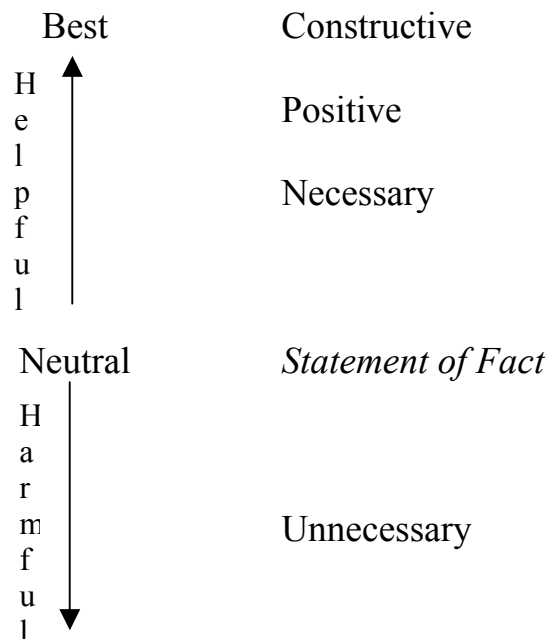
**Example:** “What if I am HIV positive?”

vs. NEGATIVE

Makes you feel worse.

**Example:** There are many things that are wrong with my life, and there’s nothing I or anybody can do about it.

### Types of Thoughts



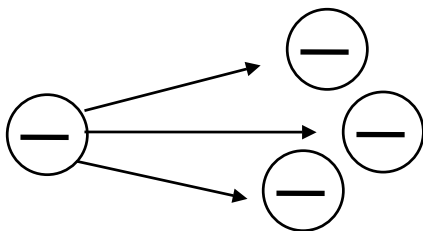
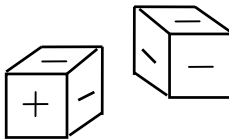
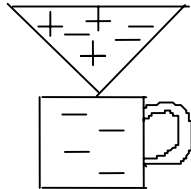
**COGNITIVE BEHAVIORAL TREATMENT FOR DEPRESSION**  
**PARTICIPANT NOTES: Thoughts Module: Session 2**  
**Version 2000: May, 2000**

	Negative
Worst	Destructive

## CATEGORIES OF UNHELPFUL THOUGHTS

(From David Burn's Book Feeling Good: The New Mood Therapy. Morrow, 1980)

### Symbol



### Unhelpful Thought Pattern

#### All or Nothing Thinking

Thinking in extremes (can only be at one end of the scale, top or bottom). Not balanced.

All good or all bad. The best or worst. Perfect or a failure.

#### Negative Filter (Ignoring the Positive)

Only remember negative events. Filter out positive events. Your cup of life ends up very bitter and negative.

#### Pessimism

Believing negative things are more likely to happen and positive things are never or hardly ever going to happen

#### Exaggerating

Exaggerating problems and the possible harm they could cause, and underestimating your ability to deal with them.

"Mountain out of a mole hill"

#### Overgeneralization

Taking one negative characteristic or event and seeing it as a never ending pattern.

He/She doesn't like me --> no one likes me.

I couldn't do this one thing. --> I can't do anything.



## COGNITIVE BEHAVIORAL TREATMENT FOR DEPRESSION

### PARTICIPANT NOTES: Thoughts Module: Session 2

Version 2000: May, 2000



#### Labeling (either yourself or others)

Attaching a negative label, instead of seeing a error or problem. Labels can become self-fulfilling prophecies.

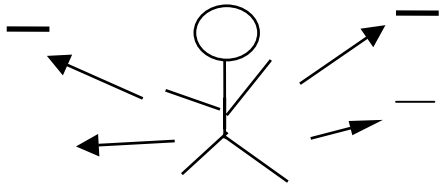
“Stupid” vs. not good at math.

“Clumsy” vs. drop things occasionally.

## CATEGORIES OF UNHELPFUL THOUGHTS (continued)

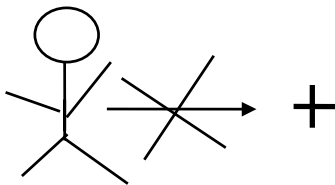
### Symbol

### Unhelpful Thought Pattern



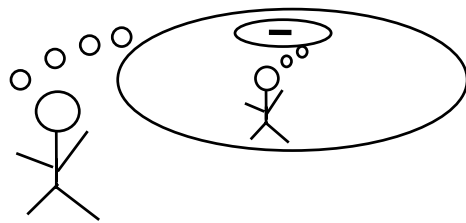
#### Blaming Oneself

Thinking negative things happen, and they are always entirely your fault.



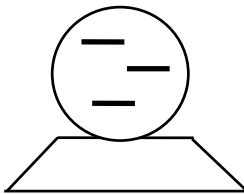
#### Not Giving Oneself Credit

Thinking positive things that happen are either just luck or somebody else's doing and never the results of one's effort.



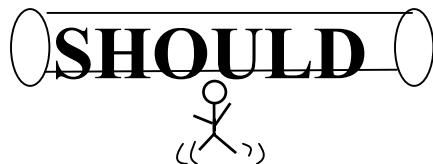
#### Mind Reading

Thinking that you know what others are thinking, and they are thinking negatively about you.



#### Negative Fortune Telling

Thinking that you can see how things will be in the future and it is bad.



#### "Should"ing yourself

Telling yourself you should, ought, and must do something. Makes you feel forced to do things, controlled, and resentful. Weighing yourself down with "shoulds."

## MINDFULNESS EXERCISE (orange exercise)

Take an orange (or anything else really).

For the next five minutes, try to use the orange to anchor you to the present.

Focus only on what you are doing in the present. What you are seeing, tasting, touching, hearing, and smelling.

It is natural for thoughts to wander. When they wander, bring them back to the present and focus only on what you are doing, on the here and now.

Use the orange to keep your thoughts in the present. Keep your mind on what you are doing now, not on what you have to do or what you may have done in the past.

It takes practice being in the present. At first it can be difficult.

How is it for you?

Notes:


### **Take Home Message**

My thoughts can be helpful or harmful.

I can think in ways that will make me feel better.

I can mold my internal reality so that  
it helps me achieve a healthy mood.

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY	_____	_____	_____	_____	_____	_____	_____
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	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
# harmful thoughts	_____	_____	_____	_____	_____	_____	_____
# helpful thoughts	_____	_____	_____	_____	_____	_____	_____

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale (more details on page 17).
- 2) Track significant positive and negative thoughts you have each day.

### OPTIONAL PROJECT (select one of the following activities if you want)

- 1) Practice the orange exercise (see page 23) or any relaxation exercise that you have found helpful to you.
- 2) Continue using 3x5 index cards to track thoughts you have.
- 3) Try and figure out whether there are specific harmful thought patterns that apply to you.
- 4) Find the most helpful thought patterns that give you noticeable better feelings.

**COGNITIVE BEHAVIORAL TREATMENT FOR DEPRESSION**  
**PARTICIPANT NOTES: Thoughts Module: Session 2**  
**Version 2000: May, 2000**

## **THOUGHTS 3 -- DECREASING AND TALKING BACK TO YOUR NEGATIVE THOUGHTS TO IMPROVE YOUR MOOD**

### **SESSION OUTLINE**

- I. Agenda and Announcements
- II. Review
- III. Personal Project Review
- IV. New Material: Disputing Harmful Thoughts
- V. Take Home Message
- VI. Personal Project

The purpose of today's meeting:

- To begin talking about ways to decrease and talk back to harmful thoughts.
- To try and begin talking back to your harmful thoughts.

## **REVIEW: CATEGORIES OF HARMFUL THOUGHTS**

- What do you remember most from the last session?
- What do you remember about the categories of harmful thoughts?
- What can you do to take a break from harmful thoughts?

## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale.
2. Which categories of harmful thoughts do you think affect your mood most?
3. Have you found healthy ways to think that improve your mood?



## HARMFUL THOUGHTS I HAVE

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## WAYS TO DECREASE OR TALK BACK TO HARMFUL THOUGHTS THAT MAKE US FEEL BAD

### Option 1: Examine the Evidence

The next time you have a thought that brings your mood down or causes a strong negative feeling, try following these 3 steps.

**STEP 1: Mostly True, Mostly False or Neither?**

- What is the evidence that my thought is 100% true?
- What is the evidence that my thought is 100% false?
- How much of it do I think is true (percentagewise) and how much of it do I think is false (percentagewise)?

**STEP 2: Talk with another person, someone whose opinion you trust**

- Often we think differently when we say our thoughts out loud to others.
- Different people have different points of view, what is this person's point of view?
- If your friend has this thought or problem, what would you tell him or her? Should you maybe use your own advice?

**STEP 3: So what?**

- What if my thought is 100% true, or mostly true, what can I do about it?

Note: This exercise was adapted from the manual "Cognitive Behavioral Therapy of Depression by Kaiser Medical Center, Department of Psychiatry, San Francisco, January 1999.

## WAYS TO DECREASE OR TALK BACK TO HARMFUL THOUGHTS THAT MAKE US FEEL BAD (Continued)

### **OPTION 2: Do an Experiment**

When you're unsure as to whether your thought is accurate, could you do an experiment where you could gather more evidence to see if it is true?

For example, if your thought is, "If I go to the party, I will not have a good time" (negative fortune telling), It might be useful to actually go with an open mind and see how it really is.

What are some experiments you might try?

Notes:

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**COGNITIVE BEHAVIORAL TREATMENT FOR DEPRESSION**  
**PARTICIPANT NOTES: Thoughts Module: Session 3**  
**Version 2000: May, 2000**

WAYS TO DECREASE OR TALK BACK TO  
HARMFUL THOUGHTS  
THAT MAKE US FEEL BAD  
(Continued)

**OPTION 3: Find the Antidote to My Pattern of Thinking**

Follow these 3 steps.

STEP 1: Identify my thought pattern

- Does my harmful thought fit a pattern?
- Which pattern? (See page 29-31)

STEP 2: Identify the antidote to the pattern

- What is the antidote to the pattern? (see pages 29-31)
- What does it mean to me?
- How can I apply it to my specific thought or my specific situation?

STEP 3: Apply the antidote

- When I apply the antidote how does my thinking change?
- When my thinking changes does my feeling change?

Notes:

My thought:

---

Category of harmful thinking that my thought fits:

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The antidote:

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How I feel after using the antidote:

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## CATEGORIES OF UNHELPFUL THOUGHTS AND THEIR ANTIDOTES

### Symbol

### Unhelpful Thought Pattern

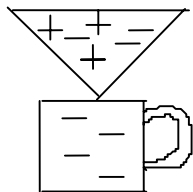
### Antidote



#### All or Nothing Thinking

Thinking in extremes (can only be at one end of the scale, top or bottom). Not balanced.  
 All good or all bad. The best or worst. Perfect or a failure.

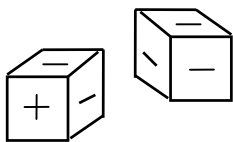
Try to engage in more balanced thinking.  
 Are there shades of gray?



#### Negative Filter (Ignoring the Positive)

Only remember negative events. Filter out positive events. Your cup of life ends up very bitter and negative.

Try to catch the positive.  
 For every negative thing you think of, try to also focus on a positive thing.  
 Write down positive things on a card. Carry them with you on cards and look at them throughout the day.



#### Pessimism

Believing negative things are more likely to happen and positive things are never or hardly ever going to happen

Am I ignoring positive things?  
 Am I really giving positive and negative things an equal chance?



#### Exaggerating

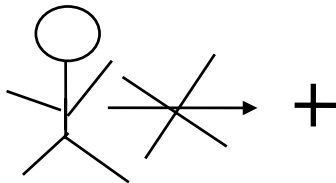
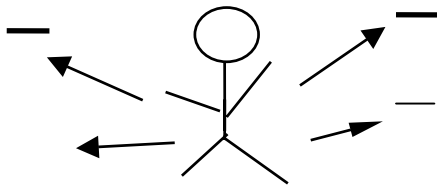
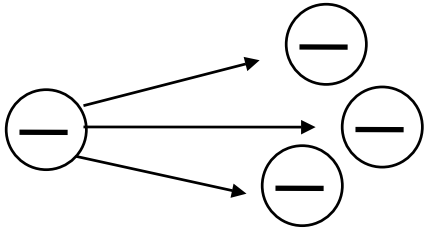
Exaggerating problems and the possible harm they could cause, and underestimating your ability to deal with them.

“Mountain out of a mole hill”

How big is this problem really?  
 Where is it likely to really lead?  
 How might I deal with this problem?

## CATEGORIES OF UNHELPFUL THOUGHTS AND THEIR ANTIDOTES (continued)

### Symbol



### Unhelpful Thought Pattern

#### Overgeneralization

Taking one negative characteristic or event and seeing it as a never-ending pattern.  
 He/She doesn't like me --> no one likes me.  
 I couldn't do this one thing. --> I can't do anything.

#### Labeling (either yourself or others)

Attaching a negative label, instead of seeing an error or problem. Labels can become self-fulfilling prophecies.  
 Stupid vs. not good at math.  
 Clumsy vs. drops things occasionally.

#### Blaming Oneself

Thinking negative things happen and are always entirely your fault.

#### Not Giving Oneself Credit

Thinking positive things that happen are either just luck or somebody else's doing and never the results of one's effort.

### Antidote

Am I assuming that every situation and every person are the same?  
 This is just one situation, one person.  
 Can I remember other situations and people that are different?

What is it specifically that I can't do or that I am upset about. What did I do vs. who am I?

Am I to blame for everything always?  
 Do only bad things happen to me?  
 Remember the good that has happened to me and that I have created.

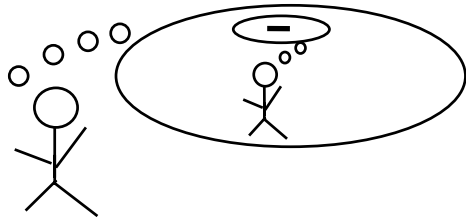
Am I overlooking my strengths and accomplishments?  
 It would be good to pat myself on the back for what just happened.

**COGNITIVE BEHAVIORAL TREATMENT FOR DEPRESSION**  
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I contributed in some way.

## CATEGORIES OF UNHELPFUL THOUGHTS AND THEIR ANTIDOTES (continued)

### Symbol



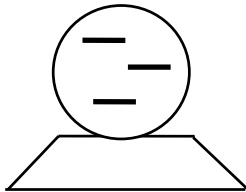
### Unhelpful Thought Pattern

#### Mind Reading

Thinking that you know what others are thinking, and they are thinking negatively about you.

### Antidote

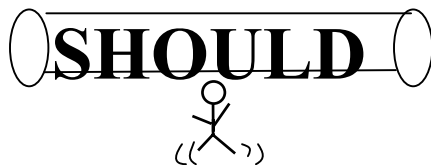
Can we really know what others are thinking?  
What are possible alternatives to why they might be behaving the way they are behaving?  
Most people are probably more focused on their own problems than on me.



#### Negative Fortune Telling

Thinking that you can see how things will be in the future and it is bad.

Can I really predict the future?  
What would it be like to find out how it really is rather than just imagine it?  
Things may have changed from how they used to be.



#### “Should”ing yourself

Telling yourself you should, ought, and must do something. Makes you feel forced to do things, controlled, and resentful. Weighing yourself down with “shoulds.”

I do not have to do anything and things do not have to turn out the way I want.  
It would be preferable, it would be nice, but it is not necessary.

Note: These categories are based on David Burn's book Feeling Good: The New Mood Therapy. Morrow, 1980.



## HOW ABOUT JUST STOPPING HARMFUL THOUGHTS?

### WORRY TIME

It's sometimes necessary to have thoughts that produce negative mood states, as long as they don't occur all the time. Avoiding harmful thoughts totally is not realistic. But limiting how often you focus on them is quite possible. Schedule five or ten minutes a day where you can focus on these thoughts when it is necessary to do so. For example, if you find a lump in your breast, you need to decide what to do. Think about the problem and decide what to do. Denying the problem can be dangerous.

We call this "worry time." When the time is over, move on with the rest of the day. Try not to focus anymore on the negative thoughts and proceed to working on solutions or other pleasant thoughts and activities.

I need to think about this problem on : \_\_\_\_\_(day).

My worry time will be at: \_\_\_\_\_ o'clock.

I will worry for \_\_\_\_\_ minutes.

### STOPPING HARMFUL THOUGHTS (Thought Stopping)

When a thought is ruining your mood:

- a. Identify it.
- b. Tell yourself "this thought is ruining my mood."
- c. Stop yourself in one of the following ways
  - 1) Tell yourself to "stop" and refocus your thoughts.
  - 2) Practice a relaxation technique (like the mindfulness technique with the orange to focus your thoughts on the here and now.
  - 3) Think of another thought. Use your card of positive thoughts to help you "replace" a harmful thought.
  - 4) Take mental inventory of all major muscle groups, focus on breathing peacefully and relax. (Wave image: imagine an ocean with large strong waves. As you relax allow the waves to become smaller. Continue relaxing until the surface is completely calm.

Notes:

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**COGNITIVE BEHAVIORAL TREATMENT FOR DEPRESSION**  
**PARTICIPANT NOTES: Thoughts Module: Session 3**  
**Version 2000: May, 2000**

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## BALANCING YOUR THOUGHTS

### Adding “Yes, But” to Thoughts

When people are depressed, they often have many harmful thoughts and have problems thinking positive things about themselves or their situation. One way to fight back against this pattern is to try and balance this out and add a “yes, but” to your thoughts. In this method you don’t have to ignore or deny your problems to decrease harmful thinking. You can balance thoughts about a difficult situation by adding a more positive or hopeful statement to them.

Example of negative thought.

Antidote: Add the YES, BUT statement

“I feel nervous a lot.”

“Yes, I feel nervous a lot, but I am still relatively healthy.”

“I am always depressed.”

“Yes, I may be depressed right now, but I am taking this class to help me change my mood.”

My examples:

Notes:

Thought:

Antidote: yes,

but,

Thought:

Antidote: yes,

but,

(Note: This exercise was developed by Kurt Organista, Ph.D. at the SFGH Depression clinic.)

**Take Home Message:**

**You can learn ways to decrease and talk back to harmful thoughts and improve your mood.**

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY							
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	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
# harmful thoughts							
# helpful thoughts							

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### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale (see page 17 for more details).
- 2) Track significant positive and negative thoughts you have each day.

### OPTIONAL PROJECT (select one of the following activities if you want)

- 1) Read through all the ways to decrease harmful thoughts.
- 2) Select two options and try them out.

**COGNITIVE BEHAVIORAL TREATMENT FOR DEPRESSION**  
**PARTICIPANT NOTES: Thoughts Module: Session 3**  
**Version 2000: May, 2000**

**THOUGHTS 4 --INCREASING YOUR HELPFUL THOUGHTS  
TO IMPROVE YOUR MOOD AND USING THOUGHTS  
TO LIVE THE LIFE YOU WANT**

**SESSION OUTLINE**

- I. Agenda and Announcements
- II. Review
- III. Personal Project Review
- IV. New Material: Ways to Have More Healthy Thoughts
- V. Take Home Message
- VI. Feedback and Goodbye to Group Members Who Are Graduating
- VII. Personal Project

The purpose of today's meeting:

- To talk about ways to increase helpful thoughts.
- To talk about how you can use your thoughts to live the life you want.
- To say goodbye to graduating group members

## **REVIEW: TALKING BACK TO HARMFUL THOUGHTS**

- What do you remember most from the last session?
- Talk about one antidote to a category of harmful thinking.
- What does it mean to add, “Yes, But” to your thoughts/
- What does “Worry Time” mean?

## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale.
2. what skills or antidotes have you used to talk back to your harmful thoughts?



## **WAYS TO INCREASE THOUGHTS TO FEEL GOOD**

### **1. INCREASING THE NUMBER OF HEALTHY/HELPFUL/PLEASANT THOUGHTS IN YOUR MIND**

What are some thoughts that can help you to improve your mood? Make lists of positive and helpful thoughts about yourself and your life.

### **2. GIVE YOURSELF MENTAL PATS-ON-THE-BACK**

Most of the things we do are not noticed by others. Therefore, it is important for us to notice them and give ourselves credit for doing them. We can take care of ourselves by noticing the good things we do. What are some of the things that you can give yourself credit for?

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

**PART III: Participant Notes: Thoughts Module: Session 4**

**Version 2000: May, 2000**

Notes:

Sometimes depression gets in the way of having helpful thoughts.

Positive/healthy/pleasant thoughts can improve mood.

Learn to balance positive and negative thoughts.

### **3. THINKING ABOUT THE FUTURE PAST.**

Imagine yourself taking the steps to move toward a time when things will be better.

What would your future be like?

How would you feel about the new future?

What can you accomplish in the new future?

What are things I want in my future?

What are things I want to avoid in my future?

Now imagine yourself in the better future and look back.

What did you have to do to get there?

Why not start now?

What might hold you back?

Is there any advantage to keeping your negative thoughts?

## Review of the Module:

Over the past 4 sessions, we have been focusing on thoughts, and we have been learning about how the way we think affects how we feel. We have learned to make changes in the way we think to positively affect the way we feel.

1. How have your thoughts changed since beginning the group?
2. What did you learn about thoughts that was most helpful, in terms of improving your mood?
3. What did you find least helpful?
4. What message will you take from this module?

### Take Home Message:

You can improve your mood by improving your internal reality, by increasing helpful, healthy ways of thinking.

You can plan for the future you want by increasing healthy thinking and decreasing harmful thinking.

“The best way to predict the future is to make it happen.”

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY							
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	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
# harmful thoughts							
# helpful thoughts							

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale.
- 2) Track thoughts and try out way to increase healthy thinking.

**OPTIONAL PROJECT** (select one of the following activities if you want)

- 1) Talk to someone about what you are learning.

## **ACTIVITIES 1--ACTIVITIES AND YOUR MOOD**

### **SESSION OUTLINE**

- I. Welcome
- II. Group Rules
- III. Introductions
- IV. Review of the Model
- V. New Material: The Relationship  
Between What You Do and How You  
Feel
- VI. Take Home Message
- VII. Personal Project

The purpose of today's meeting:

- Explain the purpose of group meetings and talk about the treatment model.
- To introduce ourselves to each other.
- To learn what depression is.
- To learn a helpful way to think about depression.
- To learn how what we do affects how we feel.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

### Part III: Participant Notes: Activities Module: Session 1

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## HOW DOES WHAT I DO AFFECT HOW I FEEL?

<u>Things I like to do</u>	<u>How I feel when I do them</u>

- Pleasant activities can make us feel more positive.
- Pleasant activities help us focus on healthier things than our worries.
- Pleasant activities give us a break from our problems.
- Pleasant activities can help us become more physically healthy.

## Notes

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**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 1

Version 2000: May, 2000

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## **HOW DOES HAVING DEPRESSION INTERFERE WITH THE THINGS I MIGHT WANT TO DO?**

How does depression interfere with my doing healthy activities?  
e.g. Takes away interest or motivation.

When I am depressed what thoughts get in the way of my doing activities?  
e.g. "I don't feel like doing anything."

Depression interferes with my positive contacts with others in the following ways:

e.g. Reduce contacts with others and avoid people.

Depression interferes with my physical well being in the following ways:  
e.g. sleep problems

## **COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 1

Version 2000: May, 2000

Depression also interferes by:

**DOING PLEASANT ACTIVITIES WILL MAKE ME FEEL BETTER, BUT  
WHEN I AM DEPRESSED I DON'T FEEL LIKE DOING ANYTHING**

**WHAT CAN I DO?**

1. What thoughts might help me do pleasant activities when I don't feel like it?

2. Complete the following sentences.

a. **Yes**, I don't feel like doing a pleasant activity, **BUT** \_\_\_\_\_

\_\_\_\_\_.

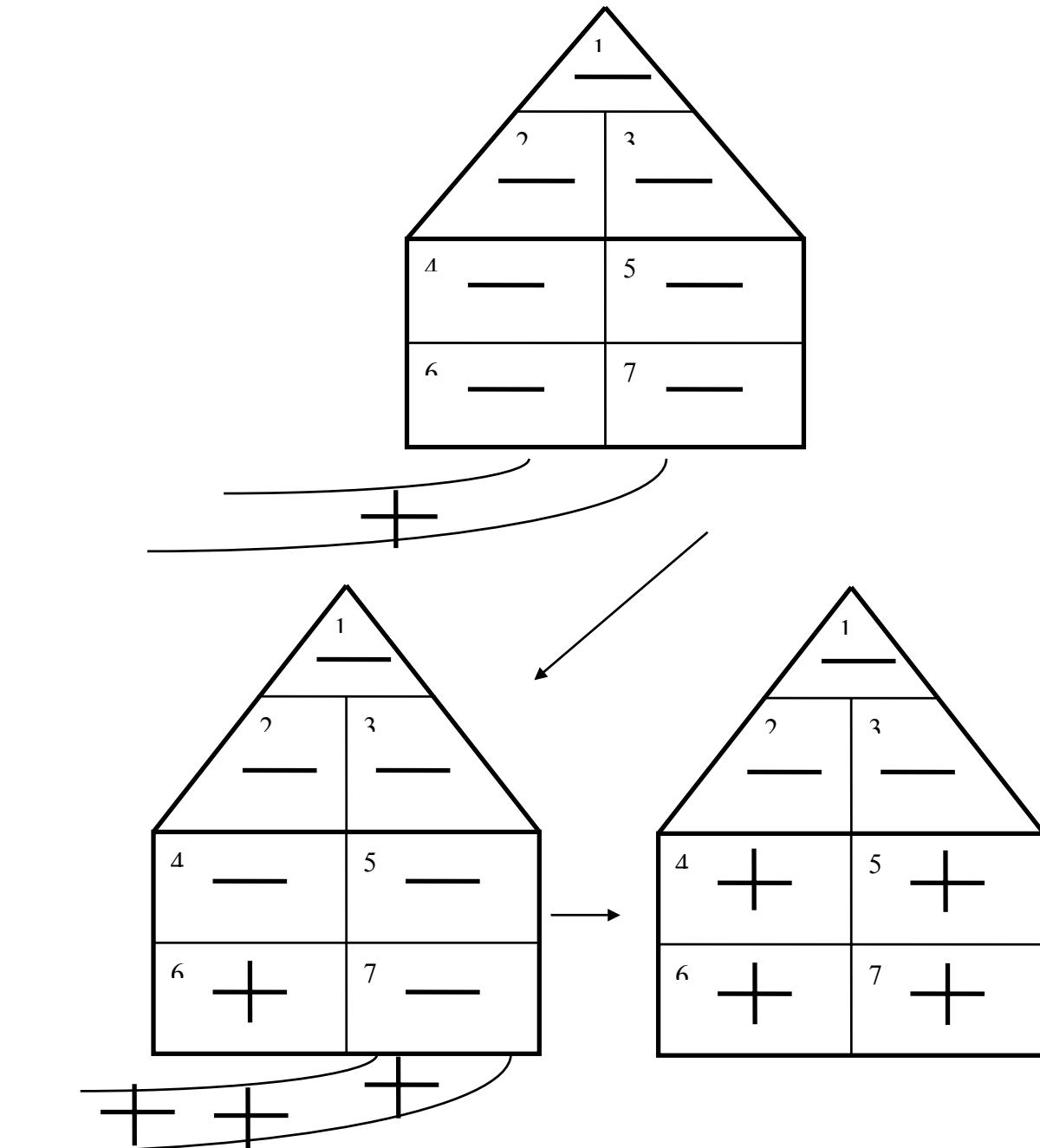
b. If I don't do a pleasant activity, I will feel \_\_\_\_\_

\_\_\_\_\_.

c. If I do a pleasant activity, I might feel \_\_\_\_\_

\_\_\_\_\_.

## WHY DOES DOING PLEASANT ACTIVITIES OR SELF CARE ACTIVITIES MAKE YOU FEEL BETTER?



The mind is like a house. When each of its rooms is full of negative thoughts we have a negative mind or a gloomy house. We can "clean house" by replacing negative thoughts with positive thoughts.

One way to do this is by doing pleasant activities. Pleasant activities often create pleasant thoughts, which replace and clean out negative ones. Then we can have a more balanced mind.

## WHAT WOULD IT BE LIKE TO DO SOMETHING FUN RIGHT NOW?

Rate your mood: 1 2 3 4 5 6 7 8 9

Do the activity: \_\_\_\_\_

Rate your mood: 1 2 3 4 5 6 7 8 9

**Any Changes:**

*Notes*

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### Take Home Message:

Pleasant activities help shape my external reality.

My personal reality is made up of time blocks.

If I can fill more and more of those time blocks with healthy, pleasant events,

## **COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 1

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<p>I will gradually make my personal reality more health and more pleasant. Then, I will feel better.</p>
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## **PERSONAL PROJECT**

### **WEEKLY PROJECT**

- 1) Continue tracking mood using the mood scale and track the number of positive events you do each day (see next page).
- 2) Identify activities that are pleasant for you.
- 3) Think about the dilemma: doing pleasant activities will make me feel better but when I am depressed I often don't feel like doing anything.  
(Hint: You don't have to feel like doing something to start doing it. Try it!)

### **OPTIONAL PROJECT** (select one of the following activities if you want)

- 1) Do two new pleasant activities next week.
- 2) Pick two pleasant activities that you usually do and increase the number of times you do them over the next week.
- 3) Look through the "Fun and Free in San Francisco" booklet and find two things you could do by yourself and two things you could do with other people.

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 1

Version 2000: May, 2000

## QUICK MOOD SCALE

DAY

BEST MOOD	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	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

# pleasant

activities

\_\_\_\_\_

- Try to use the whole range, not just 1 , 5 , or 9.
- We find that it is easiest to keep the scale by the bed. That way, before you go to bed, you can think about your day and rate your mood for the day.
- It will feel more natural as you practice it.
- 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, mark you daily mood on the calendar.



# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 1

Version 2000: May, 2000

## List of Pleasant Activities

Check what you did today:

DAY	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Wear clothes I like	_____	_____	_____	_____	_____	_____	_____
Listen to the radio	_____	_____	_____	_____	_____	_____	_____
Watch people	_____	_____	_____	_____	_____	_____	_____
Look at clouds	_____	_____	_____	_____	_____	_____	_____
Eat a good meal	_____	_____	_____	_____	_____	_____	_____
Be outdoors	_____	_____	_____	_____	_____	_____	_____
Care for a houseplant	_____	_____	_____	_____	_____	_____	_____
Show an interest in what others say	_____	_____	_____	_____	_____	_____	_____
Notice the good things that happen to family or friends	_____	_____	_____	_____	_____	_____	_____
Compliment/praise someone	_____	_____	_____	_____	_____	_____	_____
Talk about sports/current events	_____	_____	_____	_____	_____	_____	_____
See beautiful scenery	_____	_____	_____	_____	_____	_____	_____
Take a walk	_____	_____	_____	_____	_____	_____	_____
Make a new friend	_____	_____	_____	_____	_____	_____	_____
Go to a movie or play	_____	_____	_____	_____	_____	_____	_____
Go to a museum	_____	_____	_____	_____	_____	_____	_____
Play cards or chess	_____	_____	_____	_____	_____	_____	_____
Watch a sunset	_____	_____	_____	_____	_____	_____	_____
Do artwork or crafts	_____	_____	_____	_____	_____	_____	_____
Learn something new	_____	_____	_____	_____	_____	_____	_____
Collect things	_____	_____	_____	_____	_____	_____	_____
Give a compliment	_____	_____	_____	_____	_____	_____	_____
Read something inspiring	_____	_____	_____	_____	_____	_____	_____
Spend time with family	_____	_____	_____	_____	_____	_____	_____
Go to a garage sale	_____	_____	_____	_____	_____	_____	_____
Help someone	_____	_____	_____	_____	_____	_____	_____
Rearrange my room or house	_____	_____	_____	_____	_____	_____	_____
Talk on the telephone	_____	_____	_____	_____	_____	_____	_____
Do volunteer work	_____	_____	_____	_____	_____	_____	_____
Accept a compliment	_____	_____	_____	_____	_____	_____	_____

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 1

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## List of Pleasant Activities (continued)

DAY	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>
Read books or magazines	_____	_____	_____	_____	_____	_____	_____
Daydream	_____	_____	_____	_____	_____	_____	_____
Watch TV	_____	_____	_____	_____	_____	_____	_____
Cook a good meal	_____	_____	_____	_____	_____	_____	_____
Do crossword puzzles	_____	_____	_____	_____	_____	_____	_____
Take a long bath or shower	_____	_____	_____	_____	_____	_____	_____
Reminisce, talk about old times	_____	_____	_____	_____	_____	_____	_____
Write stories or poetry	_____	_____	_____	_____	_____	_____	_____
Spend time with friends	_____	_____	_____	_____	_____	_____	_____
Sing	_____	_____	_____	_____	_____	_____	_____
Go to a church function	_____	_____	_____	_____	_____	_____	_____
Read the newspaper	_____	_____	_____	_____	_____	_____	_____
Go to a meeting	_____	_____	_____	_____	_____	_____	_____
Exercise	_____	_____	_____	_____	_____	_____	_____
Solve a personal problem	_____	_____	_____	_____	_____	_____	_____
Listen to music	_____	_____	_____	_____	_____	_____	_____
Do outdoor work	_____	_____	_____	_____	_____	_____	_____
Get haircut/hair done	_____	_____	_____	_____	_____	_____	_____
Say prayers	_____	_____	_____	_____	_____	_____	_____
Sit in the sun	_____	_____	_____	_____	_____	_____	_____
Have peace and quiet	_____	_____	_____	_____	_____	_____	_____
Go to a park, fair, or zoo	_____	_____	_____	_____	_____	_____	_____
Write letters	_____	_____	_____	_____	_____	_____	_____
Listen to birds sing	_____	_____	_____	_____	_____	_____	_____
Go to the library	_____	_____	_____	_____	_____	_____	_____
Keep a clean house	_____	_____	_____	_____	_____	_____	_____
Other Activities	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 1

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## **ACTIVITIES 2- RELAXING AND PLANNING TO DO PLEASANT ACTIVITIES**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Planning to do Pleasant Activities
- V. Take Home Message
- VI. Personal Project

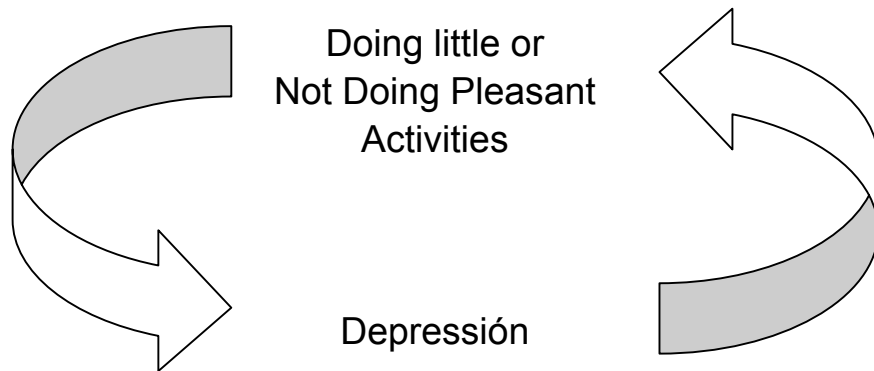
### The purpose of today's meeting:

- Learn how what we do affects how we feel.
- Identify what we like to do.
- Talk about a making plans to make sure we do pleasant activities.
- Do a relaxation exercise.

## **REVIEW: ACTIVITIES AND YOUR MOOD**

- What do you remember most from the last session?

Depression affects our interest in doing things. We have less interest in doing anything. Doing fewer pleasant activities can also lead you to feel more depressed.



## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale?
2. What pleasant activities did you do over last week?
3. How did you feel after doing pleasant activities?

## CHAINING ACTIVITY

Understanding how what we do affects how we feel.

9	
8	
7	
6	
5	(statement of fact)
4	
3	
2	
1	

### Instructions

1. Begin with a statement of fact. Something that is a fact, with no judgement involved. For example, it is raining. I have no energy. I have diabetes. Write that fact on a mood level of 5
2. Think about things that you could do that would bring your mood down. Go down one mood level at a time. For example, things you could do that would bring your mood down to a level 4, then a level 3, then a level 2, then a level 1. Write them down on the right level.
3. Then try and think of things you could do that would make you feel better. Think of things that would bring you to increasingly high mood levels.

- I can choose what I will do (even if I don't "feel like it" at first.
- When I am feeling down or tired, it is often hard to get the energy to do pleasant activities but doing one may help me feel better and less tired.
- When people do pleasant activities, they often feel happier and healthier. (In part because their external reality is actually better than if they were not doing them.)

## **COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

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- When people do pleasant activities, they are more likely to have positive thoughts about themselves and about their lives. In other words, their internal reality is also getting better.
- When people do pleasant activities they are more likely to have contact with other people, but there are also pleasant activities that people can do alone.

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

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## *What Do I Like To Do?*

	<u>Free</u>	<u>\$</u>
<u>Alone</u>		
<u>With Others</u>		



## NOTES ON PLEASANT ACTIVITIES

- Differences across people
  - We don't all like the same things.
  - We don't all need the same number of pleasant activities to feel good.
- Differences within oneself at different times
  - We don't always enjoy doing a specific activity.
  - We may only enjoy an activity under certain conditions.
- It is good to have activities you can do by yourself.
  - You control when you do them and are not dependent on anyone else.
  - Time to think and enjoy our own thoughts.
- It is also good to have activities you can do with others.
  - Pleasant contacts with people often make us feel better.
  - Others may sometimes increase our motivation to do the activity.
  - Can build and improve our relationships with others: doing fun stuff together helps people enjoy each other more.
- Brief pleasant activities are important.
  - You can do more of them.
  - They are useful when we are busy and can't find time.
  - Brief pleasant activities give us a glimpse of the beauty of the world around us.
  - Examples of brief pleasant activities:
    - As you walk somewhere, notice flowers on the way. Take time to smell them, notice the sky, the clouds, the fog, whatever about your surroundings that brings good feelings to you.
    - Remember a song you like, hum it, sing it aloud to yourself.
    - Have a cup of tea.

*Notes*

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**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

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# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

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## List of Pleasant Activities

Check what you did today:

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Wear clothes I like	_____	_____	_____	_____	_____	_____	_____
Listen to the radio	_____	_____	_____	_____	_____	_____	_____
Watch people	_____	_____	_____	_____	_____	_____	_____
Look at clouds	_____	_____	_____	_____	_____	_____	_____
Eat a good meal	_____	_____	_____	_____	_____	_____	_____
Be outdoors	_____	_____	_____	_____	_____	_____	_____
Care for a houseplant	_____	_____	_____	_____	_____	_____	_____
Show an interest in what others say	_____	_____	_____	_____	_____	_____	_____
Notice the good things that happen to family or friends	_____	_____	_____	_____	_____	_____	_____
Compliment/praise someone	_____	_____	_____	_____	_____	_____	_____
Talk about sports/current events	_____	_____	_____	_____	_____	_____	_____
See beautiful scenery	_____	_____	_____	_____	_____	_____	_____
Take a walk	_____	_____	_____	_____	_____	_____	_____
Make a new friend	_____	_____	_____	_____	_____	_____	_____
Go to a movie or play	_____	_____	_____	_____	_____	_____	_____
Go to a museum	_____	_____	_____	_____	_____	_____	_____
Play cards or chess	_____	_____	_____	_____	_____	_____	_____
Watch a sunset	_____	_____	_____	_____	_____	_____	_____
Do artwork or crafts	_____	_____	_____	_____	_____	_____	_____
Learn something new	_____	_____	_____	_____	_____	_____	_____
Collect things	_____	_____	_____	_____	_____	_____	_____
Give a compliment	_____	_____	_____	_____	_____	_____	_____
Read something inspiring	_____	_____	_____	_____	_____	_____	_____
Spend time with family	_____	_____	_____	_____	_____	_____	_____
Go to a garage sale	_____	_____	_____	_____	_____	_____	_____
Help someone	_____	_____	_____	_____	_____	_____	_____
Rearrange my room or house	_____	_____	_____	_____	_____	_____	_____
Talk on the telephone	_____	_____	_____	_____	_____	_____	_____
Do volunteer work	_____	_____	_____	_____	_____	_____	_____
Accept a compliment	_____	_____	_____	_____	_____	_____	_____

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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## List of Pleasant Activities (continued)

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>
Read books or magazines	_____	_____	_____	_____	_____	_____	_____
Daydream	_____	_____	_____	_____	_____	_____	_____
Watch TV	_____	_____	_____	_____	_____	_____	_____
Cook a good meal	_____	_____	_____	_____	_____	_____	_____
Do crossword puzzles	_____	_____	_____	_____	_____	_____	_____
Take a long bath or shower	_____	_____	_____	_____	_____	_____	_____
Reminisce, talk about old times	_____	_____	_____	_____	_____	_____	_____
Write stories or poetry	_____	_____	_____	_____	_____	_____	_____
Spend time with friends	_____	_____	_____	_____	_____	_____	_____
Sing	_____	_____	_____	_____	_____	_____	_____
Go to a church function	_____	_____	_____	_____	_____	_____	_____
Read the newspaper	_____	_____	_____	_____	_____	_____	_____
Go to a meeting	_____	_____	_____	_____	_____	_____	_____
Exercise	_____	_____	_____	_____	_____	_____	_____
Solve a personal problem	_____	_____	_____	_____	_____	_____	_____
Listen to music	_____	_____	_____	_____	_____	_____	_____
Do outdoor work	_____	_____	_____	_____	_____	_____	_____
Get haircut/hair done	_____	_____	_____	_____	_____	_____	_____
Say prayers	_____	_____	_____	_____	_____	_____	_____
Sit in the sun	_____	_____	_____	_____	_____	_____	_____
Have peace and quiet	_____	_____	_____	_____	_____	_____	_____
Go to a park, fair, or zoo	_____	_____	_____	_____	_____	_____	_____
Write letters	_____	_____	_____	_____	_____	_____	_____
Listen to birds sing	_____	_____	_____	_____	_____	_____	_____
Go to the library	_____	_____	_____	_____	_____	_____	_____
Keep a clean house	_____	_____	_____	_____	_____	_____	_____
Other Activities	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____

## ***RELAXING***

Go through the different muscle groups in the order shown below. Remember to tense and relax each group twice in a row. Then move on to the next group of muscles.

<b>Hands</b>	Tighten your right hand by making a fist and squeezing. Do this twice. Repeat with the left hand.
<b>Forearms and back of hands</b>	With your right arm resting on the chair and the back of your hand facing up, bend your hand at the wrist, pointing your fingers straight up. Study the tension this creates in the back of your hand and forearm. Repeat. Now do it with the left hand and arm.
<b>Biceps</b>	Flex large muscles in your upper arm by trying to touch your right shoulder with your right fist, tightening the biceps. Repeat. Right arm first, then left.
<b>Shoulders</b>	Bring your shoulders up, as if to touch your ears with them. Repeat.
<b>Forehead</b>	Wrinkle up your forehead by bringing your eyebrows up as far as they will go. Repeat.
<b>Face</b>	Wrinkle your nose and close your eyes tightly. Repeat
<b>Lips</b>	Press your lips tightly together. Repeat
<b>Tongue</b>	Push your tongue into the roof of your mouth. Repeat
<b>Neck</b>	Press your head against the back of the chair. Repeat
<b>Chest</b>	Take a breath that is so deep you can feel it stretch your chest muscles. Hold it. Release it slowly. Feel yourself relax as the air leaves your lungs. Repeat
<b>Stomach</b>	Suck in and tighten your abdomen, as though preparing to receive a punch in the stomach. Repeat
<b>Back</b>	Arch your back away from the chair. Repeat
<b>Legs and thighs</b>	Lift your legs up from the chair, holding them straight out in the air. Repeat.
<b>Calves.</b>	Point your toes back toward your chest, creating tension in your lower legs. Repeat.
<b>Feet</b>	Curl your toes downward, as if digging them into sand. Feel the tension in your arches. Repeat

Go through the muscle groups in the following way:

- 1) tense for 5-10 seconds
- 2) study the tension
- 3) relax (about 20 seconds). Let the muscles go totally loose and let the tension go completely.
- 4) notice the difference between tensing and relaxing
- 5) OPTIONAL: tense again or tense half way and repeat the process of studying the tension and relaxing

## **HOW CAN I INCREASE THE CHANCE THAT I WILL DO PLEASANT ACTIVITIES?**

### **Step 1: Consider that doing pleasant activities is important**

- **It helps improve our emotional, social, and physical health.**  
**It actually changes your external reality (the reality of your day).**

### **Step 2: Decide/select what you would like to do. Choose your pleasant activity.**

### **Step 3: Commit to doing the pleasant activity in order to improve how you feel.**

### **Step 4: Plan ahead (make the activity do-able, simple, and low stress)**

- **Schedule the event**
- **If others are involved, invite them**
- **Plan an alternative (e.g. in case of rain)**

### **Step 5: Get help from others when necessary**

- **Emotional support**

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

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- **Companionship during the activity**
- **Instrumental support - a ride, loan of money or car**

**Step 6: Recognize the effort you are making to help yourself feel better.**

**Give yourself a mental pat on the back.**

### PERSONAL COMMITMENT FORM

I plan to do the following:

---

---

---

---

---

I will do it by this date: \_\_\_\_\_

I feel this is important because:

---

---

---

---

---

(optional: use the calendar below to schedule the activity)

DAY:	DAY:	DAY:	DAY:
MORNING/Before Noon	MORNING	MORNING	MORNING
AFTERNOON 12:00	AFTERNOON 12:00	AFTERNOON 12:00	AFTERNOON 12:00

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

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NIGHT 5:00/After dinner	NIGHT 5:00	NIGHT 5:00	NIGHT 5:00
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## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

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### Take Home Message:

Pleasant activities are as necessary to being happy and healthy as eating and sleeping well.

But when I am depressed, it is often hard to get started.

So, I need to plan carefully how to increase my pleasant activities.

Once I get going, I'll get better, and it will be easier to keep doing healthy, fun activities.

## PERSONAL PROJECTS QUICK MOOD SCALE

DAY

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

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

# pleasant  
activities

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of positive events you do each day (see page 51 for more instructions).
- 2) Follow the plan you developed and do the pleasant activity.

**OPTIONAL PROJECT** (select one of the following activities if you want)

## **COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

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- 1) plan to do another activity
- 2) teach someone what you learned in group today
- 3) practice relaxing
- 4) do a new pleasant activity

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

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## *Relaxation Record*

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10				
Not at all relaxed		Mild	Moderate	Very relaxed
Date	How long?	Score Before?	Score After?	

*Notes*

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**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

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## **ACTIVITIES 3 -- IDENTIFYING AND OVERCOMING ROADBLOCKS TO DOING PLEASANT ACTIVITIES**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Identifying and Overcoming Obstacles
- V. Take Home Message
- VI. Personal Project

The purpose of today's meeting:

- Identify the obstacles that keep you from doing pleasant activities.
- Talk about how to problem solve and overcome obstacles.
- Talk about creating a balance in your life in order to improve your mood and shape your future.

## **REVIEW: PLANNING TO DO PLEASANT ACTIVITIES**

- What do you remember most from last session?
- What do you remember about making a plan to do pleasant activities?
- What do you remember about the relaxation exercise?

## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale.
2. What pleasant activities did you do over the last week?
3. If you practiced the relaxation exercise, how did you feel?

## WHAT IS KEEPING ME FROM DOING PLEASANT ACTIVITIES

I would have done it BUT. ....

I can't do it because .....

Problems/Roadblocks
1.
2.
3.
4.
5.

## HOW CAN I OVERCOME THESE ROADBLOCKS?

Solutions
1.
2.
3.
4.
5.

# **SOLVING PROBLEMS AND OVERCOMING ROADBLOCKS (ITCH)**

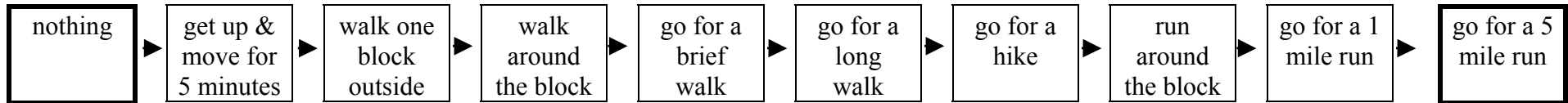
- Step 1: Identify the problem or roadblock.**
- Step 2: Think about all the possible solutions, without evaluating them.**
- Step 3: Choose the best solution or combination of solutions (the ones that are best for you) and try them.**
- Step 4: How well does it work. Try it and find out. Then reevaluate the problem and consider additional alternatives or changes.**



## PACING MYSELF

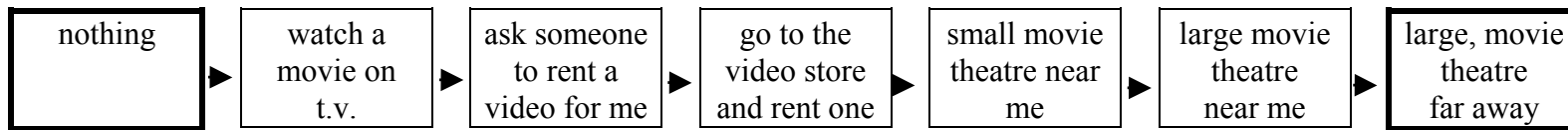
Given my energy level, health, and time . . . . .

1. If I wanted to do exercise, what might I do? (circle one or write your own)



My choice: \_\_\_\_\_

2. If I wanted to see a movie, what might I do?



What kind of movie might I watch given my energy level, health, time, and mood, and personal preference? (circle one)

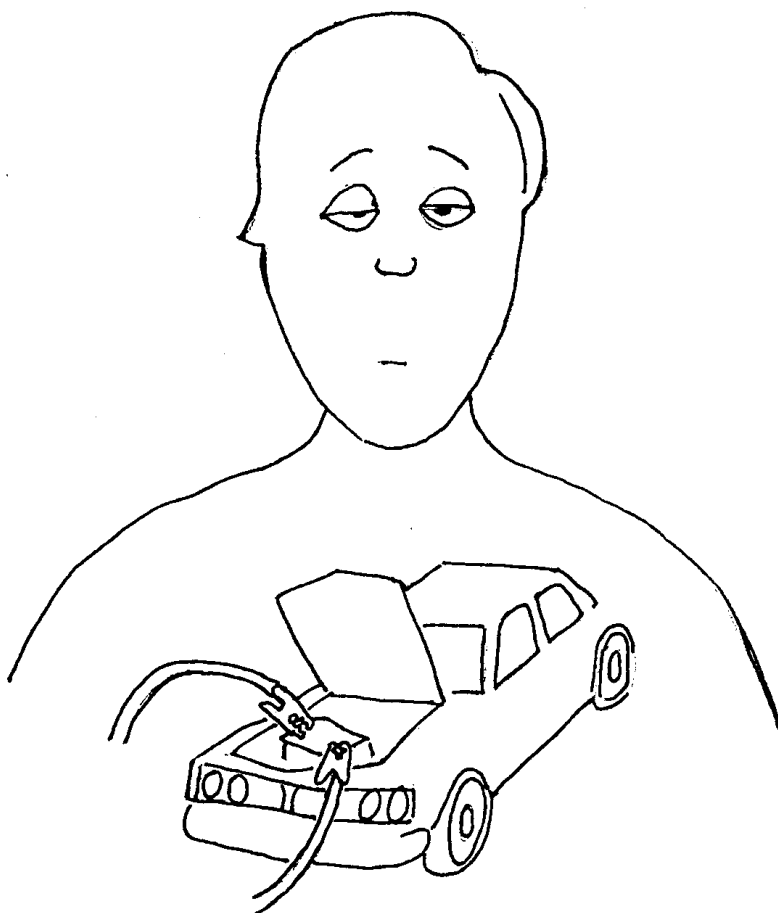
romantic comedy      adventure      drama      horror movie

My choice: \_\_\_\_\_

3. What is something I would like to do? \_\_\_\_\_

How might I pace myself? \_\_\_\_\_

## **JUMPSTARTING MY ENGINE**



Our bodies are like cars. When we don't use our cars, our battery runs out. With cars, we can do a couple of things to get them started. We can get a jumpstart from someone. We can also push them, then pop the clutch. The car then starts, and as you use it, the battery recharges itself.

How can you recharge your body's battery?

## PLEASURE PREDICTING

Step 1: Pick an activity. Try to make sure it is something that would be pleasant for you.

Step 2: Pick the conditions that would make it most pleasant (e.g. If it's a movie you want to see, do you prefer to see it alone or with someone? Do you prefer to see a romantic comedy, a drama, or a horror film?)

Step 3: Write down how enjoyable you think it would be. Use the star rating scale below.

\* not at all      \*\* a little bit      \*\*\* moderately      \*\*\*\* quite a bit      \*\*\*\*\* extremely

Step 4: Do the activity under the conditions that will increase the chance that it would be fun for you. THIS IS THE MOST IMPORTANT PART!

Step 5: Think back and write down the amount of enjoyment that you actually experienced. Use the star rating again.

Step 6: Now look at the two ratings, how do they compare?

Step 7: Do this with other activities. Do you see a pattern? What have you learned? What thought do you have about yourself or others after doing the activity?

## Pleasure Predicting Chart

Activity	How much <u>will</u> you enjoy this activity?	How much <u>did</u> you enjoy this activity
going to a museum	**	***
talking to a friend	***	*****

Star rating system

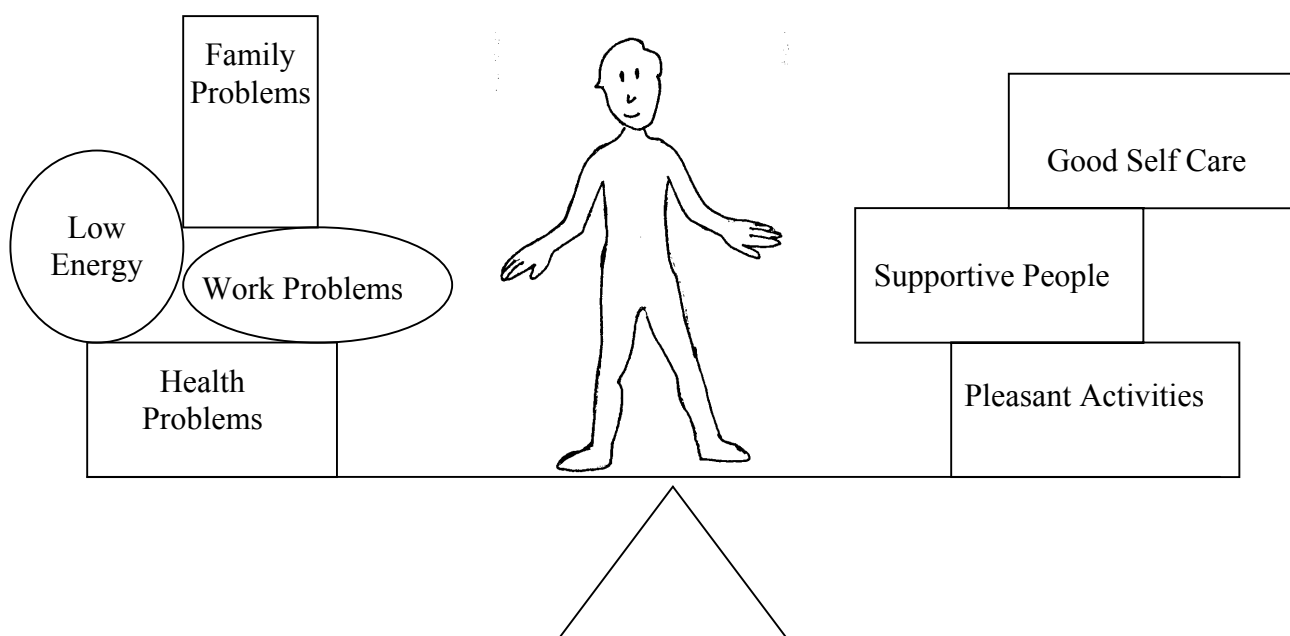
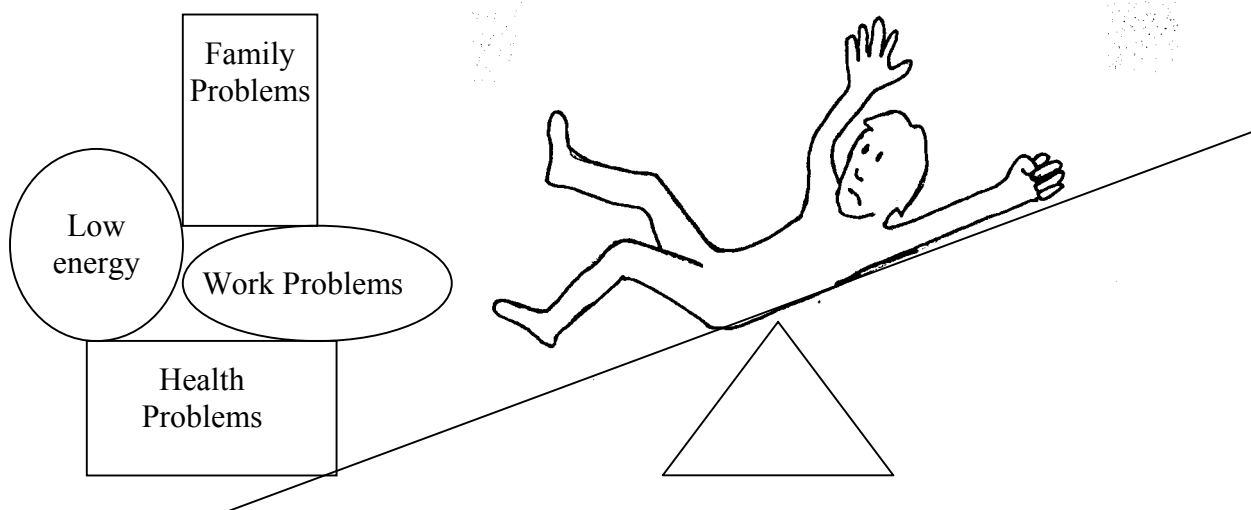
\* not at all  
 \*\* a little bit  
 \*\*\* moderately  
 \*\*\*\* quite a bit  
 \*\*\*\*\* extremely

# COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION

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## Balancing Stress and Fun

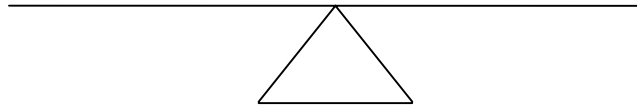


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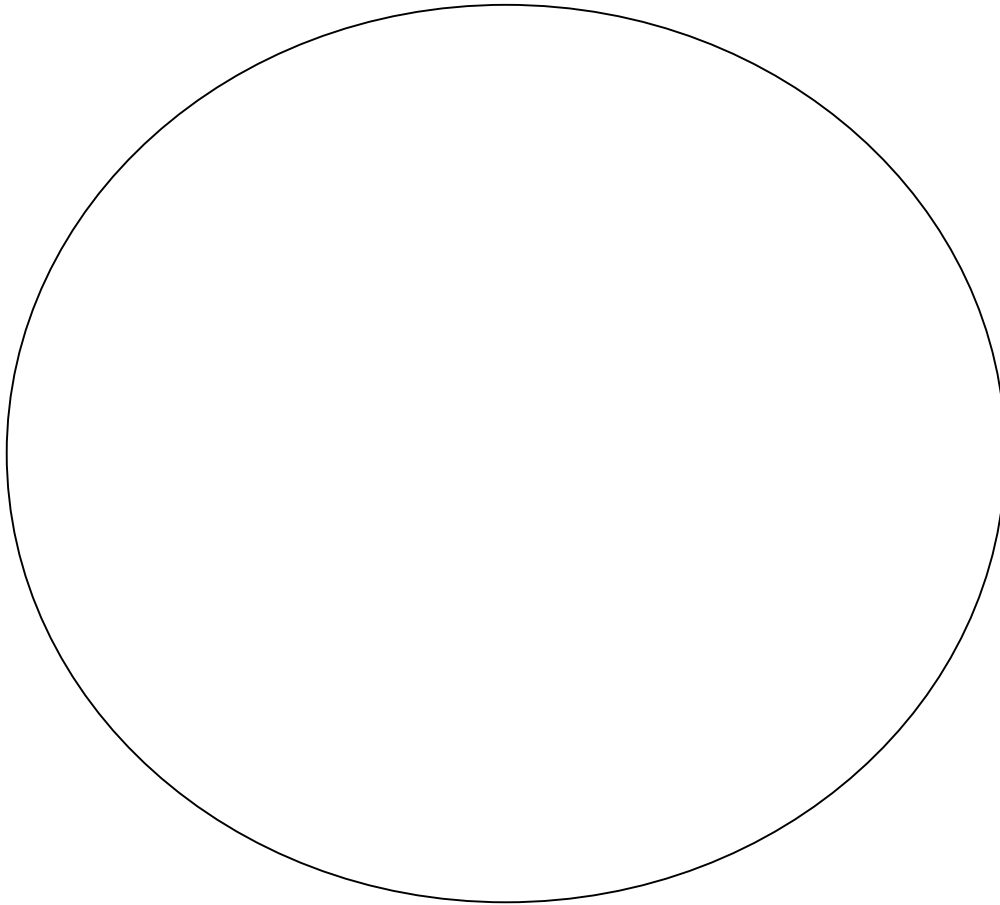
# TO DO



HAVE TO DO

WANT TO DO

## **DIVERSIFY YOUR PIE**



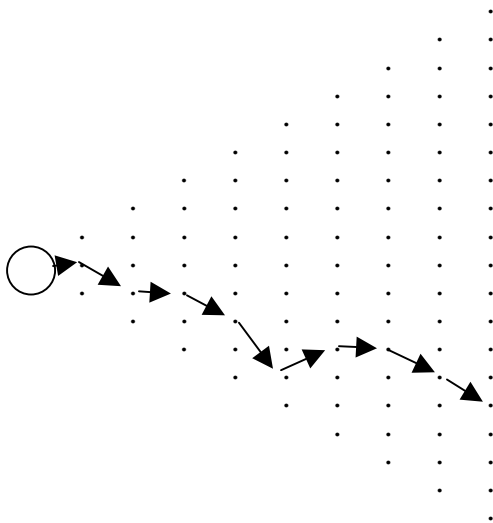
### **INSTRUCTIONS:**

- Think of your life as a pie that has different slices.
- One slice might include work, another might include family, another friends, another hobbies, another time for yourself.
- You decide how big a slice to cut for each section.
- If you diversify your pie, meaning if you have different areas in your life, it will help you balance your life when you might have problems in one area.
- Think about your own life. Decide what slices you might want in your life and how big they might each be. For example, what percentage of your life would you devote to work, to family, to friends, to yourself, etc.

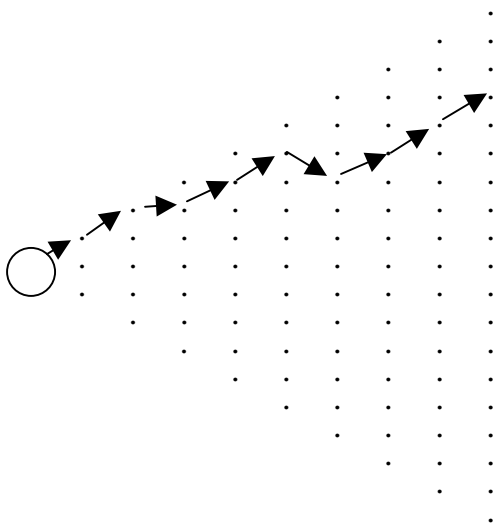
## ***SHAPING MY REALITY***

**Instructions:** Look at the picture on the next page. Imagine that each dot is an action that you can take. You can either move up or down. Imagine that you are now at the circle. Make ten moves. You will move from to the right. You can either move directly to the right, upward and to the right, or downward and to the right. Each move seems small and does not move us very far from the last move. Now make 10 moves. 10 moves later where are you? By making small moves, small actions, we can shape our reality.

Example A.



Example B.

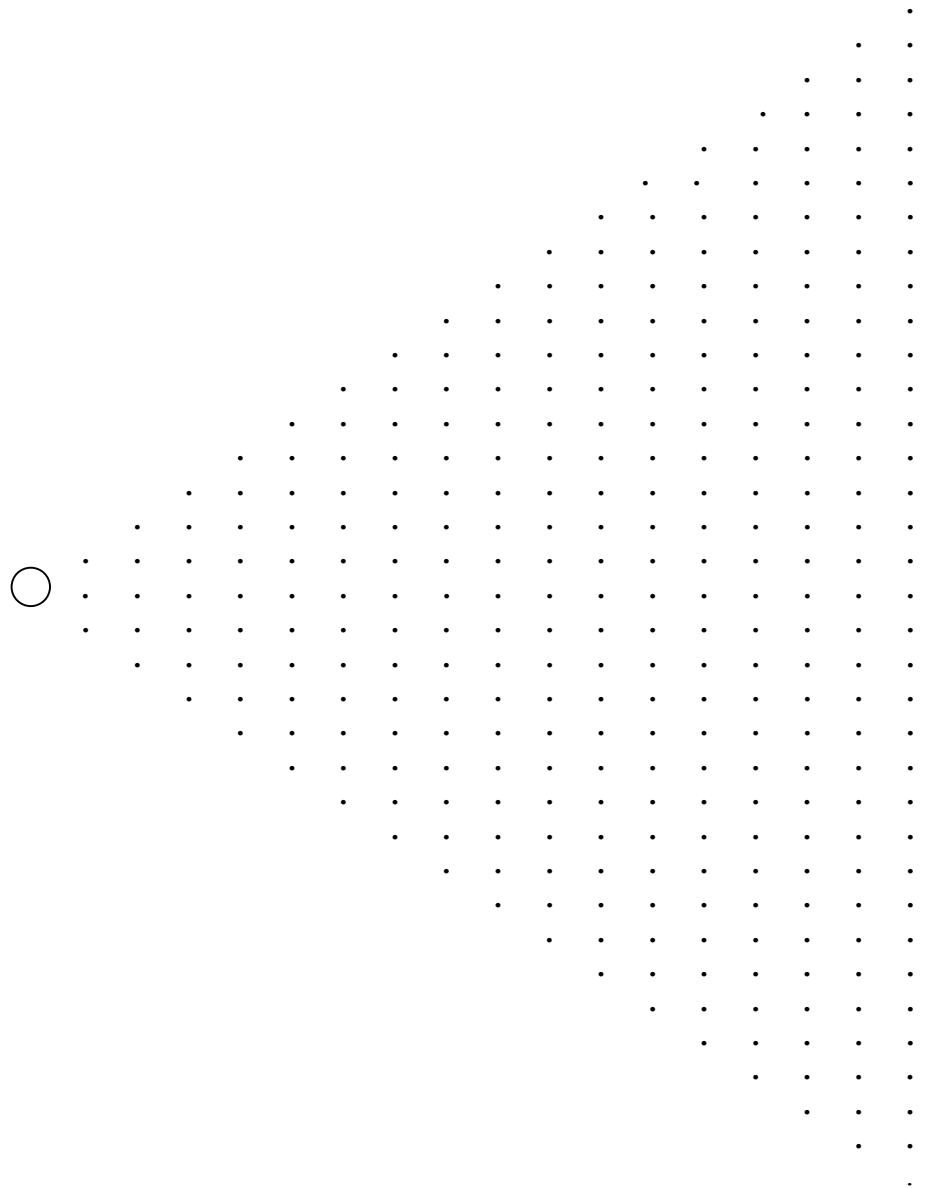




## COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION

Part III: Participant Notes: Activities Module: Session 3

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### Take Home Message:

At each moment in time, I can choose what I will do and how I will react to what is happening.

If I consciously choose to do or think something that will improve my emotional and physical health, I will gradually improve my personal reality.

This is how I can shape my life.

By taking many small steps, I can improve my life and my reality.

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY

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	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

# pleasant  
activities

\_\_\_\_\_

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of positive events you do each day (see page 51 for more instructions).

### OPTIONAL PROJECTS (pick one of the following)

- 1) Do a new pleasant activity.
- 2) Use one of the strategies you learned to overcome a roadblock.
- 3) Write out my To Do List, including things I have to do and things I want to do.
- 4) Help someone else to do a pleasant activity.
- 5) Talk to someone about what I have learned.
- 6) Practice the relaxation exercise.

## **ACTIVITIES 4-SETTING GOALS AND SHAPING YOUR REALITY**

### **SESSION OUTLINE**

- I. Agenda and Announcements
- II. Review
- III. Personal Project Review
- IV. New Material: Setting Goals and Shaping Your Future
- V. Take Home Message
- VI. Feedback and Goodbye to Group Members Who Are Graduating
- VII. Personal Project

The purpose of today's meeting:

- To talk about setting reachable goals.
- To set short term and long term goals.
  - To say goodbye to group members who are graduating.

## **REVIEW: IDENTIFYING AND OVERCOMING ROADBLOCKS**

- What do you remember most from last session?
- Name one roadblock that you identified.
- What can you do when you don't feel like anything?
- How can you change your future?

## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale.
2. What are things that you have to do, and what are things that you want to do?
3. What did you do last week when you found a roadblock to doing a pleasant activity?



## COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION

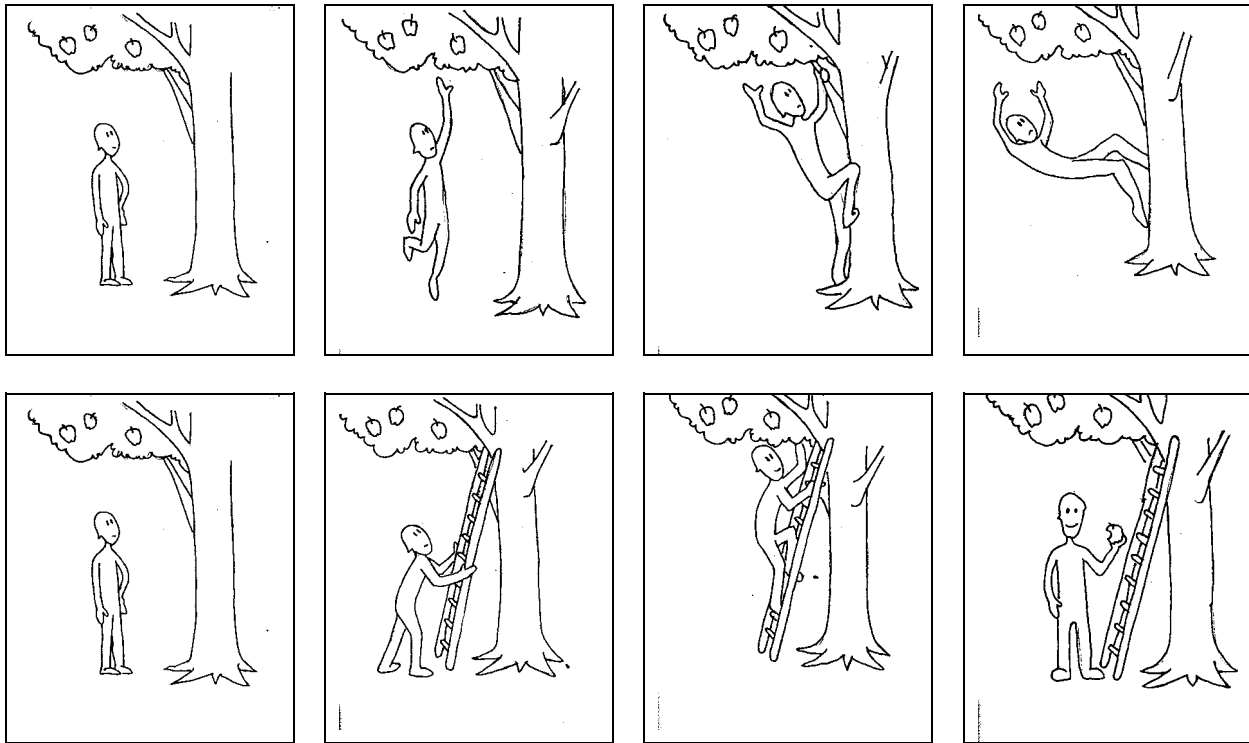
Part III: Participant Notes: Activities Module: Session 4

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- If you do what you set out to do, you have reached your goal.  
However, other people may not behave the way you want them to.

### Step 5: Break your goal into steps.

You can't get to the top of the roof by jumping, but it's easy if you use a ladder.



### Step 6: When you reach your goal or a step toward your goal, celebrate and reward yourself.

Note: This exercise was adapted from the Going for the Goal Program written by Steven J. Danish, et al., Virginia Commonwealth University, Department of Psychology, 1992.

## MY GOAL

### Step 1

#### What I want to do

Short Term (within 6 months)

Long Term (at some point in the next 5 years)

## Version 2000: May, 2000



**Step 3**

**Nail it down**

**(when, what, how much, where, how)**

Specifically, for my short term goal I will:

---

*I will begin:*

---

*I will do:*

---

*I will do this much:*

---

*I will do it in this place:*

---

*I will do it in this way:*

---

Specifically, for my long term goal I will:

---

*I will begin:*

---

*I will do:*

---

*I will do this much:*

---

*I will do it in this place:*

---

*I will do it in this way:*

---

## MY GOAL

### Step 4

**Make sure my goal is under my control**

Every part of my goal, is something that I can do:

For my short term goal:

---

---

---

For my long term goal

---

---

---

---

---

---

---

---

## MY GOAL

### Step 5

Steps to reach my short term goal

*My  
goal*

#5

#4

#3

#2

#1

## MY GOAL

### Step 5

Steps to reach my long term goal

*My  
goal*

#5

#4

#3

#2

#1

**COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION**

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**MY GOAL**

**Step 6**

**And my reward will be**

For my short term goal:

---

---

---

For my long term goal:

---

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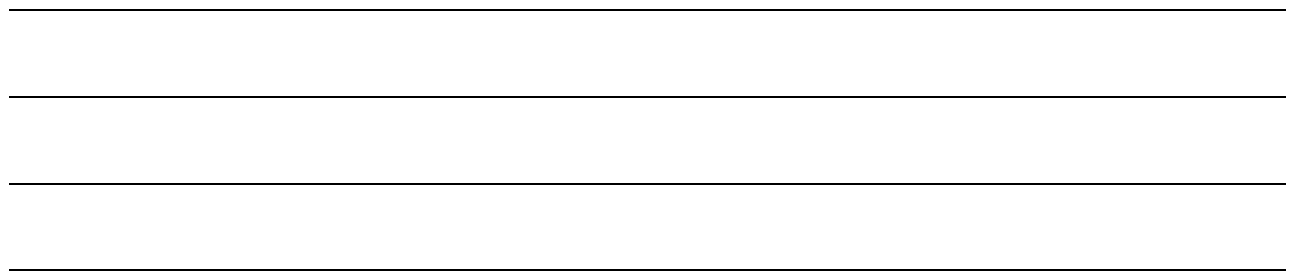
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## Version 2000: May, 2000



They will also help you achieve emotional and physical health and a sense of satisfaction with life.

## **Review of the Module**

Over the past 4 sessions, we have been focusing on what we do, and we have been learning about how what we do affects how we feel. We have learned to make changes in our activities to positively affect the way we feel.

1. How have you made changes in what you do since beginning the group?
2. What did you learn about activities that was most helpful, in terms of improving your mood?
3. What did you find least helpful?
4. What message will you take from this module?

## COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION

Part III: Participant Notes: Activities Module: Session 4

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### PERSONAL PROJECT

#### QUICK MOOD SCALE

DAY

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	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

# pleasant  
activities

\_\_\_\_\_

#### WEEKLY PROJECT

Continue tracking mood using the mood scale and track the number of positive events you do each day (see page 51 for more instructions).

#### OPTIONAL PROJECTS (pick one of the following)

- 1) Set a goal, fill out the "Goal" sheet, and bring it in next week.
- 2) Try to do a step on your goal ladder and then reward yourself.
- 3) Do a new pleasant activity.
- 4) Talk to someone about what you learned today.
- 5) Practice the relaxation exercise.



## **ACTIVITIES 2- RELAXING AND PLANNING TO DO PLEASANT ACTIVITIES**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Planning to do Pleasant Activities
- V. Take Home Message
- VI. Personal Project

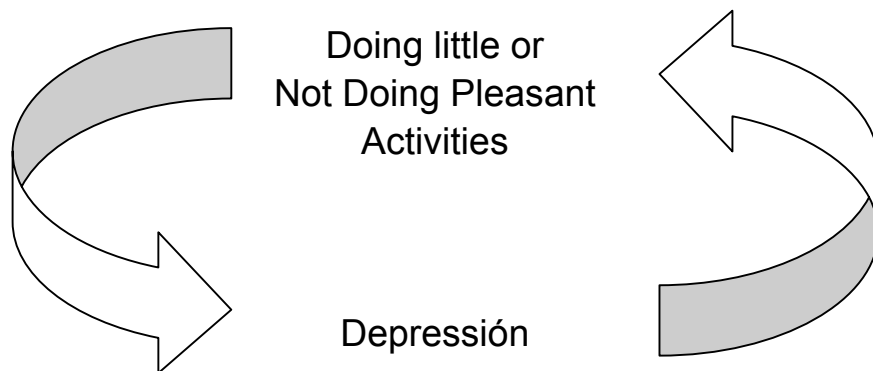
### The purpose of today's meeting:

- Learn how what we do affects how we feel.
- Identify what we like to do.
- Talk about a making plans to make sure we do pleasant activities.
- Do a relaxation exercise.

## **REVIEW: ACTIVITIES AND YOUR MOOD**

- What do you remember most from the last session?

Depression affects our interest in doing things. We have less interest in doing anything. Doing fewer pleasant activities can also lead you to feel more depressed.



## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale?
2. What pleasant activities did you do over last week?
3. How did you feel after doing pleasant activities?

## CHAINING ACTIVITY

Understanding how what we do affects how we feel.

9	
8	
7	
6	
5	(statement of fact)
4	
3	
2	
1	

### Instructions

1. Begin with a statement of fact. Something that is a fact, with no judgement involved. For example, it is raining. I have no energy. I have diabetes. Write that fact on a mood level of 5
2. Think about things that you could do that would bring your mood down. Go down one mood level at a time. For example, things you could do that would bring your mood down to a level 4, then a level 3, then a level 2, then a level 1. Write them down on the right level.
3. Then try and think of things you could do that would make you feel better. Think of things that would bring you to increasingly high mood levels.

- I can choose what I will do (even if I don't "feel like it" at first).
- When I am feeling down or tired, it is often hard to get the energy to do pleasant activities but doing one may help me feel better and less tired.
- When people do pleasant activities, they often feel happier and healthier. (In part because their external reality is actually better than if they were not doing them.)

## **COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 2

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- When people do pleasant activities, they are more likely to have positive thoughts about themselves and about their lives. In other words, their internal reality is also getting better.
- When people do pleasant activities they are more likely to have contact with other people, but there are also pleasant activities that people can do alone.

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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## *What Do I Like To Do?*

	<u>Free</u>	<u>\$</u>
<u>Alone</u>		
<u>With Others</u>		

## NOTES ON PLEASANT ACTIVITIES

- Differences across people
  - We don't all like the same things.
  - We don't all need the same number of pleasant activities to feel good.
- Differences within oneself at different times
  - We don't always enjoy doing a specific activity.
  - We may only enjoy an activity under certain conditions.
- It is good to have activities you can do by yourself.
  - You control when you do them and are not dependent on anyone else.
  - Time to think and enjoy our own thoughts.
- It is also good to have activities you can do with others.
  - Pleasant contacts with people often make us feel better.
  - Others may sometimes increase our motivation to do the activity.
  - Can build and improve our relationships with others: doing fun stuff together helps people enjoy each other more.
- Brief pleasant activities are important.
  - You can do more of them.
  - They are useful when we are busy and can't find time.
  - Brief pleasant activities give us a glimpse of the beauty of the world around us.
  - Examples of brief pleasant activities:
    - As you walk somewhere, notice flowers on the way. Take time to smell them, notice the sky, the clouds, the fog, whatever about your surroundings that brings good feelings to you.
    - Remember a song you like, hum it, sing it aloud to yourself.
    - Have a cup of tea.

*Notes*

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# **COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 2

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# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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## List of Pleasant Activities

Check what you did today:

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Wear clothes I like	_____	_____	_____	_____	_____	_____	_____
Listen to the radio	_____	_____	_____	_____	_____	_____	_____
Watch people	_____	_____	_____	_____	_____	_____	_____
Look at clouds	_____	_____	_____	_____	_____	_____	_____
Eat a good meal	_____	_____	_____	_____	_____	_____	_____
Be outdoors	_____	_____	_____	_____	_____	_____	_____
Care for a houseplant	_____	_____	_____	_____	_____	_____	_____
Show an interest in what others say	_____	_____	_____	_____	_____	_____	_____
Notice the good things that happen to family or friends	_____	_____	_____	_____	_____	_____	_____
Compliment/praise someone	_____	_____	_____	_____	_____	_____	_____
Talk about sports/current events	_____	_____	_____	_____	_____	_____	_____
See beautiful scenery	_____	_____	_____	_____	_____	_____	_____
Take a walk	_____	_____	_____	_____	_____	_____	_____
Make a new friend	_____	_____	_____	_____	_____	_____	_____
Go to a movie or play	_____	_____	_____	_____	_____	_____	_____
Go to a museum	_____	_____	_____	_____	_____	_____	_____
Play cards or chess	_____	_____	_____	_____	_____	_____	_____
Watch a sunset	_____	_____	_____	_____	_____	_____	_____
Do artwork or crafts	_____	_____	_____	_____	_____	_____	_____
Learn something new	_____	_____	_____	_____	_____	_____	_____
Collect things	_____	_____	_____	_____	_____	_____	_____
Give a compliment	_____	_____	_____	_____	_____	_____	_____
Read something inspiring	_____	_____	_____	_____	_____	_____	_____
Spend time with family	_____	_____	_____	_____	_____	_____	_____
Go to a garage sale	_____	_____	_____	_____	_____	_____	_____
Help someone	_____	_____	_____	_____	_____	_____	_____
Rearrange my room or house	_____	_____	_____	_____	_____	_____	_____
Talk on the telephone	_____	_____	_____	_____	_____	_____	_____
Do volunteer work	_____	_____	_____	_____	_____	_____	_____
Accept a compliment	_____	_____	_____	_____	_____	_____	_____



# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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## List of Pleasant Activities (continued)

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>
Read books or magazines	_____	_____	_____	_____	_____	_____	_____
Daydream	_____	_____	_____	_____	_____	_____	_____
Watch TV	_____	_____	_____	_____	_____	_____	_____
Cook a good meal	_____	_____	_____	_____	_____	_____	_____
Do crossword puzzles	_____	_____	_____	_____	_____	_____	_____
Take a long bath or shower	_____	_____	_____	_____	_____	_____	_____
Reminisce, talk about old times	_____	_____	_____	_____	_____	_____	_____
Write stories or poetry	_____	_____	_____	_____	_____	_____	_____
Spend time with friends	_____	_____	_____	_____	_____	_____	_____
Sing	_____	_____	_____	_____	_____	_____	_____
Go to a church function	_____	_____	_____	_____	_____	_____	_____
Read the newspaper	_____	_____	_____	_____	_____	_____	_____
Go to a meeting	_____	_____	_____	_____	_____	_____	_____
Exercise	_____	_____	_____	_____	_____	_____	_____
Solve a personal problem	_____	_____	_____	_____	_____	_____	_____
Listen to music	_____	_____	_____	_____	_____	_____	_____
Do outdoor work	_____	_____	_____	_____	_____	_____	_____
Get haircut/hair done	_____	_____	_____	_____	_____	_____	_____
Say prayers	_____	_____	_____	_____	_____	_____	_____
Sit in the sun	_____	_____	_____	_____	_____	_____	_____
Have peace and quiet	_____	_____	_____	_____	_____	_____	_____
Go to a park, fair, or zoo	_____	_____	_____	_____	_____	_____	_____
Write letters	_____	_____	_____	_____	_____	_____	_____
Listen to birds sing	_____	_____	_____	_____	_____	_____	_____
Go to the library	_____	_____	_____	_____	_____	_____	_____
Keep a clean house	_____	_____	_____	_____	_____	_____	_____
Other Activities	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____

## ***RELAXING***

Go through the different muscle groups in the order shown below. Remember to tense and relax each group twice in a row. Then move on to the next group of muscles.

<b>Hands</b>	Tighten your right hand by making a fist and squeezing. Do this twice. Repeat with the left hand.
<b>Forearms and back of hands</b>	With your right arm resting on the chair and the back of your hand facing up, bend your hand at the wrist, pointing your fingers straight up. Study the tension this creates in the back of your hand and forearm. Repeat. Now do it with the left hand and arm.
<b>Biceps</b>	Flex large muscles in your upper arm by trying to touch your right shoulder with your right fist, tightening the biceps. Repeat. Right arm first, then left.
<b>Shoulders</b>	Bring your shoulders up, as if to touch your ears with them. Repeat.
<b>Forehead</b>	Wrinkle up your forehead by bringing your eyebrows up as far as they will go. Repeat.
<b>Face</b>	Wrinkle your nose and close your eyes tightly. Repeat
<b>Lips</b>	Press your lips tightly together. Repeat
<b>Tongue</b>	Push your tongue into the roof of your mouth. Repeat
<b>Neck</b>	Press your head against the back of the chair. Repeat
<b>Chest</b>	Take a breath that is so deep you can feel it stretch your chest muscles. Hold it. Release it slowly. Feel yourself relax as the air leaves your lungs. Repeat
<b>Stomach</b>	Suck in and tighten your abdomen, as though preparing to receive a punch in the stomach. Repeat
<b>Back</b>	Arch your back away from the chair. Repeat
<b>Legs and thighs</b>	Lift your legs up from the chair, holding them straight out in the air. Repeat.
<b>Calves.</b>	Point your toes back toward your chest, creating tension in your lower legs. Repeat.
<b>Feet</b>	Curl your toes downward, as if digging them into sand. Feel the tension in your arches. Repeat

Go through the muscle groups in the following way:

- 1) tense for 5-10 seconds
- 2) study the tension
- 3) relax (about 20 seconds). Let the muscles go totally loose and let the tension go completely.
- 4) notice the difference between tensing and relaxing
- 5) OPTIONAL: tense again or tense half way and repeat the process of studying the tension and relaxing

## **HOW CAN I INCREASE THE CHANCE THAT I WILL DO PLEASANT ACTIVITIES?**

### **Step 1: Consider that doing pleasant activities is important**

- **It helps improve our emotional, social, and physical health.**  
**It actually changes your external reality (the reality of your day).**

### **Step 2: Decide/select what you would like to do. Choose your pleasant activity.**

### **Step 3: Commit to doing the pleasant activity in order to improve how you feel.**

### **Step 4: Plan ahead (make the activity do-able, simple, and low stress)**

- **Schedule the event**
- **If others are involved, invite them**
- **Plan an alternative (e.g. in case of rain)**

### **Step 5: Get help from others when necessary**

- **Emotional support**

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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- **Companionship during the activity**
- **Instrumental support - a ride, loan of money or car**

**Step 6: Recognize the effort you are making to help yourself feel better.**

**Give yourself a mental pat on the back.**

### PERSONAL COMMITMENT FORM

I plan to do the following:

---

---

---

---

---

I will do it by this date: \_\_\_\_\_

I feel this is important because:

---

---

---

---

---

(optional: use the calendar below to schedule the activity)

DAY:	DAY:	DAY:	DAY:
MORNING/Before Noon	MORNING	MORNING	MORNING
AFTERNOON 12:00	AFTERNOON 12:00	AFTERNOON 12:00	AFTERNOON 12:00

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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NIGHT 5:00/After dinner	NIGHT 5:00	NIGHT 5:00	NIGHT 5:00
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## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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### Take Home Message:

Pleasant activities are as necessary to being happy and healthy as eating and sleeping well.

But when I am depressed, it is often hard to get started.

So, I need to plan carefully how to increase my pleasant activities.

Once I get going, I'll get better, and it will be easier to keep doing healthy, fun activities.

## PERSONAL PROJECTS QUICK MOOD SCALE

DAY

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

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

# pleasant  
activities

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of positive events you do each day (see page 51 for more instructions).
- 2) Follow the plan you developed and do the pleasant activity.

**OPTIONAL PROJECT** (select one of the following activities if you want)

## **COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 2

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- 1) plan to do another activity
- 2) teach someone what you learned in group today
- 3) practice relaxing
- 4) do a new pleasant activity

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part III: Participant Notes: Activities Module: Session 2

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## *Relaxation Record*

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10				
Not at all relaxed		Mild	Moderate	Very relaxed
Date	How long?	Score Before?	Score After?	

*Notes*

---

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---

---



**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Activities Module: Session 2

Version 2000:May, 2000

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## **ACTIVITIES 3 -- IDENTIFYING AND OVERCOMING ROADBLOCKS TO DOING PLEASANT ACTIVITIES**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Identifying and Overcoming Obstacles
- V. Take Home Message
- VI. Personal Project

The purpose of today's meeting:

- Identify the obstacles that keep you from doing pleasant activities.
- Talk about how to problem solve and overcome obstacles.
- Talk about creating a balance in your life in order to improve your mood and shape your future.

## **REVIEW: PLANNING TO DO PLEASANT ACTIVITIES**

- What do you remember most from last session?
- What do you remember about making a plan to do pleasant activities?
- What do you remember about the relaxation exercise?

## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale.
2. What pleasant activities did you do over the last week?
3. If you practiced the relaxation exercise, how did you feel?

## WHAT IS KEEPING ME FROM DOING PLEASANT ACTIVITIES

I would have done it BUT. ....

I can't do it because .....

Problems/Roadblocks
1.
2.
3.
4.
5.

## HOW CAN I OVERCOME THESE ROADBLOCKS?

Solutions
1.
2.
3.
4.
5.

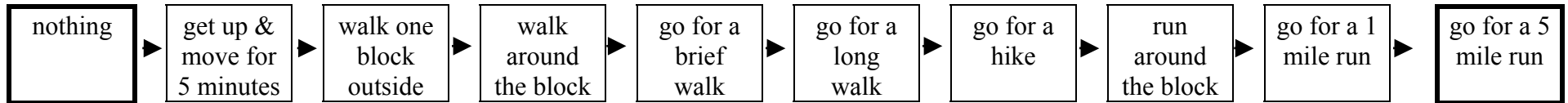
# **SOLVING PROBLEMS AND OVERCOMING ROADBLOCKS (ITCH)**

- Step 1: Identify the problem or roadblock.**
- Step 2: Think about all the possible solutions, without evaluating them.**
- Step 3: Choose the best solution or combination of solutions (the ones that are best for you) and try them.**
- Step 4: How well does it work. Try it and find out. Then reevaluate the problem and consider additional alternatives or changes.**

## PACING MYSELF

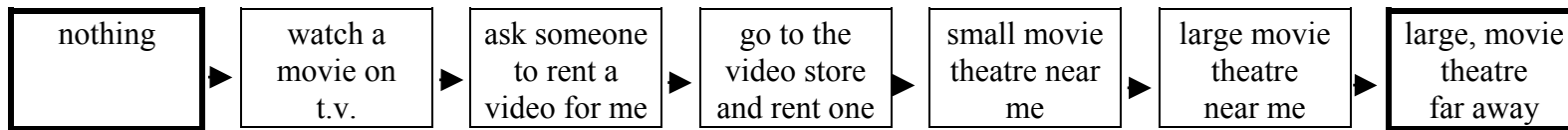
Given my energy level, health, and time . . . . .

1. If I wanted to do exercise, what might I do? (circle one or write your own)



My choice: \_\_\_\_\_

2. If I wanted to see a movie, what might I do?



What kind of movie might I watch given my energy level, health, time, and mood, and personal preference? (circle one)

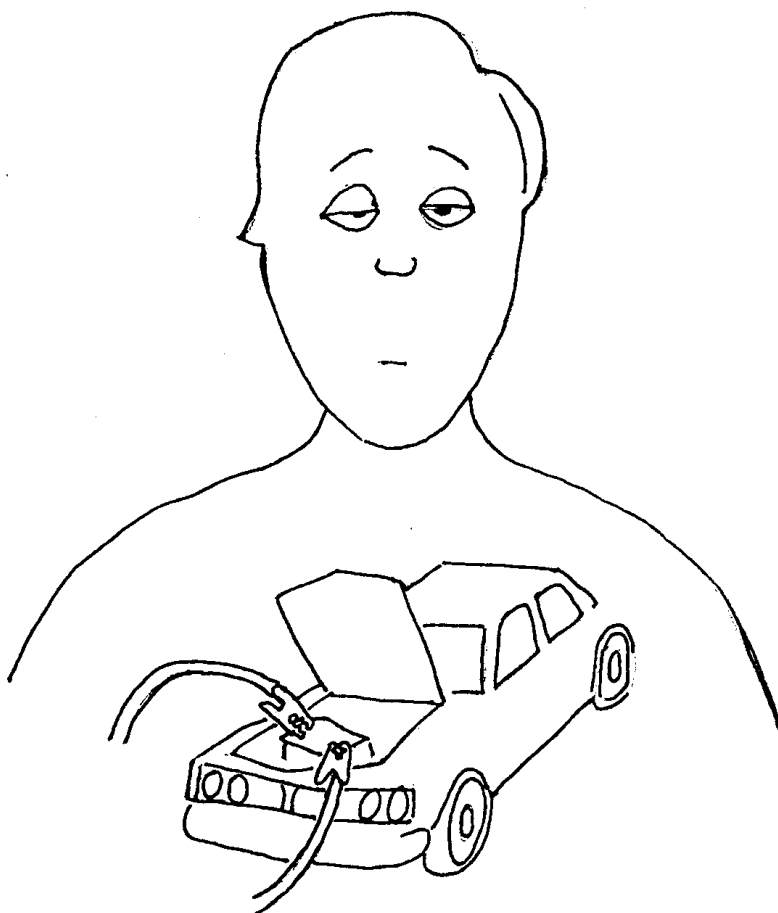
romantic comedy      adventure      drama      horror movie

My choice: \_\_\_\_\_

3. What is something I would like to do? \_\_\_\_\_

How might I pace myself? \_\_\_\_\_

## **JUMPSTARTING MY ENGINE**



Our bodies are like cars. When we don't use our cars, our battery runs out. With cars, we can do a couple of things to get them started. We can get a jumpstart from someone. We can also push them, then pop the clutch. The car then starts, and as you use it, the battery recharges itself.

How can you recharge your body's battery?

## PLEASURE PREDICTING

Step 1: Pick an activity. Try to make sure it is something that would be pleasant for you.

Step 2: Pick the conditions that would make it most pleasant (e.g. If it's a movie you want to see, do you prefer to see it alone or with someone? Do you prefer to see a romantic comedy, a drama, or a horror film?)

Step 3: Write down how enjoyable you think it would be. Use the star rating scale below.

\* not at all      \*\* a little bit      \*\*\* moderately      \*\*\*\*quite a bit      \*\*\*\*\*extremely

Step 4: Do the activity under the conditions that will increase the chance that it would be fun for you. THIS IS THE MOST IMPORTANT PART!

Step 5: Think back and write down the amount of enjoyment that you actually experienced. Use the star rating again.

Step 6: Now look at the two ratings, how do they compare?

Step 7: Do this with other activities. Do you see a pattern? What have you learned? What thought do you have about yourself or others after doing the activity?



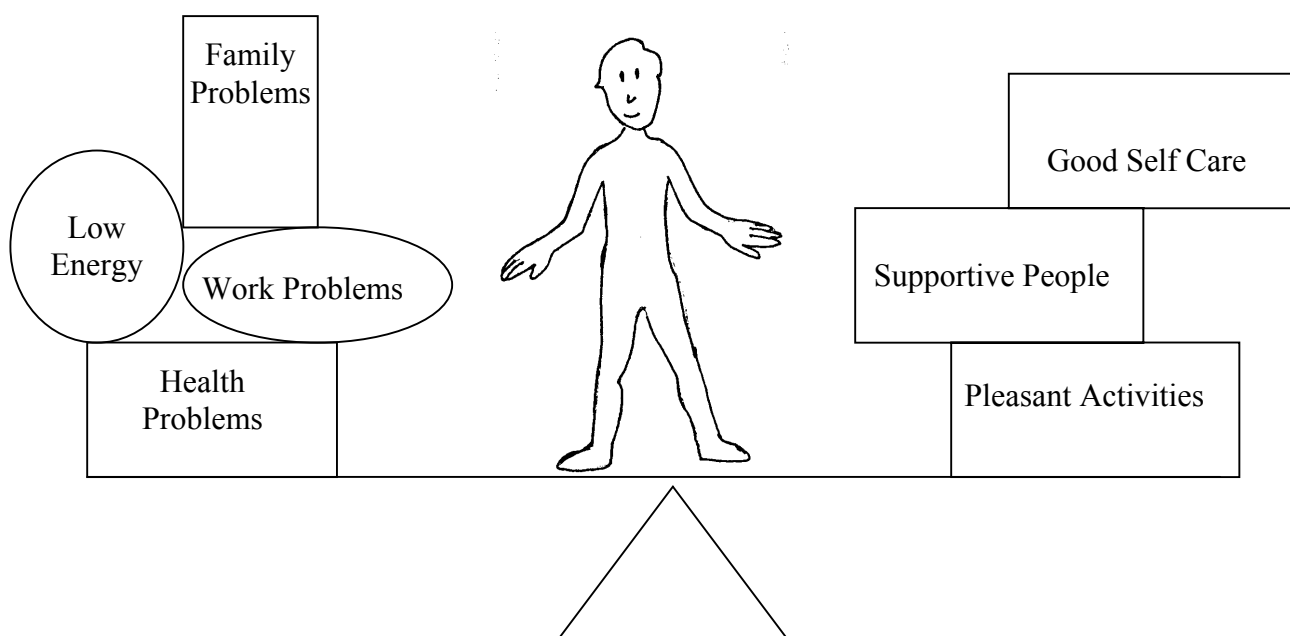
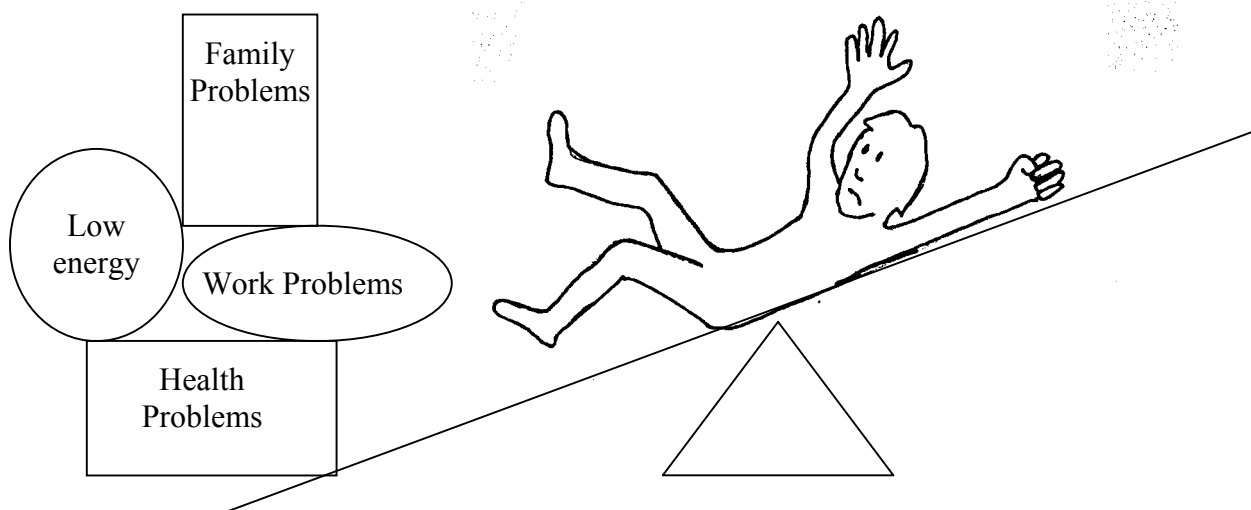
## Pleasure Predicting Chart

Activity	How much <u>will</u> you enjoy this activity?	How much <u>did</u> you enjoy this activity
going to a museum	**	***
talking to a friend	***	*****

Star rating system

\* not at all  
 \*\* a little bit  
 \*\*\* moderately  
 \*\*\*\* quite a bit  
 \*\*\*\*\* extremely

## Balancing Stress and Fun

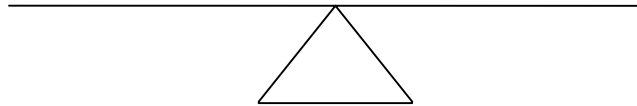


**COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION**

Part III: Participant Notes: Activities Module: Session 3

Version 2000: May, 2000

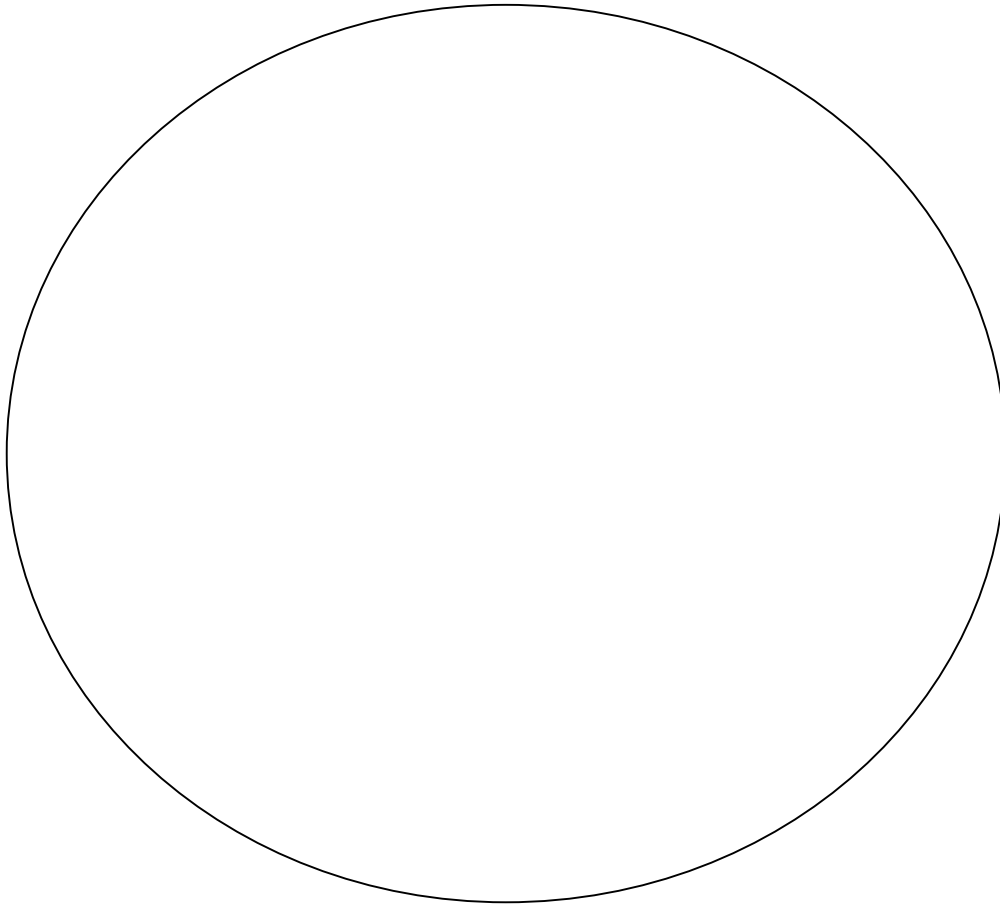
# TO DO



HAVE TO DO

WANT TO DO

## DIVERSIFY YOUR PIE



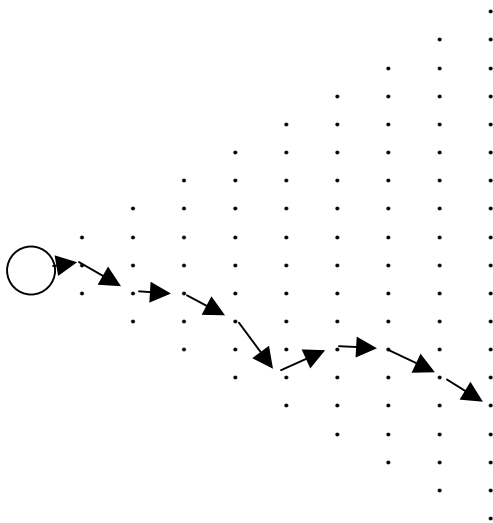
### INSTRUCTIONS:

- Think of your life as a pie that has different slices.
- One slice might include work, another might include family, another friends, another hobbies, another time for yourself.
- You decide how big a slice to cut for each section.
- If you diversify your pie, meaning if you have different areas in your life, it will help you balance your life when you might have problems in one area.
- Think about your own life. Decide what slices you might want in your life and how big they might each be. For example, what percentage of your life would you devote to work, to family, to friends, to yourself, etc.

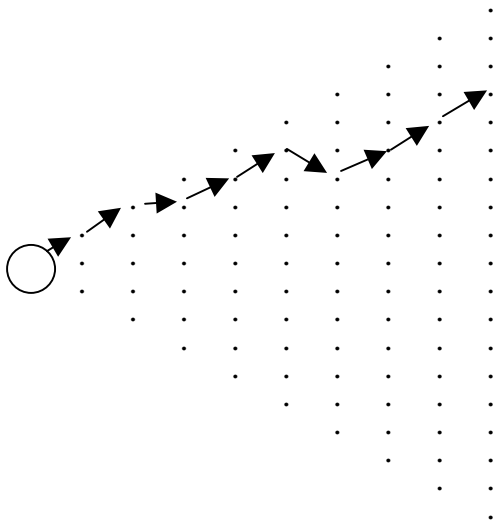
## ***SHAPING MY REALITY***

**Instructions:** Look at the picture on the next page. Imagine that each dot is an action that you can take. You can either move up or down. Imagine that you are now at the circle. Make ten moves. You will move from to the right. You can either move directly to the right, upward and to the right, or downward and to the right. Each move seems small and does not move us very far from the last move. Now make 10 moves. 10 moves later where are you? By making small moves, small actions, we can shape our reality.

Example A.



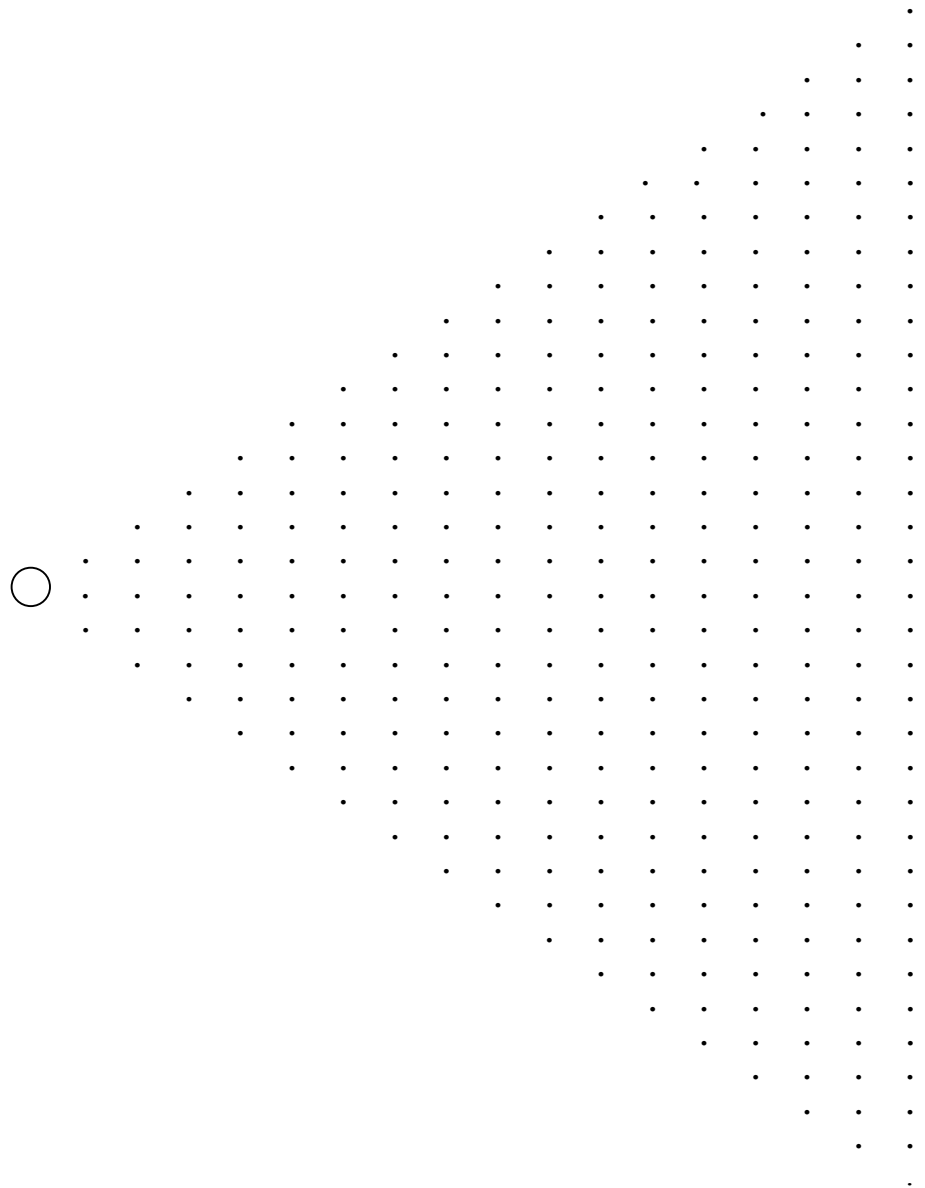
Example B.



## COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION

Part III: Participant Notes: Activities Module: Session 3

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### Take Home Message:

At each moment in time, I can choose what I will do and how I will react to what is happening.

If I consciously choose to do or think something that will improve my emotional and physical health, I will gradually improve my personal reality.

This is how I can shape my life.

By taking many small steps, I can improve my life and my reality.

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY

BEST MOOD	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/AVERAGE	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

# pleasant  
activities

\_\_\_\_\_

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of positive events you do each day (see page 51 for more instructions).

### OPTIONAL PROJECTS (pick one of the following)

- 1) Do a new pleasant activity.
- 2) Use one of the strategies you learned to overcome a roadblock.
- 3) Write out my To Do List, including things I have to do and things I want to do.
- 4) Help someone else to do a pleasant activity.
- 5) Talk to someone about what I have learned.
- 6) Practice the relaxation exercise.

## **ACTIVITIES 4-SETTING GOALS AND SHAPING YOUR REALITY**

### **SESSION OUTLINE**

- I. Agenda and Announcements
- II. Review
- III. Personal Project Review
- IV. New Material: Setting Goals and Shaping Your Future
- V. Take Home Message
- VI. Feedback and Goodbye to Group Members Who Are Graduating
- VII. Personal Project

The purpose of today's meeting:

- To talk about setting reachable goals.
- To set short term and long term goals.
  - To say goodbye to group members who are graduating.



## **REVIEW: IDENTIFYING AND OVERCOMING ROADBLOCKS**

- What do you remember most from last session?
- Name one roadblock that you identified.
- What can you do when you don't feel like anything?
- How can you change your future?

## **PERSONAL PROJECT REVIEW**

1. Review your quick mood scale.
2. What are things that you have to do, and what are things that you want to do?
3. What did you do last week when you found a roadblock to doing a pleasant activity?



## COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION

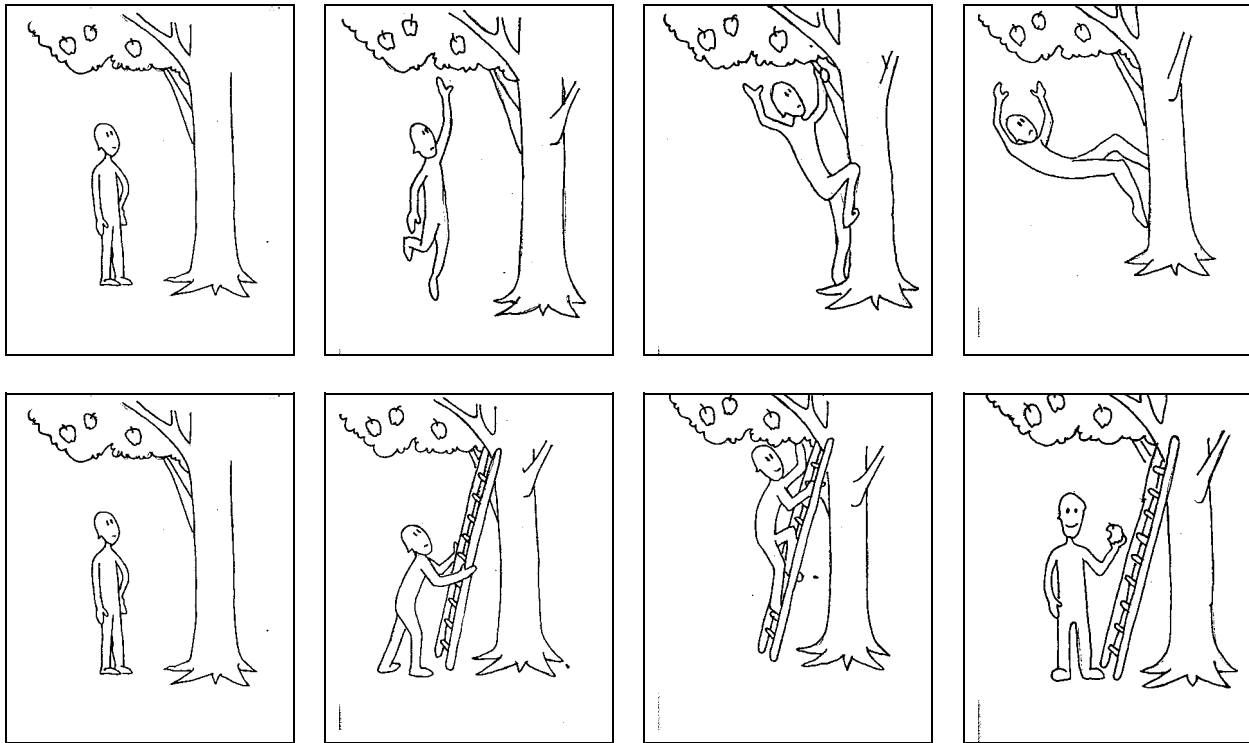
Part III: Participant Notes: Activities Module: Session 4

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- If you do what you set out to do, you have reached your goal.  
However, other people may not behave the way you want them to.

### Step 5: Break your goal into steps.

You can't get to the top of the roof by jumping, but it's easy if you use a ladder.



### Step 6: When you reach your goal or a step toward your goal, celebrate and reward yourself.

Note: This exercise was adapted from the Going for the Goal Program written by Steven J. Danish, et al., Virginia Commonwealth University, Department of Psychology, 1992.

## MY GOAL

### Step 1

#### What I want to do

Short Term (within 6 months)

Long Term (at some point in the next 5 years)

## Version 2000: May, 2000

**Step 3**

**Nail it down**

**(when, what, how much, where, how)**

Specifically, for my short term goal I will:

---

*I will begin:*

---

*I will do:*

---

*I will do this much:*

---

*I will do it in this place:*

---

*I will do it in this way:*

---

Specifically, for my long term goal I will:

---

*I will begin:*

---

*I will do:*

---

*I will do this much:*

---

*I will do it in this place:*

---

*I will do it in this way:*

---

## MY GOAL

### Step 4

**Make sure my goal is under my control**

Every part of my goal, is something that I can do:

For my short term goal:

---

---

---

For my long term goal

---

---

---

---

---

---

---

---

## MY GOAL

### Step 5

#### Steps to reach my short term goal

*My  
goal*

**#5**

**#4**

**#3**

**#2**

**#1**



## MY GOAL

### Step 5

Steps to reach my long term goal

*My  
goal*

#5

#4

#3

#2

#1

**COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION**

Part III: Participant Notes: Activities Module: Session 4

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**MY GOAL**

**Step 6**

**And my reward will be**

For my short term goal:

---

---

---

For my long term goal:

---

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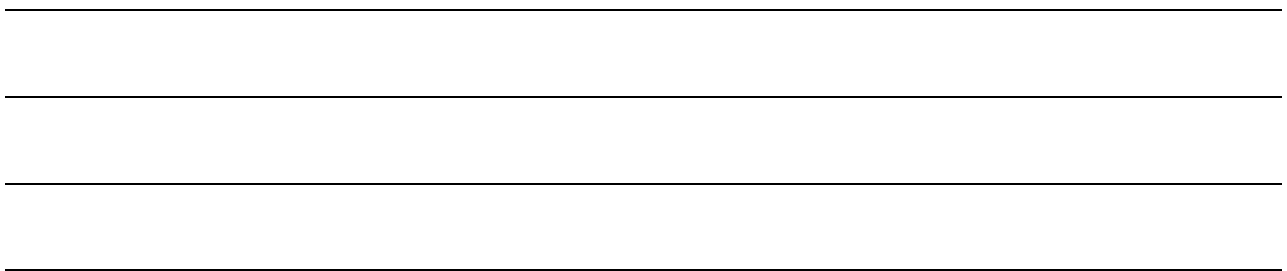
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## Version 2000: May, 2000



They will also help you achieve emotional and physical health and a sense of satisfaction with life.

## **Review of the Module**

Over the past 4 sessions, we have been focusing on what we do, and we have been learning about how what we do affects how we feel. We have learned to make changes in our activities to positively affect the way we feel.

1. How have you made changes in what you do since beginning the group?
2. What did you learn about activities that was most helpful, in terms of improving your mood?
3. What did you find least helpful?
4. What message will you take from this module?

# COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION

Part III: Participant Notes: Activities Module: Session 4

Version 2000: May, 2000

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY

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

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

# pleasant  
activities

\_\_\_\_\_

### WEEKLY PROJECT

Continue tracking mood using the mood scale and track the number of positive events you do each day (see page 51 for more instructions).

### OPTIONAL PROJECTS (pick one of the following)

- 1) Set a goal, fill out the "Goal" sheet, and bring it in next week.
- 2) Try to do a step on your goal ladder and then reward yourself.
- 3) Do a new pleasant activity.
- 4) Talk to someone about what you learned today.
- 5) Practice the relaxation exercise.

## **PEOPLE 1 -- PEOPLE CONTACTS AND YOUR MOOD**

### **SESSION OUTLINE**

- I. Welcome
- II. Agenda and Announcements
- III. Group Rules
- IV. Introductions
- V. What is Depression?
- VI. Review of Treatment Model
- VII. New Material: Interpersonal Relationships and Depression
- VIII. Take Home Message
- IX. Personal Project

The purpose of today's meeting:

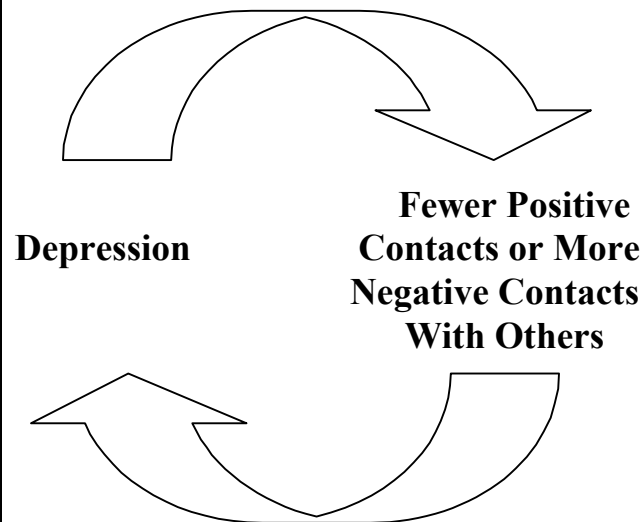
- To explain the purpose of group meetings and talk about the treatment model.
- To introduce ourselves to each other.
- To learn what depression is.
- To learn a helpful way to think about depression.
- To learn how depression may cause problems in interpersonal relationships and how interpersonal problems may contribute to depression.
- To develop specific goals to improve and resolve interpersonal problems in an effort to improve my mood.
- To identify supportive people in my life and understand why positive contacts with others can help me manage my mood.

## DEPRESSION AND YOUR CONTACTS WITH OTHERS

- What kind of people contacts do you have when you are depressed?
- How does your depression affect your contacts with people?
- When you isolate yourself from others, how does that affect your mood?
- How does having more conflict or tension with others affect your mood?

*When we are depressed we might*

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



*When we have fewer positive contacts or more negative contacts with others we might*

- Feel alone
- Feel sad
- Feel angry
- Feel like no one cares
- Be more depressed

***Does depression cause people to be less sociable or does being less sociable cause depression?***

The answer is probably both. When we feel down, we are less likely to socialize. When we feel more depressed, we do even fewer things with people. This continues until we are so depressed that we spend much of our time feeling alone.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 1

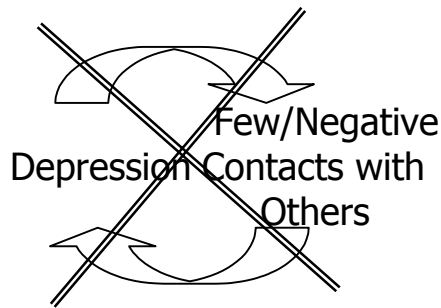
Version 2000: May, 2000

### DEPRESSION CHAIN

#### Exercise:

<b>Life or Relationship Problem→</b>	<b>Depression→</b>	<b>Thoughts→</b>	<b>Actions→</b>	<b>People contacts</b>
<b>Examples:</b> #1 illness  #2 -loss of an important person in your life.	sadness, depression	"I am alone."	stay in bed	avoid social contacts or easily upset with others
<b>Your example:</b>				

### HOW CAN WE BREAK THE CYCLE?



- Improve mood
  - By doing more pleasant activities
  - By changing ways that we think
- Reduce negative contacts with others
- Have more positive contacts with others



## WHY ARE RELATIONSHIPS IMPORTANT?

*When we have positive contacts with others we have a good source of support to handle tough life problems and manage our mood. We also have people with whom we can share pleasant moments in life.*

### Exercise:

**Step 1: With your eyes open or closed, visualize/imagine a person that you had a good time with in the last week or month.**

Notice your mood.

What thought is going through your mind?

How is your body reacting?

**Step 2: Visualize a person who bugged or annoyed you in the last week or month.**

Notice your mood or how you feel

What are you thinking?

How is your body reacting?

**Step 3: Visualize the person with whom you shared a positive activity.**

Does your mood change?

- People contacts can have either positive or negative effects on mood, thoughts, behaviors, and physiological reactions.
- We can make choices about who we spend time with and for how long.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 1

Version 2000: May, 2000

### CHAINING ACTIVITY

Understanding how our contacts with others affect how we feel.

9	
8	
7	
6	
5	(statement of fact)
4	
3	
2	
1	

#### Instructions

1. Begin with a statement of fact. Something that is a fact, with no judgement involved. For example, it is raining. I have no energy. I have diabetes. I do not have contact with my family. Write that fact on a mood level of 5
2. Think about a contact with someone that would bring your mood down. You can also think about how avoiding contact might bring your mood down. Go down one mood level at a time. For example, contacts or lack of contacts that would bring your mood down to a level 4, then a level 3, then a level 2, then a level 1. Write them down on the appropriate level.
3. Then think of contacts you might have with people that would make you feel better. Think of spending time with people doing things that would bring you to increasingly high mood levels. First, think of something that would make you feel a little better (level 6), then think of contacts that might bring you to a 7, then an 8, and then a 9. Write them down on the appropriate level.

- I can choose who I will spend time with and how much time I will spend with them.
- Negative contacts or having fewer contacts can make my mood worse.
- I can spend time with people who are positive, helpful, and healthy.
- When I have positive contacts with others, I am more likely to have positive thoughts about myself and about my life.
- Positive contacts with people can improve my mood.

## SOCIAL SUPPORT

*Human beings are social by nature and we need a social support system.*

By social support system we mean the people who are near you and with whom you share moments of your life, both positive, negative. This can include your family, friends, neighbors, co-workers, health-care providers. In general, the stronger your support system, the better you will be able to face tough situations and address other relationship problems.

**a. Who are the people who are supportive to you and help you manage daily life stress and relationship problems?**

Notes:

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---

---

**b. The Group as support:**

- How has it been helpful to be in the group and interact with others today?
- What fears or concerns do you have about the group?

Notes:

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## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 1

Version 2000: May, 2000

### **PEOPLE IN MY LIFE AND THE WAYS THEY SUPPORT ME**

(Adapted from Brugha's Preparing for Parenthood manual, 1998)

<b><u>PRACTICAL SUPPORT</u></b> Whom will you ask to: -drive you to the hospital -call to lend you something you need...	<b><u>ADVICE OR INFORMATION</u></b> Whom will you ask for advice: -when you don't feel well -when you don't understand how to do something.
<b><u>COMPANIONSHIP</u></b> Who will: -walk around the park with you? -spend the afternoon with you? -share your joys with you?	<b><u>EMOTIONAL SUPPORT</u></b> Whom will you look to for: -encouragement? -understanding? -sharing your feelings? -helping you feel less depressed?

### **INSTRUCTIONS:**

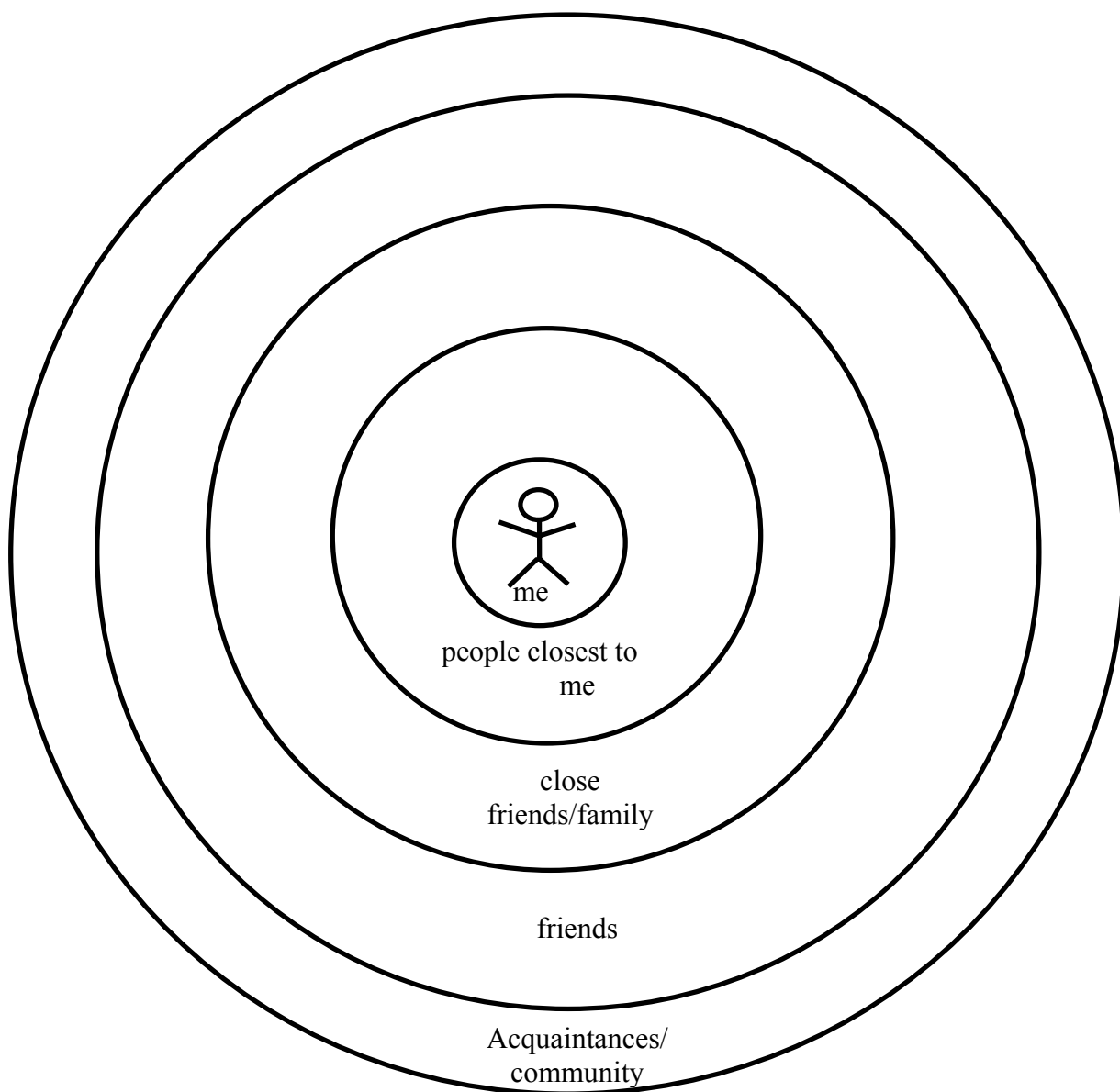
- 1) Each square is for a different type of support that people can give you.
- 2) Read the questions in each square, and think about the people who fit the square.
- 3) Write their names down in the squares. For example, if your doctor, gives you advice, you would write down his/her name or just doctor in the Advice square.
- 4) The same person can be written in more than one square.
- 5) If at the end there are squares that have no names, put a question mark.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 1

Version 2000: May, 2000

### MY SOCIAL SUPPORT NETWORK



INSTRUCTIONS: Write the names of people you know in the circle that best describes your relationship with them.

- People closest to me are those whom you can share your thoughts and feelings.
- Close friends are people whom you really feel you can talk to, but maybe not about everything.
- Friends are those who you enjoy doing things with (like going to the movies) even though you don't share personal details about your life with them.
- Acquaintances are people you see, whom you nod to, say hi to.

## **MEETING PEOPLE AND MAKING YOUR SUPPORT SYSTEM LARGER AND STRONGER**

- a) The easiest way to meet people is to do something that you like doing and doing it in the company of other people.
- b) Even if you don't find anyone in particular with whom you would like to get to know better, you will still have been doing something pleasant, and you will be less likely to feel that you wasted your time.
- c) Since the main focus is the activity you are doing, and not just meeting others, there will be less pressure on you than in a setting where the whole purpose is to meet people.

**EXERCISE:** What activities do you do where other people are present?

For example, attend church, fish, dance.

*Notes:*

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## YOUR INTERPERSONAL RELATIONSHIPS

**INTERPERSONAL THERAPY (IPT) IDENTIFIES FOUR SPECIFIC PROBLEMS AREAS THAT COULD BE CONTRIBUTING OR CAUSING YOUR DEPRESSION.**

- 1) Grief or Loss: Have you experienced a significant loss of someone important to you?
- 2) Role Change or Transition: Have you had to make major life changes due to a medical illness or unemployment, or moving (for example immigrating to the U.S.?)
- 3) Role Disagreements or Disputes: Have you had disagreements with others about how to act or feel in the relationship?
- 4) Need to Work on People Skills: Are there skills that you want to learn or ways that you would like to change in order to improve your relationships? For example, decrease your irritability or be able to say no sometimes so that others do not take advantage of you.

(Kelman, Gerald et al., 1984)

## IDENTIFYING INTERPERSONAL RELATIONSHIP PROBLEM AREAS THAT APPLY TO ME

**Exercise:**

- Think about the problem areas.
- For each problem area, place a check in the box, if you feel that the area applies to you.
- For each area that applies to you, rate the degree to which you feel it has interfered with your life and your mood.

INTERPERSONAL RELATIONSHIP PROBLEM	YES  check if it applies to you	Degree the problem has affected you (0-10) 0=not at all 5=moderately 10=severely
1. Grief or loss		
2. Role change or transition		
3. Role disagreements or disputes		
4. Improve my people skills		

**Which problem area would you like to focus on while you are in this group?**

*While I am in group, I will work on the following problem in my relationships:*

---



---



## **PERSONAL PROJECT**

### **WEEKLY PROJECT**

- 1) Continue tracking mood using the quick mood scale (see next page).
- 2) Count the number of positive contacts you have each day (see next page).
- 3) Count the number of negative contacts you have each day (see next page).

### **OPTIONAL PROJECT** (do the following activity if you want)

- 1) Do something to make your support system stronger.

### **Take Home Message:**

Relationships with people can make our mood better or worse.

The Goal of therapy is to feel better, both while being alone AND while with others.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 1

Version 2000: May, 2000

### QUICK MOOD SCALE

DAY

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

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

#positive/helpful people  
contacts

#negative/harmful people  
contacts

- Try to use the whole range, not just 1 , 5 , or 9.
- We find that it is easiest to keep the scale by the bed. That way, before you go to bed, you can think about your day and rate your mood for the day.
- It will feel more natural as you practice it.
- 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, mark your daily mood on the calendar.

## **PEOPLE 2 -INTERPERSONAL RELATIONSHIP PROBLEMS AND FEELINGS, THOUGHTS, AND BEHAVIORS**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: The Connection  
Between Interpersonal Relationship  
Problems and Feelings, Thoughts, and  
Behaviors
- V. Take Home Message
- VI. Personal Project

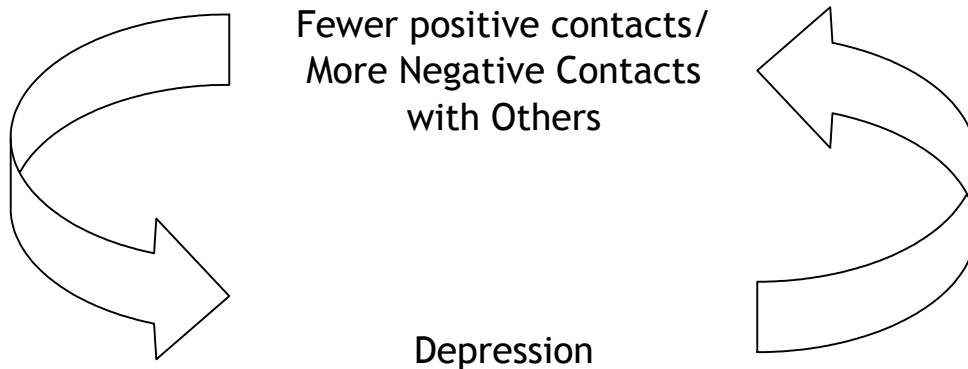
### The purpose of today's meeting:

- To review the relationship between our mood and contacts with people.
- To explore the interpersonal problem areas that can cause depression.
- To practice communication skills that could improve our relationships and improve our mood.
- To talk about managing our mood by making choices about the people we spend time with.

## Review: Contacts with People

- What do you remember most from last week?

Depression can cause people to have fewer contacts with others, and fewer positive contacts with people can cause people to be depressed.

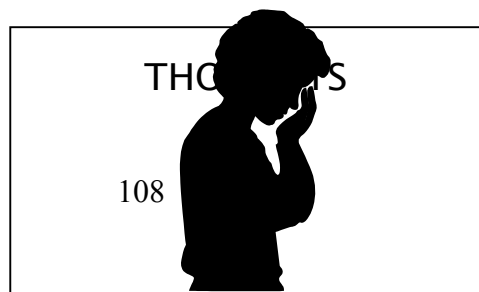


Which interpersonal relationship problem did you identify as the focus of therapy?

INTERPERSONAL RELATIONSHIP PROBLEM	YES please check ✓
1. Grief or loss	
2. Role change or transition	
3. Role disagreements or disputes	
4. Improve my people skills	

## Personal Project Review

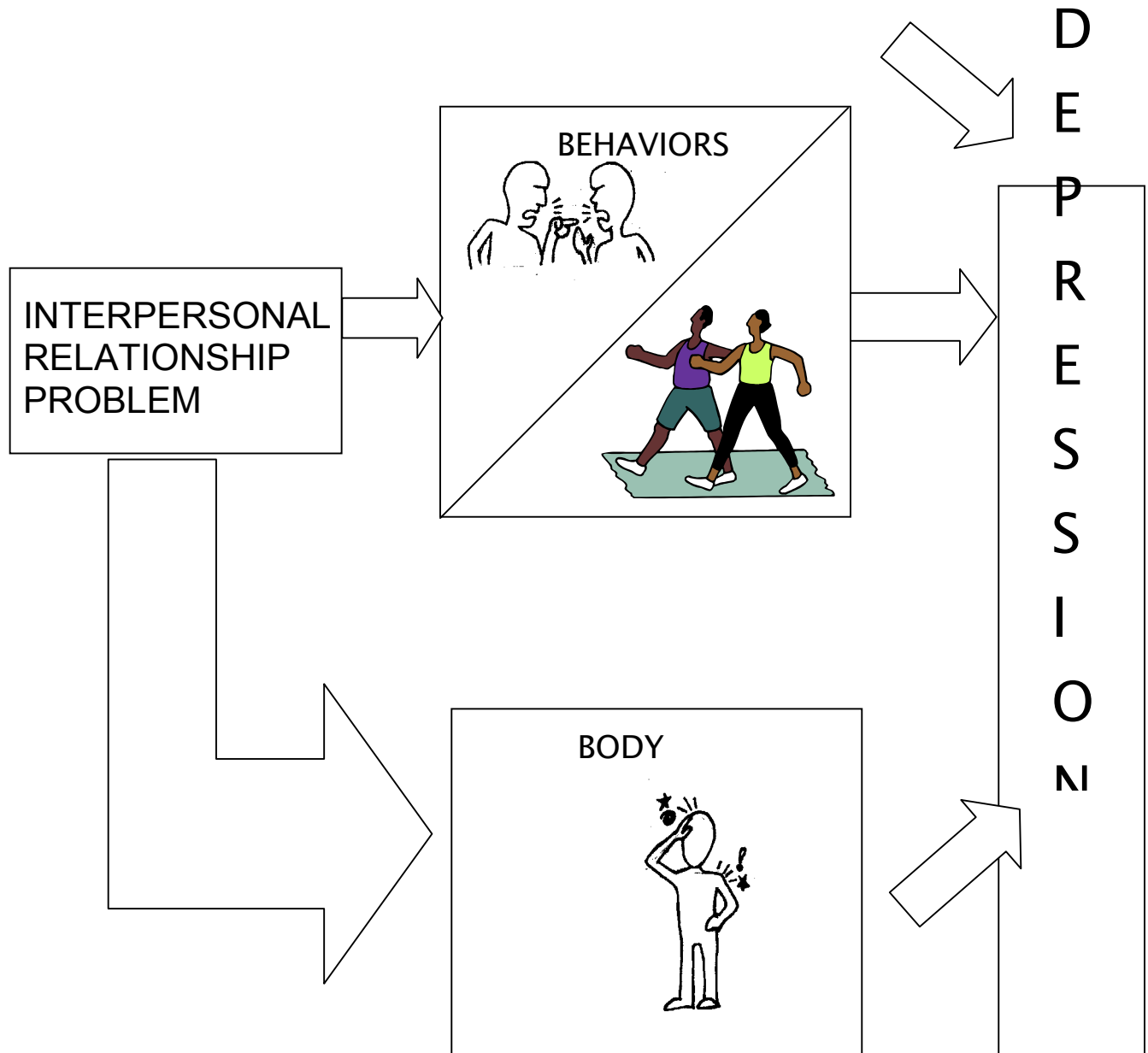
1. Review your quick mood scale.
2. What positive contact did you have with people this past week?
3. What stressful contact did you have with people this past week?
4. What did you do during the past week to make your support system stronger?



# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 2

Version 2000: May, 2000



## INTERPERSONAL RELATIONSHIPS AND DEPRESSION: LOSS AND GRIEF

1. Thoughts: What are your personal memories of the important person you have lost?

pleasant memories:

---



---



---

unpleasant memories:

---



---



---

Are there specific thoughts about the loss of the significant person that cause you to feel depressed?

THOUGHTS	FEELINGS
example: "I should have done more for him/her."	regret
"I could have prevented his/her death." Or "It is my fault."	guilt
<b>Your example:</b>	

2. Behaviors:

How have you changed what you do after losing this person?

---



---



---

What can you **DO** this week to help manage the sadness?

(This does not mean forgetting the person. It means feeling the grief deeply but continuing to live life without clinical depression.)

---



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---

## INTERPERSONAL RELATIONSHIPS AND DEPRESSION: LOSS AND GRIEF (continued)

3. People:

How have your relationships with others changed since you experienced this loss?

---

---

Who do you think you could reach out to for support?

---

---

4. Health:

How has your health changed since you experienced this loss?

---

---

How do you think you might better manage your health even while grieving?

---

---

---

**EXERCISE:**

Talk with others, including other group members, about how they have managed grief and intense sadness. Talk about how they managed to take care of their emotional and physical health even while grieving.

(Examples of ways to manage grief include: using support of family or friends, going through rituals or cultural customs.)

**A Reality Management Approach:** How could you mold your new reality, now that your loved one is no longer in your life so that you could live a healthy, fulfilling life?

Remember that the loved one you have lost would not want you to live a depressed life. How can you help their good wishes become a reality?

## INTERPERSONAL RELATIONSHIPS AND DEPRESSION: ROLE CHANGE OR TRANSITION

1. What current role change or role transition is linked to your feeling depressed?

---

---

---

---

---

2. Feelings: What are your feelings about these changes?

- Write down or draw how you feel about these changes.
- Common feelings include being glad, mad, sad, anxious, and afraid.
- We often have many feelings at the same time.



GLAD



MAD



SAD



ANXIOUS



AFRAID

## INTERPERSONAL RELATIONSHIPS AND DEPRESSION:



## ROLE CHANGE OR TRANSITION (Continued)

### A Reality Management Approach:

How could you mold your reality now that your role has changed? To build a healthy new reality, you can use your thoughts, behaviors, and contacts with others.

3. Thoughts: What are your thoughts about these changes? (positive and negative)

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What is sad, mad or scary about these changes that cause you to be depressed?

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4. Behaviors: What can you do to adapt to these life changes?

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5. People: Who can help you adapt to these life changes?

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### **EXERCISE:**

Talk with others, including other group members, about how they have managed big changes in their lives.

What kinds of thoughts have helped them manage the changes?

What did they do to better manage the changes?

How did they get help from other people?

Think about your own situation.

What would be the best outcome for you in this situation?

How could you increase the chance that things will turn out this way?

## INTERPERSONAL RELATIONSHIPS AND DEPRESSION: ROLE DISAGREEMENTS OR DISPUTES

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

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### **Safety in relationships is #1 priority**

*As you think about the conflict(s) you had, please evaluate your safety during the conflict.*

- 1) Did you feel afraid or worried about your safety this past week?  
Yes                      No
- 2) Did you or someone say something that was humiliating, intimidating or threatening?  
Yes                      No
- 3) Did someone push, shove, kick, or hit you?  
Yes                      No
- 4) Did you push, shove, kick, or hit someone?  
Yes                      No

### 1. Thoughts:

Think about the conflict(s) you had with this person over the past week?

- How does the conflict affect the way you view yourself?
  
  
  
  
  
- How does the conflict affect how you view the other person?
  
  
  
  
  
- How does the conflict affect the way you view the world?

## **INTERPERSONAL RELATIONSHIPS AND DEPRESSION: ROLE DISAGREEMENTS OR DISPUTES (Continued)**

What are your values and expectations regarding the problem?

What are the other person's values and expectations regarding the problem?

What are your values and expectations regarding your role in this relationship?

What are the other person's values and expectations regarding his or her role in the relationship?

### **2. People:**

Think about the person you are having problems with.

- What are his/her good points?
- What are his/her bad points?

How do you think he/she sees the problem? (try to understand his/her point of view. even though you don't agree with it.)

Is there a solution to the problem where you both get something important that you want?

## INTERPERSONAL RELATIONSHIPS AND DEPRESSION: ROLE DISAGREEMENTS OR DISPUTES (Continued)

### 3. Behaviors:

When you have a problem with this person, how do you behave?

- Is this how you generally behave when you have problems with other people?

When you have problems with this person, how does he/she behave?

Are there things that you could do that would help shape the situation into one that is healthier for you?

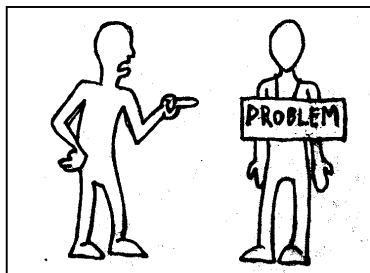
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WHAT CAN YOU DO ABOUT THE PROBLEM?. . . **ITCH** (See page 69)

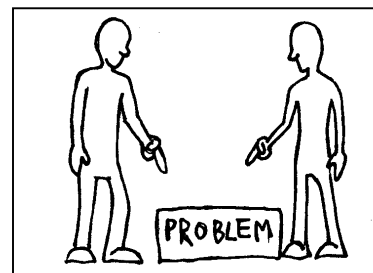
### STEP 1: Identify the problem

Try and think of the problem as outside both of you instead of a problem that is inside either of you.

<u>Problem seen as inside one of you</u>	<u>Problem seen as external</u>
You are lazy	The dishes need to be done
You never help me.	There is a lot of work to do, and we are both very busy
Everything you do annoys me.	My depression is the real problem. It makes me more irritable.



Versus



The problem<sub>1</sub> is. . . . (versus you problem is. . or my problem is. . . )

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## INTERPERSONAL RELATIONSHIPS AND DEPRESSION: ROLE DISAGREEMENTS OR DISPUTES (Continued)

**STEP 2: Think about all the possible solutions without evaluating them.**  
(This is called “brainstorming”)

I/we could. . . .

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

etc. . .

**STEP 3: Choose the best solution or combination of solutions (the ones that are best for you) and try them.**

I plan on. . . .

Or if you are making the decision with the other person:

- 1) fill in the solutions
- 2) each of you rate the solutions with a positive or a negative sign.
- 3) choose the solution that both of you rate as positive.

Solution	How I rate it Positive (+) or Negative (-)	How the other person rates it - Positive (+) or Negative (-)
1.		
2.		
3.		
4.		
5.		
6.		
7.		

**STEP 4: How well does it work. Try it and find out. Then reevaluate the problem and consider additional options if necessary.**

## INTERPERSONAL RELATIONSHIPS AND DEPRESSION:

## ROLE DISAGREEMENTS OR DISPUTES (Continued)

We cannot avoid all conflicts with others, but we can make choices about how we want to spend our time with others in order to manage our mood.

### A Reality Management Approach:

Conflicts will eventually be resolved, one way or another. It is important not to resolve conflicts in ways that are destructive. To avoid this, it is helpful to imagine one or more realistic outcomes 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.

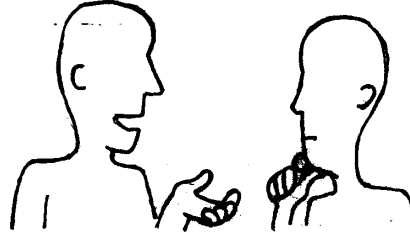
### How Else Can You Spend Your Time?

What activity could you do this week with another person that might be helpful, pleasurable, relaxing, or enjoyable?

ACTIVITY	MOOD
example: attend group or call a friend	less depressed
your example:	

## INTERPERSONAL RELATIONSHIPS AND DEPRESSION: IMPROVING PEOPLE SKILLS

### Communication:



STEP 1: Active Listening: Listening is the key in any relationship.

Get together in pairs.

Each person will have 5 minutes (uninterrupted time) to describe the kind of person he or she is trying to become.

### If you are the speaker

- Is your partner listening to you?
- How do you know your partner is listening to you?
- How do you feel?
- What was good about what your partner did?
- What was not so helpful about what they did?

### If you are the listener

- Try to make your partner really feel that you are listening to him/her.
- Did you understand what your partner said?
  - Repeat what you heard and ask your partner if you really understood what he or she was trying to say.
- Did you understand how your partner felt?
  - Notice how your partner communicates (verbally and nonverbally).
  - Check out whether you understood how he or she felt by asking your partner about his/her feelings.
- What part of what your partner said about the kind of person he or she is trying to become is most important to your partner?

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 2

Version 2000: May, 2000

### The Group as Support:

Participating in the group can be a positive contact with people when there is understanding and trust.

- What is OK to talk about in the group?
- What are your fears and concerns about participating in the group?

### **Take Home Message:**

I can understand how relationships with others can affect my thoughts, my behaviors, my body, and my mood.

I can improve my mood by making choices about with whom I spend time and what I with others.

By making healthy choices, I can improve my day-to-day reality.



## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 2

Version 2000: May, 2000

### PERSONAL PROJECT QUICK MOOD SCALE

DAY

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

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

#positive/helpful people contacts

#negative/harmful people  
contacts

### WEEKLY PROJECT

- 1) Continue tracking mood using the quick mood scale (see page 106).
- 2) Count the number of positive contacts you have each day.
- 3) Count the number of negative contacts you have each day.

### OPTIONAL PROJECT (do the following activities if you want)

- 1) Pick an activity you could do with someone this week that would improve your mood and do it.
- 2) Identify obstacles that get in the way of doing something pleasant with another person. (Next week we will help each other find ways to deal with these obstacles.)
- 3) Do the worksheets in your book that focus on your interpersonal problem area.

## **PEOPLE 3-- IMPROVE YOUR RELATIONSHIPS AND MANAGE YOUR MOOD**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Interpersonal Relationships and Communication
- V. Take Home Message
- VI. Personal Project

The purpose of today's meeting:

- To continue to talking about interpersonal relationship problems.
- To talk about communication tools like assertiveness, that can help us improve our relationships and manage our mood.
- To continue looking at positive/healthy choices we can make about our relationships.

### **Review: Contacts with People**

What do you remember most from last week?

How does the relationship problem you are dealing with affect:

- 1) your thoughts?
- 2) your behaviors?
- 3) your relationships with other people?
- 4) how you feel?

- What do you remember about the active listening exercise?
- How could you tell whether you understood what your partner said?
- How could you tell whether you understood how your partner felt?

### **Personal Project Review**

1. Review your mood scale.
2. What did you do this past week with another person that improved your mood?

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3. What got in the way of doing a pleasant activity with someone?

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## COMMUNICATION STYLES

### What style do you use and how does it affect your mood?

Good communication is important no matter what interpersonal problem area you are focusing on:

- grief
- role transitions
- role disputes
- improving people skills

Improving and managing your mood begins with identifying and expressing your own feelings, thoughts, and behaviors.

People communicate in different ways.

Here are three basic categories of communication styles.

- **Passive**  
What does being passive mean to you?  
How might being passive affect your relationships?  
How might being passive affect your mood?
- **Aggressive**  
What does being aggressive mean to you?  
How might being aggressive affect your mood?
- **Assertive**  
What does being assertive mean to you?  
How might assertive affect your mood?

Communication Styles		Respects wishes of others	Respects own wishes
<b>Passive</b>	Holding in or withholding how you feel or think.	yes	no
<b>Aggressive</b>	Verbal outbursts of feelings like shouting, yelling, and arguing. Physical behaviors like throwing things or hitting people.	no	yes
<b>Assertive</b>	Express positive or negative feelings and/or thoughts calmly, honestly and respectfully to another person.	yes	yes

Which style do you tend to use?

How do you think using that style affects your mood?

## **ASSERTIVENESS AND MAKING REQUESTS**

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

- You ask for what you need.
- Others will know what you need and can better help you.
- There is a better chance (but no guarantee) that you will get what you want.
  - They (others) may do it.
  - They may refuse.
  - You may need to compromise.
- You can choose to ask for support.

### **STEPS:**

1. Figure out what you want/need?
2. Figure out who can help you?
3. Figure out a way to ask for what you need in a way that is clear and direct.

#### **Examples of positive requests:**

I would appreciate it if you would help me wash the dishes.

Could you help me fill out my SSDI application?

4. Acknowledge the person if it is appropriate.
5. Be willing to compromise.
6. Respect the other person's right not to do what you request.

### **EXERCISE:**

Think of something you want or need.

What do I want to ask for? \_\_\_\_\_

Who will I ask? (friend, family member, doctor) \_\_\_\_\_

How can I make the request? \_\_\_\_\_

Ask the group what they think. Is your request aggressive, passive, assertive?

## **ASSERTIVENESS AND** **EXPRESSING YOUR FEELINGS**

**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.**

Recognizing how you feel begins with “I statements.”

“I feel \_\_\_\_\_.”

“I think \_\_\_\_\_.”

**In the past week, with whom did you share your feelings and thoughts?**

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**How do you think sharing your feelings and thoughts affected your mood?**

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## **ASSERTIVENESS AND** **EXPRESSING YOUR FEELINGS** (continued)

**Does your family have other effective ways of expressing feelings, thoughts, or wishes without using “I statements”?**

YES, WE DO. When we have problems we usually. . . . .

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NO. How do you think this affects how you communicate?

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### **Assertiveness and Your Mood**

- Imagine a situation where you express how you feel or think to another person. (try to imagine it as if it were a movie)
- How does the person react?
- How do you feel after sharing your thoughts and/or feelings?
- How do you think people in the group might react if you share how you think or feel?

Assertiveness increases the chances that you will be able to have your needs met and decreases the chances that you will be forced to do something you do not want to do.
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## What Keeps You From Being Assertive?

1. Does assertiveness mean danger for you?
  - a) Danger of having your feelings hurt  
(e.g. "If I'm assertive, then I'll be rejected."
  - b) Emotional or physical danger  
"If I speak up for myself then, I'll be humiliated or hit."

If you find that you feel as though it is dangerous to speak your thoughts and feelings in a relationship, ask yourself:

- 1) Is there evidence that the relationship is non-reciprocal, not mutually respectful and caring of each other's needs.
- 2) What would be a good next step to take to ensure your sense of emotional and physical safety?

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

2. Do you think you have a right to be assertive, to express your own point of view? (If no, why not?)
3. Do you know how to be assertive? (If no, how could you learn how to be assertive?)
4. What do you fear will happen if you are assertive?

**\*\*** Tell your group leaders if you are in a relationship in which you are afraid you may be hurt physically. There are services that specialize in helping people who are in relationships where there is domestic violence.



## MY RIGHTS

I have the right to let others know my opinions as long as I do it in a way that is respectful of their opinions and feelings.

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.

I have the right to request that others change their behavior when their behavior affects me.

I have the right to accept or reject anything that others say to me.

I have the right to decide whether or not I will do what others ask of me.

Adapted from: Treating Alcohol Dependence By Peter Monti, David Abrams, Ronald Kadden, & Ned Cooney.

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### Take Home Message:

Relationships are like cars. They need maintenance, or they begin to have troubles and break down.

By being assertive and expressing what you want and how you feel in a respectful way, you can improve relationships with others.

Being assertive allows you to manage your mood and your life by allowing you to choose when and where to express how you think and feel.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 3

Version 2000: May, 2000

### PERSONAL PROJECT

#### QUICK MOOD SCALE

DAY

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

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

#positive/helpful people  
contacts

#negative/harmful people  
contacts

### WEEKLY PROJECT

- 1) Continue tracking mood using the quick mood scale (see page 106).
- 2) Count the number of positive contacts you have each day.
- 3) Count the number of negative contacts you have each day.

### OPTIONAL PROJECT (do the following activities if you want)

- 1) Plan to get together with a supportive person this week.
- 2) Decide when and with whom you would like to be assertive this week and then try being assertive with them.

**PEOPLE 4 -- MORE TOOLS TO IMPROVE YOUR  
RELATIONSHIPS AND YOUR MOOD**

**SESSION OUTLINE**

- I. Agenda and Announcements
- II. Review
- III. Personal Project Review
- IV. New Material: Overcoming Obstacles to Solving Relationship Problems and Relationship Rules
- V. Take Home Message
- VI. Feedback and Goodbye to Graduating Group Members
- VI. Personal Project

The purpose of today's meeting:

- To identify obstacles that keep you from improving your relationships with others and begin talking about how to overcome them.
- To identify the rules you have about relationships that may help or get in the way of adapting to life changes and/or solving relationship problems.
- To review that you can choose how you relate to others. Some choices are better than others at improving relationships and improving your mood.

## **Review: Contacts with People**

What do you remember most from last week?

- Assertive communication is different from passive and aggressive communication styles.
- Assertiveness means expressing a feeling, thought or opinion in an honest, calm, respectful way. Usually assertiveness means using “I statements...”

## **Personal Project Review**

1. Review your mood scale.
2. What activity did you do with a supportive person over the past week?
3. Was there a time this past week when you were assertive?
  - a) How did the listener respond when you were assertive?
  - b) What may have happened if you had not been assertive?
  - c) What were your thoughts and feelings about yourself or the situation after you were assertive?

## IDENTIFYING AND DEALING WITH OBSTACLES THAT PREVENT YOU FROM IMPROVING RELATIONSHIPS

### *FEAR*

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

“I don’t want to create a conflict.”

“I might be rejected if I told someone what I think.”

“People depend on me to solve all the problems.”

“If I say no, my family will not love me.”

What specific beliefs or fears do you have?

---

#### EXERCISE:

- 1) Describe a specific situation where you have problems being assertive (speaking your mind).
  
  
  
  
  
  
  
  
  
  
- 2) How do you normally act in that situation (passively or aggressively)?
  
  
  
  
  
  
  
  
  
  
- 3) What thought (fear) keeps you from being assertive (from speaking your mind)?
  - What do you think would happen if you were assertive?
  - What is the worst thing that could happen?
  
  
  
  
  
  
  
  
  
  
- 4) What good things could happen if you are able to be assertive?

## IDENTIFYING AND DEALING WITH OBSTACLES THAT PREVENT YOU FROM IMPROVING RELATIONSHIPS

### *FEAR* - continued

- 5) Ask another person how likely they think it is that what you fear will happen (check it out with a group member).

Think about what might realistically happen if you are assertive (pluses and minuses).

Situation	Bad things that could happen if I am assertive	Good things that could happen if I am assertive

- 6) What do you think about being more assertive in order to improve your relationships and your mood?
- 7) What change would you like to make?
- 8) Practice your desired behavior with another group member.

### A Reality Management Approach

Fear of change can imprison us in an unhealthy reality.

By clearly imagining a more healthy reality, we can begin to make changes that can change our life for the better.

## IDENTIFYING AND DEALING WITH OBSTACLES THAT PREVENT YOU FROM IMPROVING RELATIONSHIPS

### *RELATIONSHIP RULES*

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

#### Examples of Inflexible Relationship Rules

“You can’t trust anyone.”

“People will always disappoint you.”

“My feelings come last.”

“If you make a mistake, then you are bad.”

“I have to be responsible for everything.”

Your relationship rules: What rules do you go by when you interact with others?

Rule#1 \_\_\_\_\_

Rule#2 \_\_\_\_\_

- 1) Do these rules affect whether you believe you can express your thoughts and feelings to others?
  
- 2) How do these rules affect how you behave in relationships now?

## IDENTIFYING AND DEALING WITH OBSTACLES THAT PREVENT YOU FROM IMPROVING RELATIONSHIPS

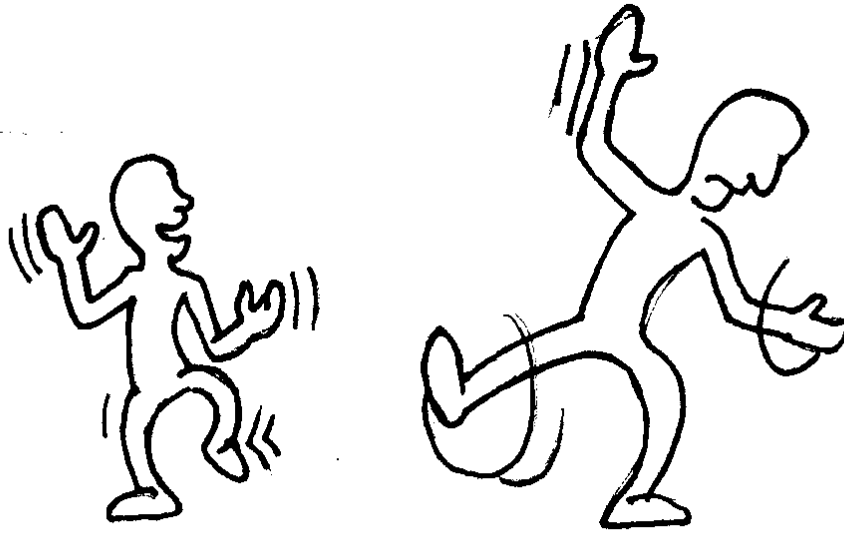
### *Relationship Rules* (continued)

#### Origins of relationship rules:

- We develop relationship rules when we are children.
- Our environment, our lives, the way people treat us all affect the type of rules we develop.
- Many rules make sense, and when we are young they helped us.
- When we grow older, our environment changes, we have more control over our lives and over the types of people who are in our lives.
- The rules we developed then may not be as useful to us now and may even keep us trapped in an old role.

- 3) Where did your relationship rules come from?  
(what things in your life made you create these rules?)
- 4) How have these rules helped you?
- 5) How have these rules not helped you?
- 6) How is your life different now from when you first learned this relationship rule?
- 7) How can you change the rules to be more flexible, better fit your current reality, and improve your relationships and your mood?





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

### **A Reality Management Approach**

Relationship rules create our social environment.

By deciding which rules are good for us and which are not,  
we can build a new, healthier social reality for ourselves.

## MORE RELATIONSHIP TOOLS

### Balancing your needs with the needs of others

- Some relationship rules are out of balance and inflexible.
- Let's think about how we can make them more balanced and flexible.

- 1) What is between not trusting anyone and trusting everyone?

Distrustful                      Trustful



- 2) What is between always giving and always taking?

Always giving                      Always taking



- 3) What is between always saying yes and never saying yes?

Always say yes                      Never say yes



Draw your own balance beam:

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 4

Version 2000: May, 2000

### EXERCISE:

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

1. What are the COSTS AND BENEFITS of examining relationship rules and considering more flexible rules?

#### COSTS

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---

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#### BENEFITS

---

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---

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---

How would it feel to share your new rules with important people in your life?

## MORE RELATIONSHIP TOOLS

### Setting Limits

In the past, when was it important to say no?

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What would have happened in the past if you had not said no?

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What are different ways you can set limits now:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

What are the costs and benefits of setting limits now:

#### COSTS

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---

---

#### BENEFITS

---

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---

---

---

## MORE RELATIONSHIP TOOLS

### Planning How You want to Be With Others

Old Relationship Rule:

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---

---

New Relationship Rule:

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#### Before being with others

- a. Decide ahead of time what kind of thoughts you would like to have.
- b. Decide ahead of time how you would like to act around others.
- c. How can you set things up so that the situation will be better for you.

#### After being with others

- a. Think about the feelings you had when you were with people
- b. What happened that made you feel good?
- c. What happened that made you feel bad?
- d. Learn from your experience so you can make future choices about what you want to do with others and with whom.

#### **A Reality Management Approach**

How we react to others affects how they react to us.

So how we react to others affects our social reality.

To mold our social reality, we can begin by thinking about our style and molding it so that our social reality improves.

**Take Home Message:**

You have choices about how you behave with others.

You can change how you behave with others.

**Review of the Module**

Over the past 4 sessions, we have been focusing on our relationships with others and making changes in specific interpersonal problem areas.

1. How have you made changes related to your relationships since beginning the group?
2. What did you learn about relationships or relationship problems that was most helpful, in terms of improving your mood?
3. What did you find least helpful?
4. What message will you take from this module?

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: People Module: Session 4

Version 2000: May, 2000

### PERSONAL PROJECT

#### QUICK MOOD SCALE

DAY

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

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

#positive/helpful people  
contacts

#negative/harmful people  
contacts

### WEEKLY PROJECT

- 1) Continue tracking mood using the quick mood scale (see page 106).
- 2) Count the number of positive contacts you have each day.
- 3) Count the number of negative contacts you have each day.

### OPTIONAL PROJECT (do the following activities if you want)

- 1) Plan to get together with a supportive person this week.
- 2) Decide when and with whom you would like to be assertive this week and then try being assertive with them.

## **HEALTH 1 -UNDERSTANDING THE RELATIONSHIP BETWEEN DEPRESSION AND HEALTH**

### **SESSION OUTLINE**

- I. Welcome
- II. Group Rules
- III. Introductions
- IV. Review of the Model
- V. New Material
- VI. Relaxation Exercise
- VII. Take Home Message
- VIII. Personal Project

The purpose of today's meeting:

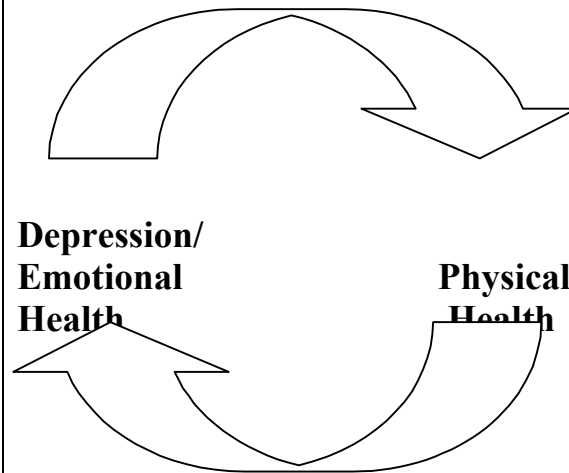
- Explain the purpose of group meetings and talk about the treatment model.
- To introduce ourselves to each other.
- To learn what depression is.
- To learn a helpful way to think about depression.
- To understand the relationship between depression and physical well-being.
- To gain a better understanding of our health problems.



## WHAT IS THE RELATIONSHIP BETWEEN HEALTH AND MOOD?

*Problems in emotional health can affect physical health by causing:*

- Changes in bodily functions, such as hormone levels
- Changes in blood pressure, heart rate, and immune functioning
- Changes in sleeping patterns and energy level
- Decreased ability/desire to care for self



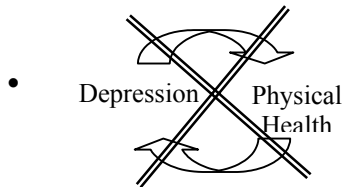
*Certain medical problems can cause mood problems:*

- congestive heart failure
- hypothyroidism
- arthritis
- certain infections

*Health problems also affect emotional health:*

- Feel alone
- Feel sad
- Worry more
- Feel angry
- Feel like no one cares
- Feel more depressed

- Depression is a clinical condition that can be treated.
- Depression can add to problems caused by other conditions.



You can stop the negative cycle by learning to manage your depressed mood and your medical problems.

## More Information About Health

### **Strategies For Maintaining Health Throughout Our Lives**

Throughout our lives we use different strategies to maintain health and physical well being.

Sometimes we try to:

1. prevent health problems and maintain good health  
(prevention and maintenance)
2. get treatment for health problems (treatment)
3. recuperate and rehabilitate from health problems  
(recuperation and rehabilitation)

### **The Nature of Medical Problems**

Medical problems may be acute or chronic

- Acute problems require immediate attention.
- Chronic problems require long term, steady attention.

Differences between acute and chronic conditions include:

**Acute Conditions**

*Example:*

A wound

*Treatment:*

Urgent

*Characteristics:*

Well localized

Cause is known

Short lived

Gets better

**Chronic Conditions**

Diabetes

Long term and steady

Poorly localized

Cause may or may not be known

Long lived

May not get better

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

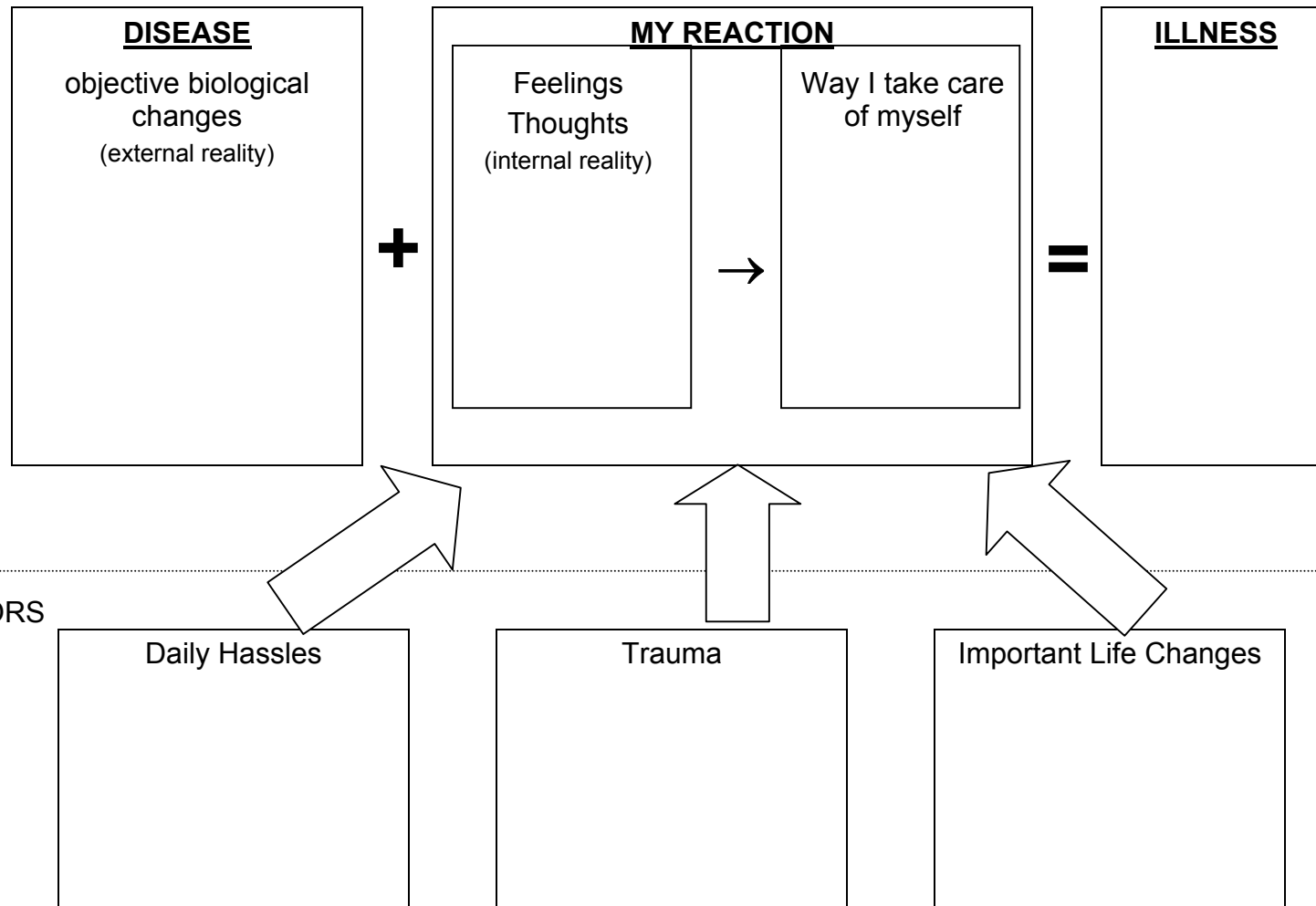
Part III: Participant Notes: Health 1

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### UNDERSTANDING MY MEDICAL CONDITION

My Medical Problem	Acute or Chronic	What strategies am I using to care for my condition  1. treatment 2. reccuperation/ rehabilitation	Emotional reactions  depression, anger, fear, anxiety	Thoughts I have about this condition	Things I am doing to manage this condition	People who can help me  (provide treatment or support)

## FACTORS THAT AFFECT MY HEALTH



- Think about your life, and complete the boxes.
- Look over the boxes. What healthy, positive changes could you make in each area?

## CHAINING ACTIVITY

Understanding how our thoughts and our behaviors affect our health.

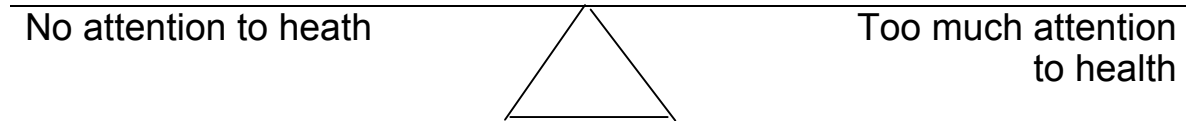
9	
8	
7	
6	
5	(statement of fact)
4	
3	
2	
1	

### **Instructions**

1. Begin with a statement of fact. Something that is a fact, with no judgement involved. For example, I have diabetes, I have a serious heart condition, I cannot run as fast as I used to . Write that fact on a mood level of 5
2. Think about a thought you might have about your health condition that would bring your mood down. Go down one mood level at a time. For example, things you might think that would bring your mood down to a level 4, then a level 3, then a level 2, then a level 1. Write them down on the right level.
3. Then try and think of thoughts that would make you feel better. Think of thoughts that would bring you to increasingly high mood levels.

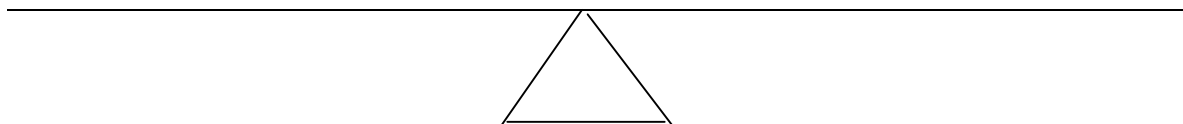
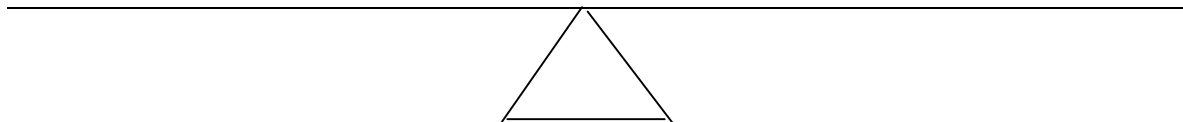
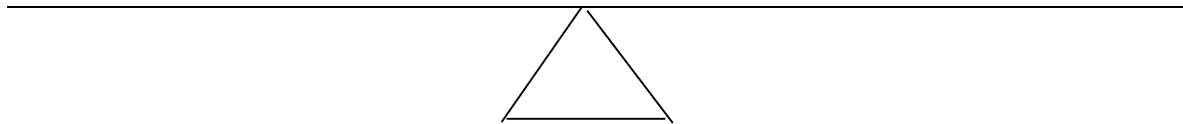
- We can make choices about the way we think.
- Our thoughts really do affect how we feel.
- Our thoughts also affect the way we behave. For example, certain thoughts can lead us to take care of ourselves, whereas others might cause us to ignore and not take care of health problems.
- Our thoughts can also affect our health.
  - If our thoughts lead us to not take care of ourselves, that will affect us in a negative way.
  - Increased depression, anxiety, or stress about our health problems can have a direct negative affect on health.

## BALANCING THOUGHTS ABOUT MY HEALTH PROBLEMS



- Where do you fall on the balance beam? (mark it with an X)
- How would you like to change?
- How do you think you might make such changes?

What other thoughts about your health would you like to balance:



**Take Home Message:**

My mood affects my health. My health affects my mood.

I can make positive changes in both areas.

Even though I have health problems, I am not my health problems.

Even though I may have depression, I am not my depression.

---

## **PERSONAL PROJECT**

### **WEEKLY PROJECT**

- 1) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well being (see next page).

### **OPTIONAL PROJECT** (select one of the following activities if you want)

- 1) **ACTIVITIES:** On page 153 of your books write down activities that you might do to take better care of yourself.
- 2) **THOUGHTS:** Using page 154 of your books, identify harmful/negative thoughts you have related to your health problems and think about ways of either disputing or altering those thoughts to make them more healthy.
- 3) **PEOPLE:** Complete page 155 in your books to identify important people in your life, understand the different types of health they might give you to help you manage your illness.



## QUICK MOOD SCALE

DAY

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	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

# Health and/or self  
care activities

\_\_\_\_\_

- Try to use the whole range, not just 1 , 5 , or 9.
- We find that it is easiest to keep the scale by the bed. That way, before you go to bed, you can think about your day and rate your mood for the day.
- It will feel more natural as you practice it.
- 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, mark you daily mood on the calendar.

**OPTIONAL PROJECT**  
**ACTIVITIES: MAKING HEALTHY CHANGES IN WHAT I**  
**DO**

I deserve to care for myself.

What things could I do to take better care of myself?

Thing I could do to improve my health:

Things I could do to improve my mood:

**OPTIONAL PROJECT**

thoughts: **MAKING HEALTHY CHANGES IN** how I think

Review the Thoughts Module for more tips

My harmful thought about my health condition:

Category of harmful thinking that my thought fits:

How can I dispute this thought?:

How do I feel after disputing this thoughts?:

My harmful thought about my health condition:

Category of harmful thinking that my thought fits:

How can I dispute this thought?:

How do I feel after disputing this thoughts?:

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Part III: Participant Notes: Health 1

Version 2000: May, 2000

My harmful thought about my health condition:

Category of harmful thinking that my thought fits:

How can I dispute this thought?:

How do I feel after disputing this thoughts?:

## OPTIONAL PROJECT

people: identifying people who will support me

(Adapted from Brugha's Preparing for Parenthood manual, 1998)

<p><b><u>PRACTICAL SUPPORT</u></b></p> <p>Whom will you ask to:</p> <ul style="list-style-type: none"><li>-drive you to the hospital</li><li>-pick up your medication</li><li>-take care of your health condition ...</li></ul>	<p><b><u>ADVICE OR INFORMATION</u></b></p> <p>Whom will you ask for advice:</p> <ul style="list-style-type: none"><li>-when you don't feel well</li><li>-when you don't understand how to do something.</li></ul>
<p><b><u>COMPANIONSHIP</u></b></p> <p>Who will:</p> <ul style="list-style-type: none"><li>-walk around the park with you?</li><li>-spend the afternoon with you?</li><li>-share your joys with you?</li></ul>	<p><b><u>EMOTIONAL SUPPORT</u></b></p> <p>Whom will you look to for:</p> <ul style="list-style-type: none"><li>-encouragement?</li><li>-understanding?</li><li>-sharing your feelings?</li><li>-helping you feel less depressed?</li></ul>

### INSTRUCTIONS:

- 1) Each square is for a different type of support that people can give you.
- 2) Read the questions in each square. Think about your health condition and the types of support you might need to manage your health condition.
- 3) Think about the people who might fit each square. Write their names down in the squares. For example, if your doctor, gives you advice, you would write down his/her name or just doctor in the Advice square.
- 4) The same person can be written in more than one square.

If at the end there are squares that have no names, put a question mark.

## **HEALTH 2 - DEPRESSION, POVERTY, AND HEALTH**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Identifying Needs and Getting Them Met
- V. Take Home Message
- VI. Personal Project

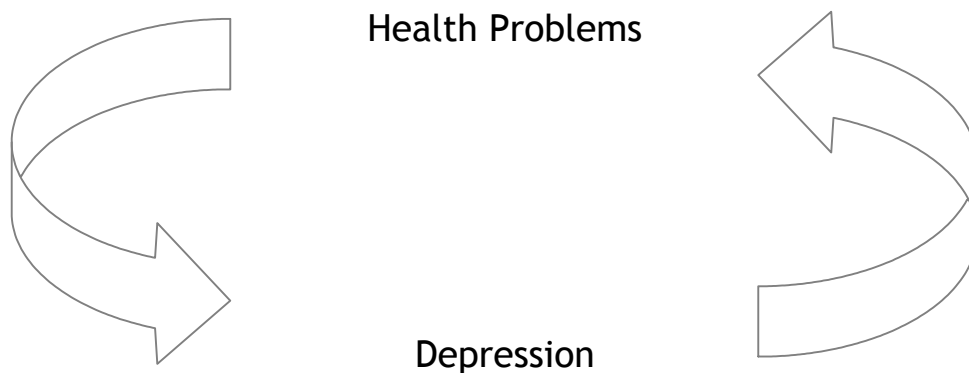
### The purpose of today's meeting:

- To review the relationship between our mood and health problems.
- To talk about how health problems, depression, and poverty affect our needs.
- To talk about ways to obtain and keep needed resources, services, and supports.

## **Review: Health Problems and Mood**

- What do you remember most from last week?

Depression can negatively affect health and can affect the way we take care of our health. Health problems can cause people to feel more depressed, stressed, angry, and anxious.

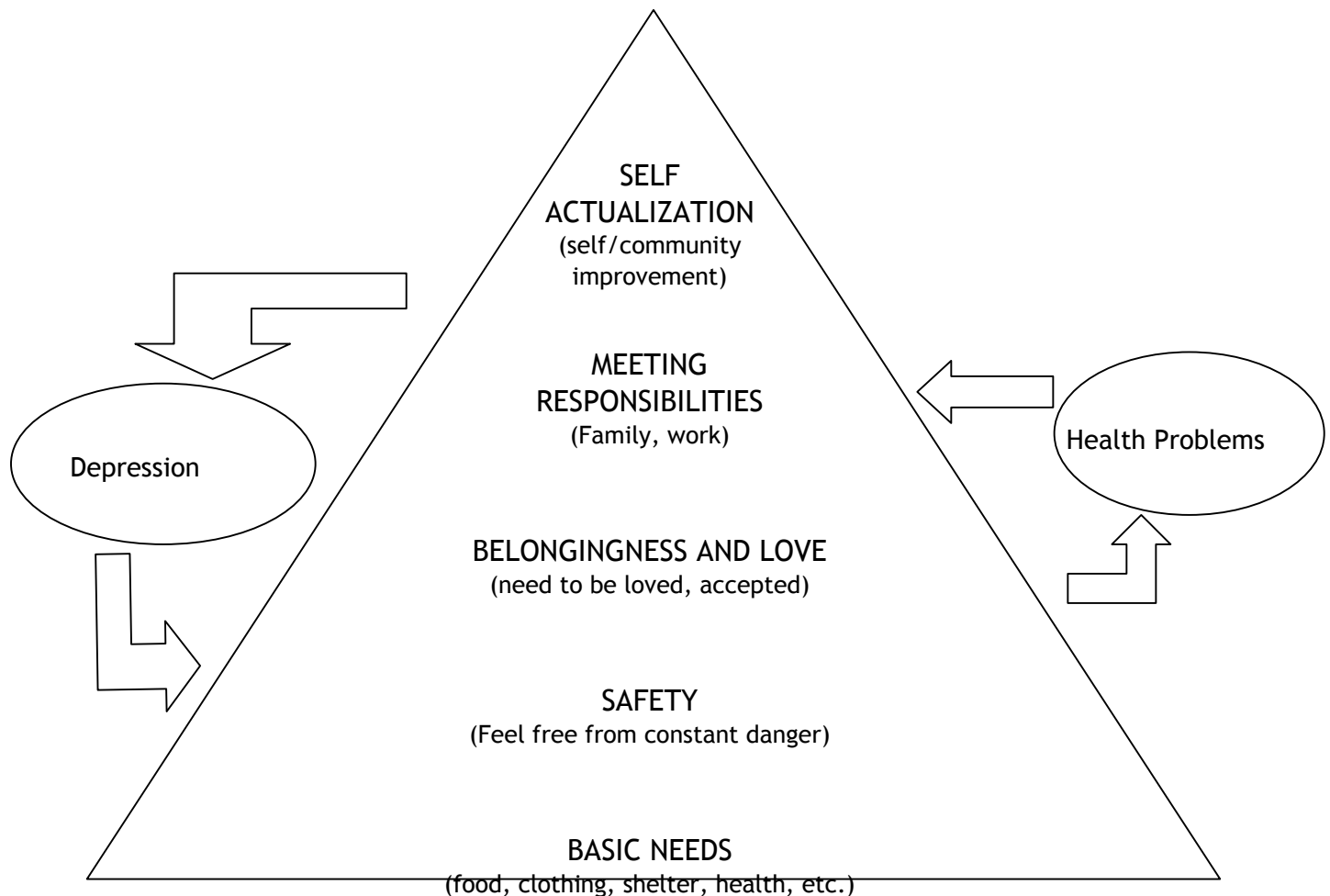


## **Personal Project Review**

1. Review your quick mood scale.
2. What things did you find you could do to take better care of yourself?
3. What harmful/negative thoughts about your health did you identify? How did you dispute or change these thoughts?
4. What people did you identify who could help you with your health problem? In what ways can they help you?

## WHAT ARE OUR NEEDS?

- We all have needs.
- When our needs are not met, it affects our thoughts and actions.
- Some needs are more important than others.
  - In the figure below, the needs are shown as part of a hierarchy.
  - A goal on one level is easier to reach if you have met the goals on the level below it.
  - However, you may be working on several goals at different levels at the same time.
  - What needs are you currently trying to meet?





## DEPRESSION, HEALTH PROBLEMS, AND NEEDS

How do depression and health problems affect your needs?

- Depression and health problems may affect your ability to meet goals you have set.
  - They may act as obstacles.
  - You may need to modify your goals.

Example:

Need:	Original Goal:	Obstacles:	Modified Goal:
Exercise	Walk 2 times a week	Unsafe neighborhood Depression Lower back pain	Walk with someone else Walk a shorter distance (to the corner) Different type of exercise: swimming

- Think about your own needs and goals. How might you need to modify your goals.

Need:	Original Goal:	Obstacles:	Modified Goal:

- If we have changes in our health, as a result of illness or injury, we are likely to have changes in our needs and goals.
- How have your needs changed after being depressed and having a health problem?

## **THE EFFECT OF POVERTY On Mood, Health, and Obtaining Resources**

**How does poverty get in the way of self-care?**

1. Fewer resources
2. Lack of respect or discrimination
3. Fewer choices
4. Less money to spend on or with others
5. Higher risk for illness
6. Chronic frustration
- 7.
- 8.
- 9.
- 10.

**What free or cheap resources are available in the area where I live?**

(Discuss with other group members)

# IDENTIFYING THOUGHTS, ACTIONS, AND PEOPLE THAT MIGHT HELP ME REACH MY GOALS

	Health Related Needs	Health Related Goals	What <u>thoughts</u> might help me reach my goals?	What might I <u>do</u> to reach my goals?	<u>Who</u> can help me reach my goals?
<b>Self Actualization</b> (self/community, improvement)					
<b>Meeting Responsibilities</b> (family and work)					
<b>Belongingness and Love</b> (Relationships, companionship, and social support)					
<b>Safety</b> (to feel free from danger)					
<b>Basic Needs</b> (food clothing shelter)					

## How Can I Manage My Needs and Goal More Effectively

OUR NEEDS CHANGE AS WE DEAL WITH ACUTE OR CHRONIC MEDICAL CONDITIONS. THERE ARE MANY WAYS TO MANAGE AND COPE WITH THE CHANGES IN OUR NEEDS. A FEW THINGS TO KEEP IN MIND INCLUDE:

1. IDENTIFY YOUR NEEDS AND DECIDE WHICH HAVE THE HIGHEST PRIORITY.
2. ASK YOURSELF: ARE THESE NEEDS BEING MET OR NOT?
3. SET REASONABLE AND CLEAR GOALS.
4. USE THOUGHTS THAT HELP YOU REACH YOUR GOALS.
5. THINK IN FLEXIBLE WAYS.
6. PARTICIPATE IN ACTIVITIES THAT HELP YOU MEET YOUR NEEDS AND GOALS.
7. GET HELP WHEN YOU NEED IT.
8. GET SUPPORT AND ALTERNATIVE SUGGESTIONS FROM HELPFUL OTHERS.
9. IDENTIFY OBSTACLES THAT MAY INTERFERE WITH GETTING NEEDS MET AND MAKE A PLAN TO OVERCOME THEM.

### Take Home Message:

Poverty, depression, and health problems affect my ability to get my needs met, but

I can still get my needs met.

I can set clear reasonable goals.

I can think in ways that are flexible and constructive.

I can do things that help me reach my goals.

I can reach out for help and support.

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Participant Notes: Health 2

Version 2000: May, 2000

**PERSONAL PROJECT**  
**QUICK MOOD SCALE**

DAY	_____	_____	_____	_____	_____	_____	_____
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	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

# Health and/or self care activities

**WEEKLY PROJECT**

- 1) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well being (see page 152).

**OPTIONAL PROJECT** (do the following activities if you want)

- 1) **THOUGHTS:** Identify thoughts that get in the way of fulfilling your needs and dispute them. Use the exercise on page 164.
- 2) **ACTIVITIES:** Use the goal setting sheets (pages 165-166) to identify a short term goal that helps you fulfill your needs.
- 3) **PEOPLE:** Think about you use your available health care resources? What are your thoughts, feelings, and behaviors toward your health care providers? (see page 167).

OPTIONAL PROJECT  
THOUGHTS: THAT INTERFERE WITH GETTING MY NEEDS MET

Target need or goal	Thought that interferes with getting my needs met	How that thought affects me (way I feel, how I act)	How can I talk back to that thought?	What's my new, more helpful thought	How does my new thought affect me (make me feel, affect how I act, affect whether my needs are met)

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Participant Notes: Health 2

Version 2000: May, 2000



## OPTIONAL PROJECT

### ACTIVITIES: SETTING A GOAL TO HELP ME MEET MY NEEDS

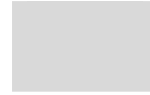
You can review goal setting in activities 4

- Step 1:**      **Figure out what you want to do.**  
**It has to be something that's important to you.**
- It is helpful to do something you want to do instead of something you don't want to do.  
(e.g. "I will exercise more" instead of "I will not be a couch potato.")
  - Reaching goals is hard work. It's important that the goal is important to you, so it's worth the work.
- Step 2:**      **If your dream is big, pick a manageable part.**  
**This will help you to make a good start.**
- Step 3:**      **Pick your goal and nail it down,**  
**Stating when, what, how much, where, and how.**
- Step 4:**      **Make sure your goal is something you can manage.**
- There are many things in life that we can't control. We can't control what other people do.
  - Make sure your goal is under your control. For example, you can ask other people or talk to other people, but you can't control their actions.
- Step 5:**      **Break your goal into steps.**  
You can't get to the top of the roof by jumping,  
but it's easy if you use a ladder.
- Step 6:**      **When you reach your goal or a step toward your goal,**  
**celebrate and reward yourself.**

Note: This exercise was adapted from the Going for the Goal Program written by Steven J. Danish, et al., Virginia Commonwealth University, Department of Psychology, 1992.

OPTIONAL PROJECT  
ACTIVITIES: SETTING A GOAL TO HELP ME MEET MY  
NEEDS (continued)

<i>My goal</i>	
#5	
#4	
#3	
#2	
#1	



**OPTIONAL PROJECT**  
**PEOPLE: ME AND MY HEALTH CARE PROVIDERS**

Who are my health care providers:

What are my thoughts about my health care providers?

How do I behave with my health care providers?

- Am I assertive?
  - Do I ask them questions I think are important?
  - Do I tell them when I am upset?
- Do I keep my appointments?
- Do I follow through with recommended treatments?

What changes would I like to make in my relationships with my health care providers?

## **HEALTH 3 - DEPRESSION, SLEEP, AND HEALTH**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: The relationship between sleep and health and improving sleep
- V. Take Home Message
- VI. Personal Project

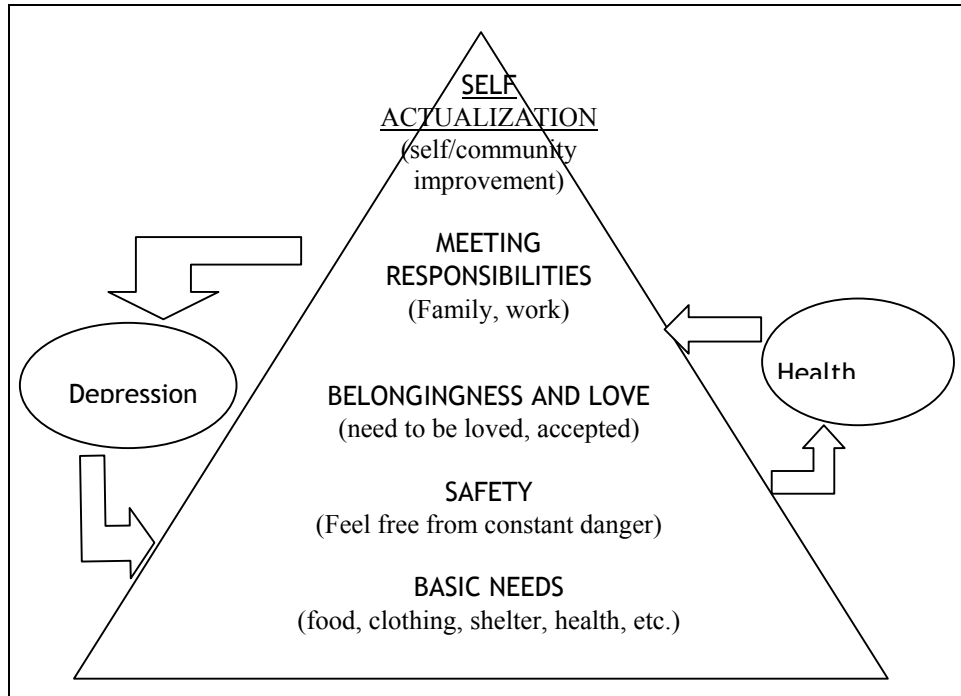
### The purpose of today's meeting:

- To understand the relationship between depression, sleep, and health.
- To learn about sleep patterns and learn ways to improve sleep hygiene.
- To feel more in control of our sleep patterns, mood, and physical health.

## Review: Health Problems and Mood

- What do you remember most from last week?

Depression, health problems, and poverty get in the way of getting our needs met.



## Personal Project Review

1. Review your quick mood scale.
2. What things did you find you could do to take better care of yourself?
3. What harmful/negative thoughts did you find got in the way of fulfilling your needs? How did you dispute or change these thoughts?
4. What goal did you set to help you fulfill your needs?
5. What thoughts, feelings, and behaviors did you find you have toward your health care providers?

## TYPES OF SLEEP PROBLEMS

- Sleep problems typically include problems with the amount of time spent sleeping and the quality of sleep.

### Insomnia

1. problems falling asleep at bedtime,
2. waking up in the middle of the night,
3. awakening too early in the morning;

### Hypersomnia

1. excessive daytime sleepiness.

- Approximately 20% to 40% of adults have sleep disturbances.
- 20% of medical outpatients have sleep problems.
- Sleep problems, such as insomnia and hypersomnia are symptoms of depression and many medical problems.
- Many people with sleep problems consider their problem serious enough to see professional help.

## What causes sleep problems?

Sleep problems may be caused by a number of factors:

1. Medical factors, including
  - pains
  - respiratory problems
  - restless legs
  - repetitive twitches, tremors
2. Certain substances, can contribute to or worsen insomnia
  - caffeine
  - nicotine
  - alcohol
  - prolonged use of sleeping medications
3. Psychological factors can contribute to sleep problems, which in turn can make the mood problems worse.
  - depression
  - anxiety
  - anger
4. Environmental Factors can contribute to sleep problems
  - stressful life events
  - outside noises
  - poor sleeping arrangements
5. Behavioral Factors can interrupt a restful sleep pattern
  - drinking large amounts of fluids near bedtime
  - reading exciting material before sleeping
  - watching scary programs before sleeping
6. Cognitive Factors (our thoughts) can affect how we sleep
  - false beliefs about how much sleep we need
  - worry about not sleeping enough or insomnia

## **WHAT PROBLEMS ARE CAUSED BY NOT GETTING ENOUGH SLEEP?**

- Difficulties with daytime functioning
- Emotional distress, restlessness, frustration, and depression
- Problems with alertness, concentration, and even memory.

## **WHAT MEDICAL PROBLEMS ARE ASSOCIATED WITH SLEEP PROBLEMS?**

Acute and chronic medical problems can disrupt sleep. The following medical problems can cause sleep problems:

- Acute and chronic pain sensations
- Pulmonary disease
- Congestive heart problems
- Hyperthyroidism and hypothyroidism
- Most central nervous system disorders
- Procedures and medications used to treat medical conditions can also cause sleep problems.



## FACTS ABOUT SLEEP

1. Sleep is a well organized activity.
2. Sleep follows a cyclic pattern.
3. You becomes drowsy and enter a light sleep (Stage 1)
4. You pass through several sleep stages (2, 3, and 4)
5. You then return and pass through Stages 3, 2, and 1 and REM several more times throughout the night.
6. Stages 1, 2, 3, and 4 are referred to as the non-rapid eye movement phase.
7. The rapid eye movement “REM” phase is a brief period of sleep that gets longer throughout the night.
8. During REM you dream and your heart rate, breathing, and other physiological functions increase.

## THE STAGES IN A TYPICAL NIGHTS SLEEP

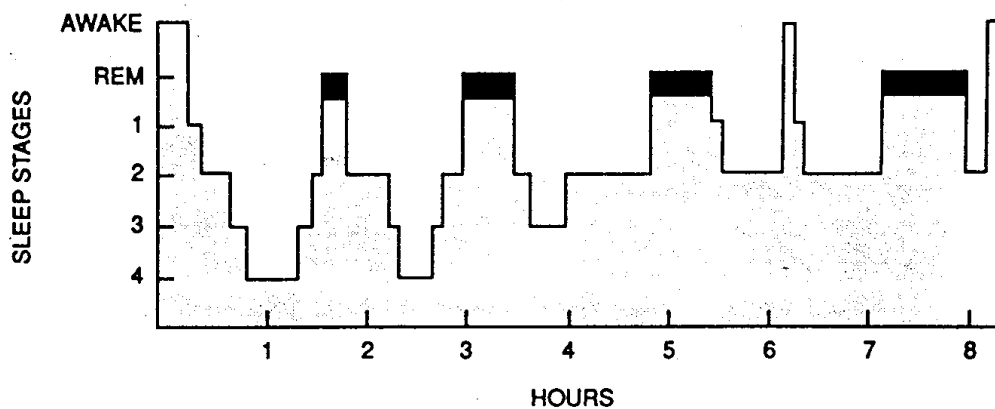


FIGURE 2.1. This sleep histogram illustrates the typical night's sleep of a normal young adult.

(As illustrated in Morin, C.M., *Insomnia: Psychological Assessment and Management*)

## **Assessment of Sleep Problems:**

1. How do you prepare for sleep? Do you have any routines?
2. What activities do you engage in that are incompatible with sleep?
3. How is your life affected by your sleep disturbance?
4. How do you respond to sleeplessness?
5. What do you think, do and feel during the day after a sleepless night?

## TREATMENT FOR SLEEP PROBLEMS

Treatment begins with a thorough evaluation, including a detailed history of sleep patterns and current problems.

Treatment for acute sleeping problems, such as insomnia, have traditionally involved short-term use of sleeping medications.

Extensive research on treatments for chronic sleeping problems shows that cognitive behavioral approaches are most effective and include:

- Stress management
- Stimulus control therapy
- Behavioral sleep therapy and cognitive educational components to promote better sleep hygiene

Adapted from: The Association for Advancement of Behavior Therapy's Insomnia, 1990 and Patricia Lacks Behavioral Treatment for Persistent Insomnia, Pergamon Press, New York, 1987

## TEN RULES FOR BETTER SLEEP HYGIENE

*In order to develop a consistent sleep rhythm and synchronize your biological clock, follow these first three rules. With time, your bedtime, or the time you become drowsy, will become more regular.*

- 1) Do not go to bed until you are drowsy.
- 2) Get up at approximately the same time each morning, including weekends. If you feel you must get up later on weekends, allow yourself a maximum of one hour later rising.

- 3) Do not take naps.

*Following the next seven rules will help you avoid some common habits that interfere with sleep and help you to build new habits that improve sleep.*

- 4) Do not drink alcohol later than two hours before bedtime.
- 5) Do not eat or drink anything with caffeine after about 4PM or within 6 hours of bedtime. Things that contain caffeine include:
  - certain foods (e.g. chocolate)
  - certain drinks (e.g. tea, coffee, soda)
  - some medications (e.g. over the counter cold, headache, and pain relief medications)
- 6) Do not smoke within several hours of your bedtime.
- 7) Participate in exercise, physical activity regularly. The best time to exercise is in the later afternoon. Avoid strenuous physical exertion after 6 PM.
- 8) Think of ways to make your sleep environment more comfortable for sleep.
  - use ear plugs if necessary
  - ask others to keep the noise down
  - arrange for a comfortable room temperature
  - place things over the window to darken the room
  - listen to soft music if that helps you
- 9) If you are accustomed to it, have a light carbohydrate snack before bedtime (e.g. crackers, graham crackers, milk, or cheese). Do not eat chocolate or large amounts of sugar. Avoid excessive fluids. If you wake up in the middle of the night, do not have a snack then because you may find that you begin to wake up habitually at that time feeling hungry.
- 10) Take medications as prescribed. If you feel your medications are contributing to your sleep problems, consult your doctor, so he or she can help you make the necessary changes.

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 3

Version 2000: May, 2000

### Take Home Message:

I can make changes in my thoughts and behaviors related to sleep.

A sleep routine can help me sleep better and improve my mood.

### PERSONAL PROJECT QUICK MOOD SCALE

DAY	_____	_____	_____	_____	_____	_____	_____
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	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

# Health and/or self care activities

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well being (see page 152).

### OPTIONAL PROJECT (do the following activities if you want)

- 1) THOUGHTS: Use the table on page 164 to identify thoughts that interrupt sleep and thoughts that might help you get a better nights sleep.
- 2) ACTIVITIES: Use page 165 to identify behaviors that keep you awake. Identify activities that might help you to relax and fall asleep.
- 3) PEOPLE: Are there people in your social environment who negatively affect your sleep? If so, how do they affect your sleep? How might you talk with them to change things so that you might sleep more regularly.
- 4) Understand your sleep problems better by completing the sleep calendar (page 166).

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 3

Version 2000: May, 2000

## OPTIONAL PROJECT THOUGHTS RELATED TO SLEEP

<b><u>Thoughts that get in the way of sleep</u></b>	<b><u>Thoughts that might help me sleep better</u></b>
<p>Examples: I won't be able to sleep. I have to sleep tonight. I'm very worried about. . . .</p>	<p>Examples: Even if I don't sleep, I can relax. My worries can wait until tomorrow. I'm can't do anything about them now.</p>

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 3

Version 2000: May, 2000

## OPTIONAL PROJECT ACTIVITIES RELATED TO SLEEP

<b><u>Things I do that keep me awake</u></b>	<b><u>Things I could do to help me sleep</u></b>
Review the 10 rules of sleep hygiene and see if you are following them.	How could you relax before trying to sleep?
	How might you deal with thoughts/worries that are keeping you awake at night?

## OPTIONAL PROJECT UNDERSTANDING MY SLEEP PATTERNS

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Any naps? How many? Total time spent napping?	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____
What did you do to prepare yourself for sleep?							
Number of hours you slept							
Types of sleep problems (e.g. problems fallings asleep, waking up in the night, waking up too early)							
What factors contributed to sleep problems (e.g. pain, caffeine, anxiety, noise, etc. see page X)							
What thoughts did you have about your sleep?							
What did you do when you could not sleep?							



## **HEALTH 4 -- DEPRESSION, OTHER EMOTIONS, AND HEALTH**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Managing Other Emotions
- V. Take Home Message
- VI. Goodbye to Graduating Group Members
- VI. Personal Project

### The purpose of today's meeting:

- To talk about the relationship between health and other emotions, such as depression, anxiety, fear, anger, and grief.
- To learn ways to manage feelings of depression, anxiety, anger, fear, and sadness.
- To feel more in control of our moods and physical health.

## **Review: Contacts with People**





- Sleep problems can be caused by a number of factors. These factors include medical problems, certain substances (like caffeine, nicotine, and alcohol), and strong emotions (like depression, anxiety, and anger),
- By making changes in our behaviors and thoughts related to sleep, we can improve our sleep.

What do you remember most from last week?

## **Personal Project Review**

1. Review your mood scale.
2. What things did you do to take better care of yourself?
3. What thoughts did you find interrupted your sleep? What thoughts helped you to get a better nights sleep.
4. What behaviors that you did kept you awake? What did you do to help yourself relax and fall asleep.
5. What people did you find negatively affected your sleep? How did you talk with them to change the situation?
6. What did you learn by completing the sleep calendar.

## HOW DO MY EMOTIONS AFFECT ME?

EMOTIONS	THOUGHTS RELATED TO EMOTIONS	HOW THESE THOUGHTS AFFECT THE WAY I TAKE CARE OF MYSELF	HOW MY THOUGHTS AND BEHAVIORS AFFECT MY HEALTH
<p>ANGER</p> 			
<p>ANXIETY</p> 			
<p>FEAR</p> 			
<p>SADNESS</p> 			

## **OTHER FACTORS THAT AFFECT HEALTH**

1. Other Clinical Conditions, including
  - Post Traumatic Stress Disorder
  - Panic Disorder
  - Hypochondriasis
2. An unhealthy coping style
  - Avoiding
  - Doing too much
3. Unhealthy behavior patterns
  - Inactivity
  - Overeating
  - Excessive alcohol or drug use
4. Specific personality traits
  - Perfectionistic (Type “A”)
5. Unhealthy communication patterns
  - Passive
  - Aggressive
  - Passive-aggressive (indirect)

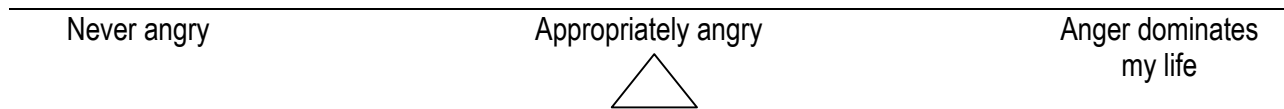
## **HOW DO NEGATIVE EMOTIONS AND UNHEALTHY BEHAVIORS AFFECT MY MEDICAL CONDITION?**

1. They may influence the course of the illness
  - they might cause the condition to develop in a person who is at-risk
  - they could cause the condition to worsen
2. They may interfere with the treatment of the illness
3. They may pose an additional risk

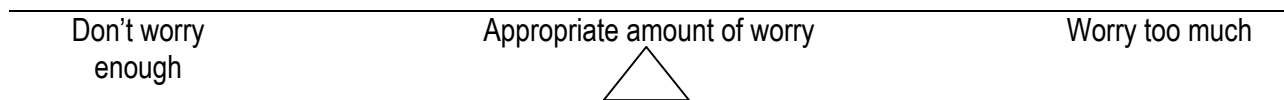
## EXAMINING MY EMOTIONS AND BEHAVIORS

Where on the balance beam do I fall? (mark with an X)

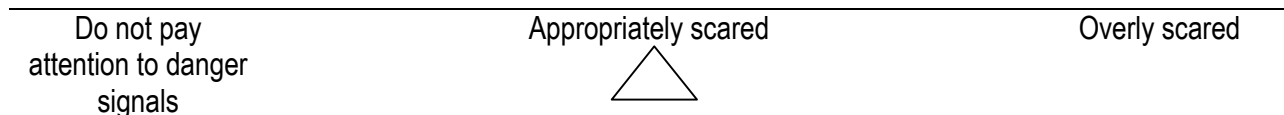
### ANGER



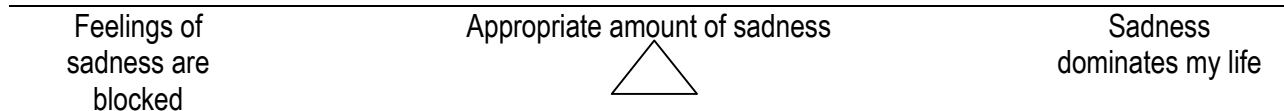
### ANXIETY, WORRY



### FEAR



### SADNESS







1. Do I have any other clinical conditions that are affecting my health?
2. How do I cope with my medical problems? Do I have a tendency to avoid or do too much.
3. Do I have any unhealthy behavior patterns (overeating, smoking, not exercising, excessive alcohol or drug use?)
4. Do I have any personality traits that might be affecting my health (in either a negative or positive way)?
5. Does the way I communicate with others affect my health? Do I tend to use passive, aggressive, or passive-aggressive styles of communication?

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 4

Version 2000: May, 2000

## MANAGING EMOTIONS BY MAKING CHANGES IN MY THOUGHTS, BEHAVIORS AND CONTACTS WITH OTHERS

		THOUGHTS	BEHAVIORS	PEOPLE	HEALTH
Emotion	What am I saying to myself that makes me feel (angry, sad, anxious, scared)	Helpful way to change that thought	What could I do that would make me feel less (angry, sad, anxious, scared)	Who can help me with these feelings?	How would making these changes affect my health?
Anger 					
Anxiety/ Worry 					
Fear 					
Sadness 					
Other feelings					

**Take Home Message:**

Negative emotions can affect my health, but I can manage my emotions and my health.

By looking at the way I think, by engaging in healthy, positive, goal oriented activities, and by getting social support I can manage feelings of anger, anxiety, fear, and sadness.

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY

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	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

# Health and/or self care  
activities

\_\_\_\_\_

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well being (see page 155).

### OPTIONAL PROJECT (do the following activities if you want)

- 1) THOUGHTS: Use the chaining exercise on page 175 to show how thoughts are connected to emotions, such as anxiety, anger, fear, and grief. Think about how you might change these thoughts in a helpful way that might positively affect your health and medical problems.
- 2) ACTIVITIES: List things you might do that might help you manage the emotions (anxiety, anger, fear, and grief).
- 3) PEOPLE: Identify the people in your life (family, friends, and health care providers) that can help you manage different emotions.



## OPTIONAL PROJECT CHAINING ACTIVITY

**Understanding the connection between emotions (anxiety, fear, sadness, anger) and our thoughts.**

9	
8	
7	
6	
5	(statement of fact)
4	
3	
2	
1	

### Instructions

1. Begin with a statement of fact. Something that is a fact, with no judgement involved. For example, I have diabetes, I have a serious heart condition, I cannot run as fast as I used to . Write that fact on a mood level of 5
2. Think about a thought you might have that might lead you to feel a more (anxious, sad, scared, or angry). Go down one mood level at a time. For example, things you might think that would bring your mood down to a level 4, then a level 3, then a level 2, then a level 1. Write them down on the right level.
3. Then try and think of thoughts that would make you feel better. Think of thoughts that would bring you to increasingly high mood levels (less anxious, sad, scared, or angry)

- We can make choices about the way we think.
- Our thoughts really do affect how we feel.
- Our thoughts also affect the way we behave. For example, certain thoughts can lead us to take care of ourselves, whereas others might cause us to ignore and not take care of health problems.

## HEALTH 2 - DEPRESSION, POVERTY, AND HEALTH

### SESSION OUTLINE

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Identifying Needs and Getting Them Met
- V. Take Home Message
- VI. Personal Project

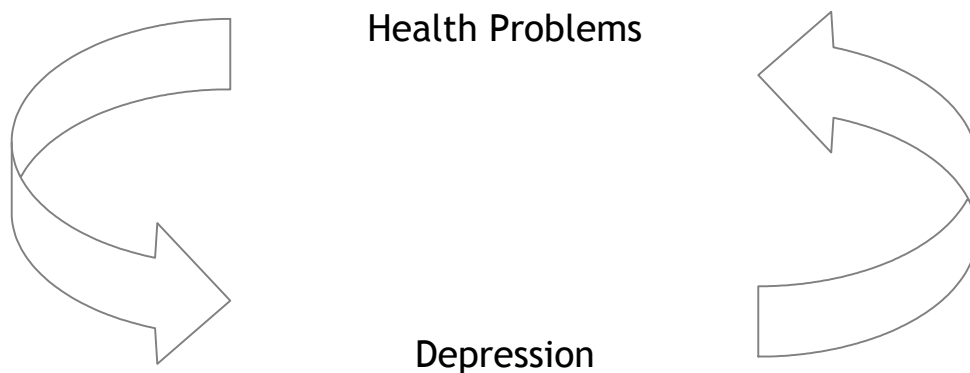
#### The purpose of today's meeting:

- To review the relationship between our mood and health problems.
- To talk about how health problems, depression, and poverty affect our needs.
- To talk about ways to obtain and keep needed resources, services, and supports.

## **Review: Health Problems and Mood**

- What do you remember most from last week?

Depression can negatively affect health and can affect the way we take care of our health. Health problems can cause people to feel more depressed, stressed, angry, and anxious.

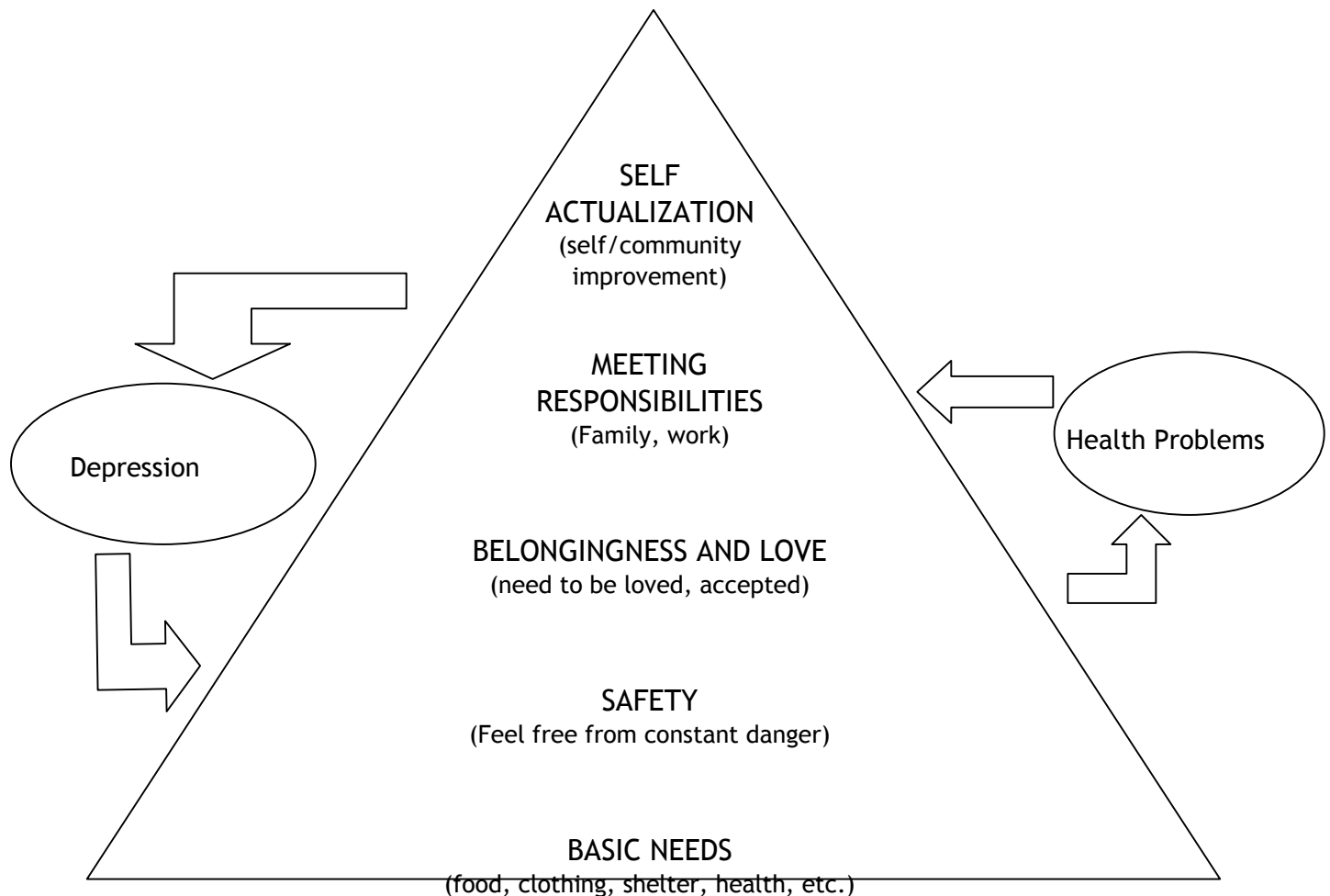


## **Personal Project Review**

1. Review your quick mood scale.
2. What things did you find you could do to take better care of yourself?
3. What harmful/negative thoughts about your health did you identify? How did you dispute or change these thoughts?
4. What people did you identify who could help you with your health problem? In what ways can they help you?

## WHAT ARE OUR NEEDS?

- We all have needs.
- When our needs are not met, it affects our thoughts and actions.
- Some needs are more important than others.
  - In the figure below, the needs are shown as part of a hierarchy.
  - A goal on one level is easier to reach if you have met the goals on the level below it.
  - However, you may be working on several goals at different levels at the same time.
  - What needs are you currently trying to meet?



## DEPRESSION, HEALTH PROBLEMS, AND NEEDS

How do depression and health problems affect your needs?

- Depression and health problems may affect your ability to meet goals you have set.
  - They may act as obstacles.
  - You may need to modify your goals.

Example:

Need:	Original Goal:	Obstacles:	Modified Goal:
Exercise	Walk 2 times a week	Unsafe neighborhood Depression Lower back pain	Walk with someone else Walk a shorter distance (to the corner) Different type of exercise: swimming

- Think about your own needs and goals. How might you need to modify your goals.

Need:	Original Goal:	Obstacles:	Modified Goal:

- If we have changes in our health, as a result of illness or injury, we are likely to have changes in our needs and goals.
- How have your needs changed after being depressed and having a health problem?

## **THE EFFECT OF POVERTY On Mood, Health, and Obtaining Resources**

**How does poverty get in the way of self-care?**

1. Fewer resources
2. Lack of respect or discrimination
3. Fewer choices
4. Less money to spend on or with others
5. Higher risk for illness
6. Chronic frustration
- 7.
- 8.
- 9.
- 10.

**What free or cheap resources are available in the area where I live?**

(Discuss with other group members)

## IDENTIFYING THOUGHTS, ACTIONS, AND PEOPLE THAT MIGHT HELP ME REACH MY GOALS

	Health Related Needs	Health Related Goals	What <b><u>thoughts</u></b> might help me reach my goals?	What might I <b><u>do</u></b> to reach my goals?	<b><u>Who</u></b> can help me reach my goals?
<b>Self Actualization</b> (self/community, improvement)					
<b>Meeting Responsibilities</b> (family and work)					
<b>Belongingness and Love</b> (Relationships, companionship, and social support)					
<b>Safety</b> (to feel free from danger)					
<b>Basic Needs</b> (food clothing shelter)					

## How Can I Manage My Needs and Goal More Effectively

OUR NEEDS CHANGE AS WE DEAL WITH ACUTE OR CHRONIC MEDICAL CONDITIONS. THERE ARE MANY WAYS TO MANAGE AND COPE WITH THE CHANGES IN OUR NEEDS. A FEW THINGS TO KEEP IN MIND INCLUDE:

1. IDENTIFY YOUR NEEDS AND DECIDE WHICH HAVE THE HIGHEST PRIORITY.
2. ASK YOURSELF: ARE THESE NEEDS BEING MET OR NOT?
3. SET REASONABLE AND CLEAR GOALS.
4. USE THOUGHTS THAT HELP YOU REACH YOUR GOALS.
5. THINK IN FLEXIBLE WAYS.
6. PARTICIPATE IN ACTIVITIES THAT HELP YOU MEET YOUR NEEDS AND GOALS.
7. GET HELP WHEN YOU NEED IT.
8. GET SUPPORT AND ALTERNATIVE SUGGESTIONS FROM HELPFUL OTHERS.
9. IDENTIFY OBSTACLES THAT MAY INTERFERE WITH GETTING NEEDS MET AND MAKE A PLAN TO OVERCOME THEM.

### Take Home Message:

Poverty, depression, and health problems affect my ability to get my needs met, but

I can still get my needs met.

I can set clear reasonable goals.

I can think in ways that are flexible and constructive.

I can do things that help me reach my goals.

I can reach out for help and support.



**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Participant Notes: Health 2

Version 2000: May, 2000

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY							
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	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

# Health and/or self care activities

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well being (see page 152).

### OPTIONAL PROJECT (do the following activities if you want)

- 1) THOUGHTS: Identify thoughts that get in the way of fulfilling your needs and dispute them. Use the exercise on page 164.
- 2) ACTIVITIES: Use the goal setting sheets (pages 165-166) to identify a short term goal that helps you fulfill your needs.
- 3) PEOPLE: Think about you use your available health care resources? What are your thoughts, feelings, and behaviors toward your health care providers? (see page 167).

OPTIONAL PROJECT  
THOUGHTS: THAT INTERFERE WITH GETTING MY NEEDS MET

Target need or goal	Thought that interferes with getting my needs met	How that thought affects me (way I feel, how I act)	How can I talk back to that thought?	What's my new, more helpful thought	How does my new thought affect me (make me feel, affect how I act, affect whether my needs are met)

**COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION**

Participant Notes: Health 2

Version 2000: May, 2000

## OPTIONAL PROJECT

### ACTIVITIES: SETTING A GOAL TO HELP ME MEET MY NEEDS

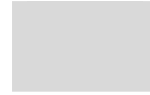
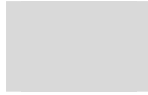
You can review goal setting in activities 4

- Step 1:**      **Figure out what you want to do.**  
**It has to be something that's important to you.**
- It is helpful to do something you want to do instead of something you don't want to do.  
(e.g. "I will exercise more" instead of "I will not be a couch potato.")
  - Reaching goals is hard work. It's important that the goal is important to you, so it's worth the work.
- Step 2:**      **If your dream is big, pick a manageable part.**  
**This will help you to make a good start.**
- Step 3:**      **Pick your goal and nail it down,**  
**Stating when, what, how much, where, and how.**
- Step 4:**      **Make sure your goal is something you can manage.**
- There are many things in life that we can't control. We can't control what other people do.
  - Make sure your goal is under your control. For example, you can ask other people or talk to other people, but you can't control their actions.
- Step 5:**      **Break your goal into steps.**  
You can't get to the top of the roof by jumping,  
but it's easy if you use a ladder.
- Step 6:**      **When you reach your goal or a step toward your goal,**  
**celebrate and reward yourself.**

Note: This exercise was adapted from the Going for the Goal Program written by Steven J. Danish, et al., Virginia Commonwealth University, Department of Psychology, 1992.

OPTIONAL PROJECT  
ACTIVITIES: SETTING A GOAL TO HELP ME MEET MY  
NEEDS (continued)

<i>My goal</i>	
#5	
#4	
#3	
#2	
#1	



**OPTIONAL PROJECT**  
**PEOPLE: ME AND MY HEALTH CARE PROVIDERS**

Who are my health care providers:

What are my thoughts about my health care providers?

How do I behave with my health care providers?

- Am I assertive?
  - Do I ask them questions I think are important?
  - Do I tell them when I am upset?
- Do I keep my appointments?
- Do I follow through with recommended treatments?

What changes would I like to make in my relationships with my health care providers?

## **HEALTH 3 - DEPRESSION, SLEEP, AND HEALTH**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: The relationship between sleep and health and improving sleep
- V. Take Home Message
- VI. Personal Project

### The purpose of today's meeting:

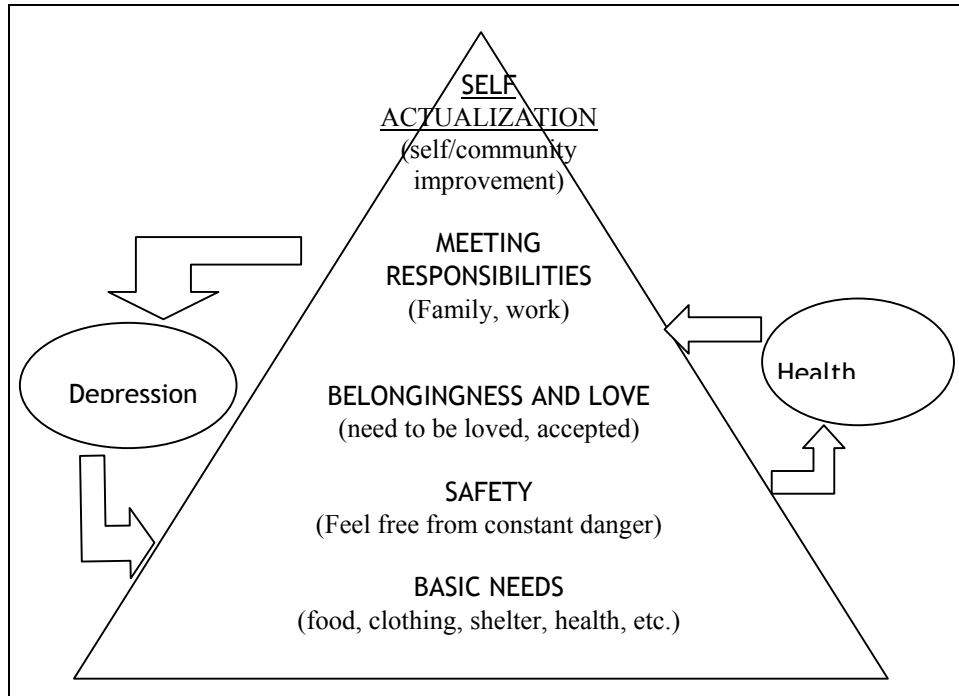
- To understand the relationship between depression, sleep, and health.
- To learn about sleep patterns and learn ways to improve sleep hygiene.
- To feel more in control of our sleep patterns, mood, and physical health.



## Review: Health Problems and Mood

- What do you remember most from last week?

Depression, health problems, and poverty get in the way of getting our needs met.



## Personal Project Review

1. Review your quick mood scale.
2. What things did you find you could do to take better care of yourself?
3. What harmful/negative thoughts did you find got in the way of fulfilling your needs? How did you dispute or change these thoughts?
4. What goal did you set to help you fulfill your needs?
5. What thoughts, feelings, and behaviors did you find you have toward your health care providers?

## TYPES OF SLEEP PROBLEMS

- Sleep problems typically include problems with the amount of time spent sleeping and the quality of sleep.

### Insomnia

1. problems falling asleep at bedtime,
2. waking up in the middle of the night,
3. awakening too early in the morning;

### Hypersomnia

1. excessive daytime sleepiness.

- Approximately 20% to 40% of adults have sleep disturbances.
- 20% of medical outpatients have sleep problems.
- Sleep problems, such as insomnia and hypersomnia are symptoms of depression and many medical problems.
- Many people with sleep problems consider their problem serious enough to see professional help.

## What causes sleep problems?

Sleep problems may be caused by a number of factors:

1. Medical factors, including
  - pains
  - respiratory problems
  - restless legs
  - repetitive twitches, tremors
2. Certain substances, can contribute to or worsen insomnia
  - caffeine
  - nicotine
  - alcohol
  - prolonged use of sleeping medications
3. Psychological factors can contribute to sleep problems, which in turn can make the mood problems worse.
  - depression
  - anxiety
  - anger
4. Environmental Factors can contribute to sleep problems
  - stressful life events
  - outside noises
  - poor sleeping arrangements
5. Behavioral Factors can interrupt a restful sleep pattern
  - drinking large amounts of fluids near bedtime
  - reading exciting material before sleeping
  - watching scary programs before sleeping
6. Cognitive Factors (our thoughts) can affect how we sleep
  - false beliefs about how much sleep we need
  - worry about not sleeping enough or insomnia

## **WHAT PROBLEMS ARE CAUSED BY NOT GETTING ENOUGH SLEEP?**

- Difficulties with daytime functioning
- Emotional distress, restlessness, frustration, and depression
- Problems with alertness, concentration, and even memory.

## **WHAT MEDICAL PROBLEMS ARE ASSOCIATED WITH SLEEP PROBLEMS?**

Acute and chronic medical problems can disrupt sleep. The following medical problems can cause sleep problems:

- Acute and chronic pain sensations
- Pulmonary disease
- Congestive heart problems
- Hyperthyroidism and hypothyroidism
- Most central nervous system disorders
- Procedures and medications used to treat medical conditions can also cause sleep problems.

## FACTS ABOUT SLEEP

1. Sleep is a well organized activity.
2. Sleep follows a cyclic pattern.
3. You becomes drowsy and enter a light sleep (Stage 1)
4. You pass through several sleep stages (2, 3, and 4)
5. You then return and pass through Stages 3, 2, and 1 and REM several more times throughout the night.
6. Stages 1, 2, 3, and 4 are referred to as the non-rapid eye movement phase.
7. The rapid eye movement “REM” phase is a brief period of sleep that gets longer throughout the night.
8. During REM you dream and your heart rate, breathing, and other physiological functions increase.

## THE STAGES IN A TYPICAL NIGHTS SLEEP

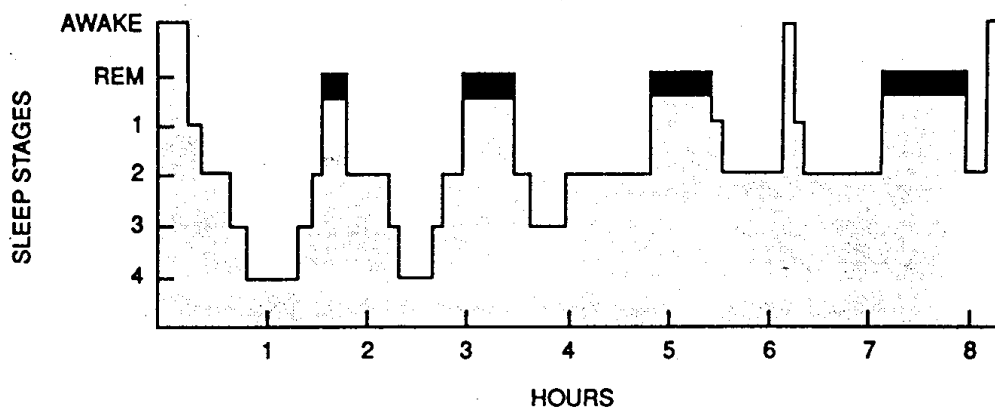


FIGURE 2.1. This sleep histogram illustrates the typical night's sleep of a normal young adult.

(As illustrated in Morin, C.M., *Insomnia: Psychological Assessment and Management*)

## **Assessment of Sleep Problems:**

1. How do you prepare for sleep? Do you have any routines?
2. What activities do you engage in that are incompatible with sleep?
3. How is your life affected by your sleep disturbance?
4. How do you respond to sleeplessness?
5. What do you think, do and feel during the day after a sleepless night?

## TREATMENT FOR SLEEP PROBLEMS

Treatment begins with a thorough evaluation, including a detailed history of sleep patterns and current problems.

Treatment for acute sleeping problems, such as insomnia, have traditionally involved short-term use of sleeping medications.

Extensive research on treatments for chronic sleeping problems shows that cognitive behavioral approaches are most effective and include:

- Stress management
- Stimulus control therapy
- Behavioral sleep therapy and cognitive educational components to promote better sleep hygiene

Adapted from: The Association for Advancement of Behavior Therapy's Insomnia, 1990 and Patricia Lacks Behavioral Treatment for Persistent Insomnia, Pergamon Press, New York, 1987

## TEN RULES FOR BETTER SLEEP HYGIENE

*In order to develop a consistent sleep rhythm and synchronize your biological clock, follow these first three rules. With time, your bedtime, or the time you become drowsy, will become more regular.*

- 1) Do not go to bed until you are drowsy.
- 2) Get up at approximately the same time each morning, including weekends. If you feel you must get up later on weekends, allow yourself a maximum of one hour later rising.
- 3) Do not take naps.

*Following the next seven rules will help you avoid some common habits that interfere with sleep and help you to build new habits that improve sleep.*

- 4) Do not drink alcohol later than two hours before bedtime.
- 5) Do not eat or drink anything with caffeine after about 4PM or within 6 hours of bedtime. Things that contain caffeine include:
  - certain foods (e.g. chocolate)
  - certain drinks (e.g. tea, coffee, soda)
  - some medications (e.g. over the counter cold, headache, and pain relief medications)
- 6) Do not smoke within several hours of your bedtime.
- 7) Participate in exercise, physical activity regularly. The best time to exercise is in the later afternoon. Avoid strenuous physical exertion after 6 PM.
- 8) Think of ways to make your sleep environment more comfortable for sleep.
  - use ear plugs if necessary
  - ask others to keep the noise down
  - arrange for a comfortable room temperature
  - place things over the window to darken the room
  - listen to soft music if that helps you
- 9) If you are accustomed to it, have a light carbohydrate snack before bedtime (e.g. crackers, graham crackers, milk, or cheese). Do not eat chocolate or large amounts of sugar. Avoid excessive fluids. If you wake up in the middle of the night, do not have a snack then because you may find that you begin to wake up habitually at that time feeling hungry.
- 10) Take medications as prescribed. If you feel your medications are contributing to your sleep problems, consult your doctor, so he or she can help you make the necessary changes.



## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 3

Version 2000: May, 2000

### Take Home Message:

I can make changes in my thoughts and behaviors related to sleep.

A sleep routine can help me sleep better and improve my mood.

### PERSONAL PROJECT

#### QUICK MOOD SCALE

DAY

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

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

# Health and/or self care activities

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well being (see page 152).

### OPTIONAL PROJECT (do the following activities if you want)

- 1) THOUGHTS: Use the table on page 164 to identify thoughts that interrupt sleep and thoughts that might help you get a better nights sleep.
- 2) ACTIVITIES: Use page 165 to identify behaviors that keep you awake. Identify activities that might help you to relax and fall asleep.
- 3) PEOPLE: Are there people in your social environment who negatively affect your sleep? If so, how do they affect your sleep? How might you talk with them to change things so that you might sleep more regularly.
- 4) Understand your sleep problems better by completing the sleep calendar (page 166).

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 3

Version 2000: May, 2000

### OPTIONAL PROJECT THOUGHTS RELATED TO SLEEP

<b><u>Thoughts that get in the way of sleep</u></b>	<b><u>Thoughts that might help me sleep better</u></b>
<p>Examples: I won't be able to sleep. I have to sleep tonight. I'm very worried about. . . .</p>	<p>Examples: Even if I don't sleep, I can relax. My worries can wait until tomorrow. I'm can't do anything about them now.</p>

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 3

Version 2000: May, 2000

## OPTIONAL PROJECT ACTIVITIES RELATED TO SLEEP

<b><u>Things I do that keep me awake</u></b>	<b><u>Things I could do to help me sleep</u></b>
Review the 10 rules of sleep hygiene and see if you are following them.	How could you relax before trying to sleep?
	How might you deal with thoughts/worries that are keeping you awake at night?

## OPTIONAL PROJECT UNDERSTANDING MY SLEEP PATTERNS

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Any naps? How many? Total time spent napping?	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____	<input type="checkbox"/> no; <input type="checkbox"/> yes _____ _____
What did you do to prepare yourself for sleep?							
Number of hours you slept							
Types of sleep problems (e.g. problems fallings asleep, waking up in the night, waking up too early)							
What factors contributed to sleep problems (e.g. pain, caffeine, anxiety, noise, etc. see page X)							
What thoughts did you have about your sleep?							
What did you do when you could not sleep?							

## **HEALTH 4 -- DEPRESSION, OTHER EMOTIONS, AND HEALTH**

### **SESSION OUTLINE**

- I. Announcements and Agenda
- II. Review
- III. Personal Project Review
- IV. New Material: Managing Other Emotions
- V. Take Home Message
- VI. Goodbye to Graduating Group Members
- VI. Personal Project

### The purpose of today's meeting:

- To talk about the relationship between health and other emotions, such as depression, anxiety, fear, anger, and grief.
- To learn ways to manage feelings of depression, anxiety, anger, fear, and sadness.
- To feel more in control of our moods and physical health.

## **Review: Contacts with People**





- Sleep problems can be caused by a number of factors. These factors include medical problems, certain substances (like caffeine, nicotine, and alcohol), and strong emotions (like depression, anxiety, and anger),
- By making changes in our behaviors and thoughts related to sleep, we can improve our sleep.

What do you remember most from last week?

## **Personal Project Review**

1. Review your mood scale.
2. What things did you do to take better care of yourself?
3. What thoughts did you find interrupted your sleep? What thoughts helped you to get a better nights sleep.
4. What behaviors that you did kept you awake? What did you do to help yourself relax and fall asleep.
5. What people did you find negatively affected your sleep? How did you talk with them to change the situation?
6. What did you learn by completing the sleep calendar.

## HOW DO MY EMOTIONS AFFECT ME?

EMOTIONS	THOUGHTS RELATED TO EMOTIONS	HOW THESE THOUGHTS AFFECT THE WAY I TAKE CARE OF MYSELF	HOW MY THOUGHTS AND BEHAVIORS AFFECT MY HEALTH
<p>ANGER</p> 			
<p>ANXIETY</p> 			
<p>FEAR</p> 			
<p>SADNESS</p> 			

## **OTHER FACTORS THAT AFFECT HEALTH**

1. Other Clinical Conditions, including
  - Post Traumatic Stress Disorder
  - Panic Disorder
  - Hypochondriasis
2. An unhealthy coping style
  - Avoiding
  - Doing too much
3. Unhealthy behavior patterns
  - Inactivity
  - Overeating
  - Excessive alcohol or drug use
4. Specific personality traits
  - Perfectionistic (Type “A”)
5. Unhealthy communication patterns
  - Passive
  - Aggressive
  - Passive-aggressive (indirect)

## **HOW DO NEGATIVE EMOTIONS AND UNHEALTHY BEHAVIORS AFFECT MY MEDICAL CONDITION?**

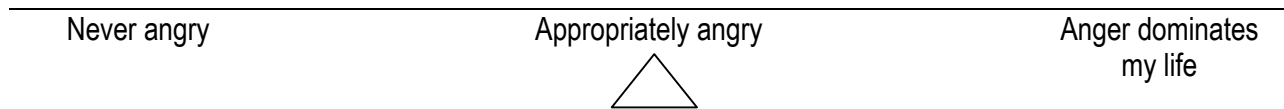
1. They may influence the course of the illness
  - they might cause the condition to develop in a person who is at-risk
  - they could cause the condition to worsen
2. They may interfere with the treatment of the illness
3. They may pose an additional risk



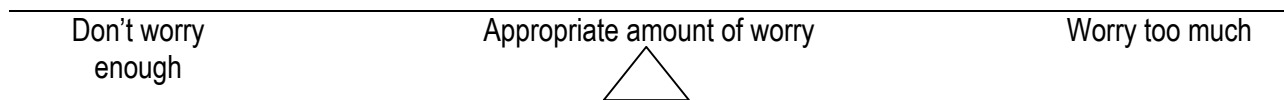
## EXAMINING MY EMOTIONS AND BEHAVIORS

Where on the balance beam do I fall? (mark with an X)

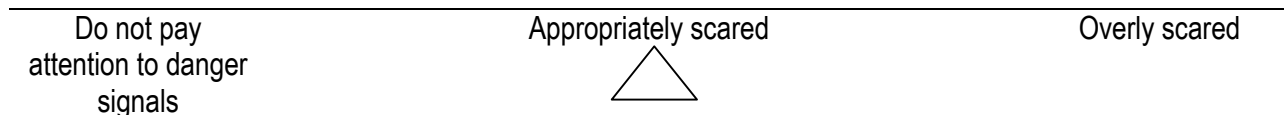
### ANGER



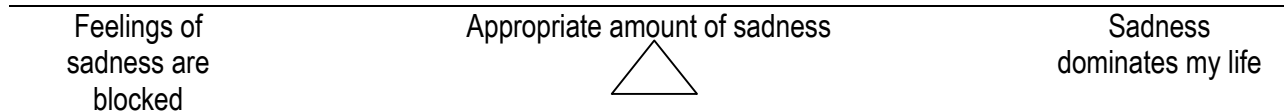
### ANXIETY, WORRY



### FEAR



### SADNESS







1. Do I have any other clinical conditions that are affecting my health?
2. How do I cope with my medical problems? Do I have a tendency to avoid or do too much.
3. Do I have any unhealthy behavior patterns (overeating, smoking, not exercising, excessive alcohol or drug use?)
4. Do I have any personality traits that might be affecting my health (in either a negative or positive way)?
5. Does the way I communicate with others affect my health? Do I tend to use passive, aggressive, or passive-aggressive styles of communication?

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 4

Version 2000: May, 2000

## MANAGING EMOTIONS BY MAKING CHANGES IN MY THOUGHTS, BEHAVIORS AND CONTACTS WITH OTHERS

		THOUGHTS	BEHAVIORS	PEOPLE	HEALTH
Emotion	What am I saying to myself that makes me feel (angry, sad, anxious, scared)	Helpful way to change that thought	What could I do that would make me feel less (angry, sad, anxious, scared)	Who can help me with these feelings?	How would making these changes affect my health?
Anger 					
Anxiety/ Worry 					
Fear 					
Sadness 					
Other feelings					

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Participant Notes: Health Module: Session 4

Version 2000: May, 2000

### Take Home Message:

Negative emotions can affect my health, but I can manage my emotions and my health.

By looking at the way I think, by engaging in healthy, positive, goal oriented activities, and by getting social support I can manage feelings of anger, anxiety, fear, and sadness.

## PERSONAL PROJECT

### QUICK MOOD SCALE

DAY

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	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

# Health and/or self care  
activities

\_\_\_\_\_

### WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well being (see page 155).

### OPTIONAL PROJECT (do the following activities if you want)

- 1) THOUGHTS: Use the chaining exercise on page 175 to show how thoughts are connected to emotions, such as anxiety, anger, fear, and grief. Think about how you might change these thoughts in a helpful way that might positively affect your health and medical problems.
- 2) ACTIVITIES: List things you might do that might help you manage the emotions (anxiety, anger, fear, and grief).
- 3) PEOPLE: Identify the people in your life (family, friends, and health care providers) that can help you manage different emotions.

## OPTIONAL PROJECT CHAINING ACTIVITY

**Understanding the connection between emotions (anxiety, fear, sadness, anger) and our thoughts.**

9	
8	
7	
6	
5	(statement of fact)
4	
3	
2	
1	

### Instructions

1. Begin with a statement of fact. Something that is a fact, with no judgement involved. For example, I have diabetes, I have a serious heart condition, I cannot run as fast as I used to . Write that fact on a mood level of 5
2. Think about a thought you might have that might lead you to feel a more (anxious, sad, scared, or angry). Go down one mood level at a time. For example, things you might think that would bring your mood down to a level 4, then a level 3, then a level 2, then a level 1. Write them down on the right level.
3. Then try and think of thoughts that would make you feel better. Think of thoughts that would bring you to increasingly high mood levels (less anxious, sad, scared, or angry)

- We can make choices about the way we think.
- Our thoughts really do affect how we feel.
- Our thoughts also affect the way we behave. For example, certain thoughts can lead us to take care of ourselves, whereas others might cause us to ignore and not take care of health problems.