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SESSION 1: YOUR PEOPLE INTERACTIONS AND YOUR MOOD ARE CONNECTED

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** ("People Interactions and Your Mood")—enough for everyone in the group
- **Pens**—enough for everyone in the group
- **PHQ-9 depression measure**—enough copies for everyone in the group
- **Dry erase board**, chalkboard, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue

Group Leaders’ Goals

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

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

Welcome Group Members

As group members arrive:

- Introduce yourselves and invite group members to sit anywhere.
- Pass out the Group Member’s Workbooks ("People Interactions and Your Mood").
- Pass out the PHQ-9 depression measure. Ask group members to fill it out, put their names on it, and return it to you. Tell group members that you will talk more about it later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Begin the group:

- Welcome all group members. Say: This is the BRIGHT Group Cognitive Behavioral Therapy for Depression. This is the module called “People Interactions and Your Mood.” We will talk more about Cognitive Behavioral Therapy in a few minutes.
- Say: Some of the group members have attended one or more previous modules and others are entering the group for the first time.
- Identify members of the group who will be graduating (completing all four CBT modules) at the end of this module.
- Say: Congratulations to each of you for having the courage to come to the group today.
- Say: Turn to the first page after the cover in your books and put your name and the date on the lines.
- Say:
  - The workbooks belong to you.
  - You will be writing in them.
  - You should bring their workbooks to every group meeting.
  - You will keep them when the group is over.
- Say: We will not take formal breaks, but you should feel free to get up and use the restroom whenever you need to.

Purpose and Outline

Group Member’s Workbook: Page 1

1. Say: Every session begins with a few points about the purpose of the session and an outline of the session.
2. Introduce the Purpose and Outline.
3. Ask: Does anybody have any questions so far?
PURPOSE

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

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

1. Come to every group meeting. If you can’t make it, call us at this number:
   (___________)__________ - ____________________ (Contact number)

2. Come to group meetings on time.

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

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

   Second, if group leaders hear something that makes them think your
   health or safety is in danger, they will talk with your doctor or others.
Finally, by law, a group leader must report:

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

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

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

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

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

6. Know that you don’t have to share everything.

7. Practice. Practicing on your own will help you learn how to use the skills you learn and make it more likely that you will get well.

8. Tell us if you are unhappy with the group or your treatment.
### Leader Tips

**Time: 2 minutes**

**Group Member’s Workbook: Page 4**

1. Make announcements if there are any. Answer group members’ questions right away if they relate to the way the group is run.

2. Time will not allow for group members to add big items to the agenda. However, each person should have a chance to talk about personal issues that add to his or her depression. Each person needs to feel that he or she has been heard and understood by the group. Many of the group members’ concerns can be addressed in the work of the session. If necessary, arrange to talk with a group member individually after the session.

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

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

**Time:** 10 minutes  
**Group Member’s Workbook:** Page 5

1. Give group members phone numbers where they can contact you.
   - Write your names and the phone numbers on the board.
   - Suggest that group members write the information in their workbooks where it will be easy to find.

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

2. Introduce the text. Provide a model for the group members by introducing yourselves first. **Answer one or two questions** in the workbook.
   - If some members begin to provide more information than necessary, gently remind them that they will have time to talk about other issues during the group. For now the focus is on introductions.
   - It may be helpful to ask group members questions that result in short answers, such as, “Where did you grow up?”
   - If members focus on their depression or their substance abuse when they describe themselves, stop them and remind them that the group wants to know who they are and what they are like apart from their depression or substance abuse. (It is very useful for them to present their “other” self to the group.)
Group Leaders

Your group leaders are:

__________________________________________
(Name) (Contact number)

__________________________________________
(Name) (Contact number)

Group Members

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

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

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

Time: 15 minutes
Group Member’s Workbook: Page 6

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

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

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

3. **Introduce** “Depression Is,” “The 9 Symptoms of Depression,” and “Possible Triggers for Depression.” **Ask:** *What was happening in your life when you got depressed?*
   - Take notes and use this information to understand the needs of group members and to plan the sessions to make them as helpful as possible. (You probably already know something about group members based on the contact you made with them before the group started.)
   - If any of the triggers listed in the “Depression” box are not mentioned by group members, tell them that other things can cause depression and read from the list.

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

5. **Sum up by emphasizing these key points:**
   - Depression is defined by the experience of five or more symptoms occurring most of the time for a period of at least two weeks and interfering with your life or activities a lot.
   - Depression is common.
   - A person can get help for depression and feel better.
Depression Is Common

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

What is depression like for you?

Depression Is:

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

The Nine Symptoms of Depression

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

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

What was happening in your life when you got depressed?

What You Can Do

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

Let the group leader know if you have thoughts of death or suicide. We can help you get the support you need to feel better.
WHAT IS COGNITIVE BEHAVIORAL THERAPY?

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 8

1. Introduce the text.

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

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

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

“Managing” your depression means to:

- Make the feelings of depression less intense.
- Make the time that you are depressed shorter.
- Learn ways to prevent getting depressed again, despite real problems.
- Learn how staying free of drugs or alcohol can improve your mood.
The group meetings are helpful because they:

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

During the group you will learn skills to:

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

During the group you will NOT be asked to:

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

The group will focus on practical strategies to improve things right now.
**What does the name “Cognitive Behavioral Therapy” mean?**

*Cognitive* refers to *thoughts*.

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

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

Because this CBT program is for people with depression and substance abuse, we will also discuss how mood and substance abuse are connected.

---

**The CBT Circle**

*UPSETTING EVENT*

*THOUGHTS* → *BEHAVIOR* → *MOOD* → *ALCOHOL/DRUG USE AND RECOVERY* → *UPSETTING EVENT*

*Activities you do alone* → *Interactions with other people*
This CBT treatment program is organized into four modules, with four sessions in each module.

- Module: How your **thoughts** affect your mood = 4 sessions
- Module: How your **activities** affect your mood = 4 sessions
- Module: How your **interactions with other people** affect your mood = 4 sessions
- Module: How using **drugs or alcohol** affects your mood = 4 sessions

Total CBT sessions = 16 sessions

Group members can join the group at any module. However, each group member must begin with Session 1 of a module. That means that if the Activities module is #1 for you, the People Interactions module will be #2.

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

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 12

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

Refer back to the CBT circle. Read the text below as you point out the different parts of the circle. Increase interactivity by getting additional examples from the group.

Thoughts. If a person loses a job, he or she might have thoughts like “I am useless now that I don’t work.” This can lead to feelings of depression. Feeling depressed can then lead to other harmful thoughts, such as “nothing will ever work out for me.” This, in turn, will likely worsen the depression. Now, imagine a second person who, in response to the same event, instead thinks he or she learned a lot and got great experience at the job. The second person is less likely to become depressed. Being in a better mood may also lead to additional helpful thoughts, like “My past experience will help me get a new job.”

Activities. Another factor is how we act. Going back to our example, in response to losing a job one person might start sleeping a lot more and avoid going out of the house. These behaviors can lead to a worsening of depression, which in turn could lead to additional harmful behaviors, such as neglecting personal care—skipping meals, not showering, and so on. In contrast, if a person in response to losing his or her job decides to engage in healthy behaviors, such as looking for new work or taking advantage of time at home to work on hobbies or other personal projects, this person’s mood is likely to be better. This, in turn, may make it easier for the person to engage in other healthy behaviors.

People. Depression can also negatively affect the amount or kinds of contact we have with other people. A person who loses their job might isolate from others. This may lead to feeling depressed, which in turn may lead to additional harmful interpersonal behaviors, such as spending time with one’s old drinking buddies. In contrast, if after losing a job a person seeks out support from others, this can help improve mood and lead to other healthy contacts with others—like getting advice on finding new work.

Substance abuse. In addition to harmful thoughts, behaviors, and contacts with people worsening depression, these factors can also lead to increased use of drugs and alcohol. Then another vicious cycle can develop in which increased substance use worsens depression, and the worsened depression, in turn, increases substance use. So when we put all these parts together, we see that CBT can help prevent this cycle of increased depression and substance use by helping a person to learn new ways to think and behave in response to stressors.

Ask questions to involve group members. For example “How can you relate the CBT Circle to your own lives?”
Using the CBT Circle, we can understand the cycle of depression. An upsetting event might happen such as losing a job or the death of a relative. An upsetting event can also be less extreme, such as being late to work or having a disagreement with a friend. These upsetting events are real, and almost anyone would feel a certain amount of sadness, anger, or frustration because of them. But other factors can add to your suffering. They include:

- Your thoughts.
- The way you act (your behavior).
- Interactions you have with other people.
- Use of drugs or alcohol.

The CBT Circle helps break this cycle of depression by teaching you that for each of these factors—thoughts, activities, people interactions, and substance abuse—there is a part that you can manage and change. Also, because they are all connected, you can make changes in one area to affect the other areas.
We will be working on breaking these connections.

In this module, we focus on the connection between depression and people interactions.
HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 14

1. Introduce the text.

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

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

Time: 15 minutes
Group Member’s Workbook: Page 14

Quick Mood Scale

1. Say: Some of you may be continuing CBT from the last module. We’ll do a quick review of the practice and the module before we start a new topic.

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

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

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

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

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

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

Take a Step Toward Your Short-Term Goal

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

Last Module

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

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

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

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

![Diagram showing the relationship between depression, few or harmful activities, improved mood, and helpful activities.]

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

**Session 1: Doing Helpful Activities to Improve Your Mood**

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing helpful activities can help you feel better. And when you feel better, you will feel more like doing helpful activities.
Session 2: Doing a New Activity

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

Session 3: Overcoming Obstacles to Doing Helpful Activities

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

Session 4: Doing Helpful Activities to Shape Your Future

- To feel good, it is helpful to have daily reasons to enjoy life (activities) and something to look forward to (short-term and long-term goals).
- You can reach your long-term goals by doing short-term activities.
- By setting goals and doing activities, you can shape your future.
NEW TOPIC: THE CONNECTION BETWEEN DEPRESSION AND HELPFUL INTERACTIONS WITH PEOPLE

The Importance of Helpful Relationships

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 17

1. **Say:** Over the next four sessions, we will be talking about how your relationships with other people affect your mood.

2. **Say:** For now, I would like you to close your eyes. Think back to a time when you shared a positive activity with another person. Of course, choose a time when you were not using drugs or alcohol. Try to see yourself and this person being together. OK, you can open your eyes.

3. **Ask:** How did you feel when you were having a nice time with this person? How might helpful interactions with people affect your mood?

4. **Introduce the text. Ask:** How do you think your depression affects the way you interact with people? What about when you isolate yourself or have negative interaction with other people? How does that affect your mood?

5. **Say:** When you feel down, you are less likely to want to be with others. But not having contact with people can take away a good source of support, and could even make you feel more depressed. When you feel more depressed, you may do even fewer things with people. This cycle can continue until you feel so depressed that you spend much of your time alone. We will talk about how to break this cycle.
The contacts you have with other people can have a positive effect on your mood, thoughts, and behaviors. Other people can help you handle problems, and they can share life’s pleasant moments.

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

When you feel depressed, you might:

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

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

When you have less contact or harmful interactions (for example, frequent conflicts or abusive interactions) with other people you might feel:

- Alone
- Sad
- Angry
- Like no one cares
- More depressed
The Link Between People Interactions and Mood: A Chaining Activity

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 18

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

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

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

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

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

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

Use a real event in one of the group member’s lives and use the chaining activity to illustrate how people interactions can help that person feel better or worse.
4. **Say:** Now we are going to think of different interactions with people that could bring our mood down. We could also include lack of interactions with people—like isolating yourself in your room. So, let’s think of a people interaction you might have that would bring your mood down to a 4. What would bring you down just a little bit?

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

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

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

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

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

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

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

Repeat the process for moods up to 9.
9. Reconnect with family or friends that I alienated when I was drinking.
8. Get support from others by going to AA meetings.
7. Talk to my counselor about the positive changes I have been making.
6. Go to lunch with sober friends.
5. I have just stopped drinking alcohol.
4. Stay at home and watch TV.
3. Refuse an invitation to go to lunch with sober friends.
2. Get into an argument with a drinking buddy who tells me I am not fun anymore.
1. Isolate myself through ignoring phone calls and other contact with others and drink alone.

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

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

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

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

   9. Invite my friend to dinner.
   8. Call my friend to try to resolve the argument.
   7. Write my friend a letter expressing my feelings about our fight.
   6. Talk with another friend to get advice.
   5. **My friend and I had a fight.**
   4. Tell my partner that my friend is awful.
   3. Don’t call my friend when we usually talk.
   2. Ignore my friend when I see her.
   1. Cancel the trip we had planned.
The cycle of depression can begin with a straightforward fact or event.

- You lose a job.
- You lose a friend due to a move.
- You don’t have contact with your family.
- You have been diagnosed with diabetes.
- You have no energy.
- You have recently stopped using drugs or alcohol.

The chaining activity illustrates how your mood can get better or worse depending on how you respond to the fact or event.

**Instructions**

1. In the table on the next page, write a statement of fact or an event on the line next to #5.

2. Think about an interaction with someone that would bring your mood down. You can also think about how avoiding contact with people might bring your mood down. What interaction (or lack of interaction) with people might bring your mood down just a little? Write that interaction next to #4.

3. Think of a continuous chain of interactions with people that make you feel worse, until your mood is at its lowest. Write that chain of people interactions on lines #3, #2, and #1.
4. Complete the rest of the chaining activity going up. What is a people interaction that would make your mood improve just a little? Write that interaction next to #6.

5. Fill in lines #7 and #8.

6. What people interaction would make you really happy? Write that next to #9.

**Example**

<table>
<thead>
<tr>
<th>Best mood</th>
<th>9.</th>
<th>Invite my friend to dinner.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.</td>
<td>Call my friend to try to resolve the argument.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td>Write my friend a letter expressing my feelings about our fight.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>Talk with another friend to get advice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Okay/average mood</th>
<th>5.</th>
<th><strong>My friend and I had a fight.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Tell my partner that my friend is awful.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Don’t call my friend when we usually talk.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Ignore my friend when I see her.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worst mood</th>
<th>1.</th>
<th>Cancel the trip we had planned.</th>
</tr>
</thead>
</table>
### Your Chaining Activity

<table>
<thead>
<tr>
<th>Best mood</th>
<th>9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>Okay/average mood</td>
<td>5.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Worst mood</td>
<td>1.</td>
</tr>
</tbody>
</table>

The chaining activity illustrates that:

- Your interactions with people—or lack of contact—affects how you feel.
- You have some choice in how you interact with other people, who you interact with, and how you spend your time together.
- Helpful interactions with people are likely to lead to more helpful interactions, bring your mood up and support your recovery.
Your Social Support Network

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 21

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

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

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

Possible follow-up questions:
   Does anything jump out at you when you look at your social support network?
   How many people did you put on your list?
   Are they mainly friends, family, coworkers, or health care workers?
   Where do you have plenty of support?
   Where could you use more support?
   Is there anybody who you mentioned several times?
   If you have been drinking or using drugs, do you notice that you need to have more contacts in some areas?

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

1. Each square on the next page is labeled for a type of support that people can give you:
   - Practical support
   - Advice or information
   - Companionship
   - Emotional support

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

3. The same name can be written in more than one square. For example, if your doctor gives you advice, you would write that name (or just “doctor”) in the Advice square. If your brother gives you practical support, emotional support, and advice, write his name in all three squares.

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

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

<table>
<thead>
<tr>
<th>Practical Support</th>
<th>Advice or information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who would drive you to the hospital?</strong> Who do you support?</td>
<td><strong>Who do you ask for advice if you are ill or don’t understand how to do something?</strong> Who do you support?</td>
</tr>
</tbody>
</table>

| *Who supports you?* | *
| *Who do you support?* |

<table>
<thead>
<tr>
<th>Companionship</th>
<th>Emotional support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is good company?</strong> Who will walk around the park with you, or share your joys?</td>
<td><strong>Who do you share your feelings with?</strong> Who encourages you, or helps you feel less depressed?</td>
</tr>
</tbody>
</table>

| *Who supports you?* | *
| *Who do you support?* |

---

People Interactions and Your Mood, Session 1
1. **Balance your social support network**

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

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

2. **You may need to make friends who do not use drugs or alcohol**

If you have recently stopped using drugs or alcohol, you may notice that most of the contact you have with other people involves drugs or alcohol. This “People” module of CBT will help you think about how to make new friends that offer healthy, positive support.

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

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

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

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 24

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

2. Introduce the text.

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

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

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

If you are in recovery from using alcohol or drugs, you will need to think of new activities that don’t involve drinking or using drugs, and that allow you to meet people who do not drink or use drugs.

New friendships develop slowly. You can test a new acquaintance for trustworthiness and keep yourself physically and emotionally safe by taking small steps.
• You could make plans to have coffee. Meet in a public place, don’t make a commitment to spending a long time together, and take care of your own transportation. Make similar arrangements for the next few times you get together.

• The next step might be to meet for dinner or a movie.

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

What activities could you do around other people?

• Attend church.
• Go dancing.
• Play softball.
• Attend sports events.
• Hear a free music concert in the park.
• Go to Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) meetings.
• Volunteer (at an animal shelter or litter pickup day, for example).
• Help a neighbor mow the lawn.
• Join a club.
• Go to a museum, movie, or play.
**KEY MESSAGES**

**LEADER TIPS**

Time: 5 minutes  
Group Member’s Workbook: Page 25  
1. Go over the key messages.  
2. Ask group members if they have questions or comments.

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

Time: 10 minutes
Group Member’s Workbook: Page 26

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

Quick Mood Scale

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

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

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

Increase People Interactions

4. Read aloud the instructions under #2 on the next page. Ask the group if they have any questions.

5. Say: We encourage you to do these projects, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed the group therapy, the skills you have learned will help you keep your mood healthy. Therefore, it is important that you try them out until you feel confident that you can use them on your own.
This treatment will be successful for you if you learn skills for managing your mood and you feel confident using these skills in your daily life. You will need to practice. If you don’t practice the skills, you won’t learn them.

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

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

2. **Choose how you want to increase your helpful interactions with people.**
   - **Write your ideas** for helpful activities with others in the chart.
   - **Do one** of the activities before next session.

3. **Think about ways to make your social support network stronger.** How could you meet people who offer what you don’t have enough of now?
   - Practical support?
   - Advice?
   - Emotional support?
   - Companionship?
**QUICK MOOD SCALE**

**Instructions**

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

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Best mood</th>
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<tr>
<td>OK/average mood</td>
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<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Worst mood</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Increasing Your People Interactions

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

<table>
<thead>
<tr>
<th>Activity with other people around</th>
<th>Your mood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>Attend the CBT group</td>
<td>Hopeful</td>
</tr>
<tr>
<td>Call a friend</td>
<td>Happy</td>
</tr>
<tr>
<td><strong>Your examples</strong></td>
<td><strong>Your examples</strong></td>
</tr>
</tbody>
</table>
The group leaders will ask for your comments about how the session went. They might ask the following questions:

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

**Time:** 1 minute  
**Group Member’s Workbook: Page 29**

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

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

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

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

In the next session, we will talk about the relationship problem areas that might be making your depression worse.
GROUP LEADER SELF-EVALUATION FORM:
PEOPLE, SESSION 1

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

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

<table>
<thead>
<tr>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td></td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
<td></td>
</tr>
<tr>
<td>Group Rules</td>
<td></td>
</tr>
<tr>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>What Is Depression?</td>
<td></td>
</tr>
<tr>
<td>What Is Cognitive Behavioral Therapy (CBT)?</td>
<td></td>
</tr>
<tr>
<td>How Does CBT Treat Depression?</td>
<td></td>
</tr>
<tr>
<td>How Have You Been Feeling?</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td></td>
</tr>
<tr>
<td>New Topic: The Connection Between Depression and Helpful Interactions with People</td>
<td></td>
</tr>
<tr>
<td>The Importance of Helpful Relationships</td>
<td></td>
</tr>
<tr>
<td>The Link Between People Interactions and Mood: A Chaining Activity</td>
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</tr>
<tr>
<td>Your Social Support Network</td>
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<tr>
<td>Meeting New People</td>
<td></td>
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<tr>
<td>Key Messages</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
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<tr>
<td>Feedback</td>
<td></td>
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<tr>
<td>Looking Ahead</td>
<td></td>
</tr>
</tbody>
</table>
SESSION 2: WHAT GETS IN THE WAY OF GOOD RELATIONSHIPS?

**LEADER TIPS**

**Materials Needed**
- **Group Member’s Workbooks** (“People Interactions and Your Mood”)—a few copies to loan in case some group members forgot to bring their own workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard**, or large sheets of paper to present material to group
- **Kleenex** or other facial tissue

**Group Leader’s Goals**
- Review the connection between mood and contacts with other people.
- Explore feelings and thoughts related to the group members’ problem areas in relationships.
- Highlight the idea of **choice**: We can choose which people we want to be with and what activities we will engage in when we are with them. We can make choices that improve our mood.
- Help group members understand that recovery from abuse of drugs or alcohol may require that they choose to be with people who do not use drugs or alcohol. They may have to make new friends.
- Reinforce the importance of engaging in positive activities with others as a strategy to manage mood.
**LEADER TIPS**

**Welcome Group Members**

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

**Purpose and Outline**

Group Member’s Workbook: Page 31

Introduce the Purpose and Outline.

---

**PURPOSE**

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

I. Announcements

II. Review

   A. Relationship Problem Areas
   B. Grief and Loss
   C. Role Changes
   D. Disagreements

IV. Key Messages

V. Practice

VI. Feedback

VII. Looking Ahead

ANNOUNCEMENTS

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

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

LEADER TIPS

Time: 15 minutes
Group Member's Workbook: Page 33

Quick Mood Scale

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

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

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

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

4. Say: What did you notice about your mood during the past week? What kinds of interactions with people did you have on the day that your mood was the lowest? What kinds of interactions with people did you have on the day that your mood was the highest? Help group members to notice the connection between having more helpful interactions with people and improved mood.
5. **Note:** Depending on the size of the group, you may choose to chart the Quick Mood Scales of all group members or just one or two. Some group members will be eager to share each week, but don’t focus only on them. In the course of the four-session People Interactions module, encourage as many group members as possible to share their Quick Mood Scales—even those who are shyer and less vocal. For each member who shares, try to connect people interactions and mood. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve **every** difficult situation. (This would be an example of all-or-nothing thinking: “If CBT doesn’t solve all my problems, then it doesn’t work.”)

**Increase Your Helpful Interactions with People**

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

**Think about Strengthening Your Social Support Network**

7. **Say:** You were also asked to think about ways to make your social support network stronger. What kind of social support would you like to strengthen? What can you do to strengthen that area?
Last session, we asked you to complete these practice activities. How did your practice go?

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

2. **Choose how you want to increase your helpful interactions with people.**
   - Write your ideas for helpful activities with others in the chart.
   - Do one of the activities before next session.

3. **Think about ways to make your social support network stronger.** How could you meet people who offer what you don’t have enough of now?
   - Practical support?
   - Advice?
   - Emotional support?
   - Companionship?
Last Session

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 34

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

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

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

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

5. Review the key messages.

6. Ask: Does anybody have any questions before we look at this session’s new topic?
Key messages from last session were:

- Helpful interactions with people can make your mood better.
- You can choose to spend time with people who have a positive effect on your mood.
- You can build a balanced social support network that includes:
  - People who give you practical support, advice, emotional support, and companionship.
  - People who you support.
NEW TOPIC: WHAT GETS IN THE WAY OF GOOD RELATIONSHIPS?

Relationship Problem Areas

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 35

1. Introduce the text.

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

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

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

Questions to think about:

1. Grief and loss

Have you lost someone important to you due to death, illness, divorce, break-up, moving, or some other kind of separation? Have you lost friends and acquaintances because you have made a positive lifestyle change, like becoming sober?
2. **Role changes**

Has your position in life changed recently?

For example, have you recently lost a job, moved, or started working on your sobriety? Have your children grown and left the house? Have you become a caretaker for somebody who is ill, or have you become ill yourself?

3. **Disagreements**

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

It is natural to feel very sad about changes in your social support network. You may have lost a husband or wife through death or divorce. A move to a new country or state can mean the loss of a familiar language, culture, or life style. You may have lost a friend because you are no longer drinking and your friend continues to drink.

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

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

_____________________________________________________

_____________________________________________________
Questions to think about:

How has your grief affected your:

- **Interactions with people.** How have your relationships with other people changed since you experienced your loss?

- **Thoughts.** Do you have thoughts and feelings about the loss that cause you to feel depressed? For example, if you have lost a person in your life through death or another cause, do you think “I should have done more for him or her.” Do you feel regret or guilt?

- **Behavior.** Have you changed how you act since your loss? How? Have you stopped doing the activities you enjoy?

Managing grief and loss

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

How can you live a healthy, fulfilling life? Look for solutions in the same way that CBT looks at depression—in terms of your people interactions, thoughts, and activities.
**Interactions with People.** Ask other people, including group members, how they have managed grief and sadness, and how they take care of their emotional and physical health even while grieving.

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

________________________________________________________________________

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

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

________________________________________________________________________
Sometimes we lose significant people in our lives due to other unpleasant circumstances such as betrayal or rejection. Write a pleasant thought about yourself that can be helpful when coping with this type of painful situation.

_____________________________________________________

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

If you have lost an important person for another reason, you will no longer be able to spend time doing things with that person. Instead, you will have to build into your life other pleasant or meaningful activities.

Think of an activity you could do in the next week that would help you feel better. Write it on the line below.

_____________________________________________________

**Activity I could do**
Role Changes

**LEADER TIPS**

*Time: 25 minutes*
*Group Member’s Workbook: Page 39*

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

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

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

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

- **Wife**
- **Waitress**
- **Husband**
- **Truck driver**
- **Parent**
- **Drinker**
- **Child**
- **Drug user**
- **Boss**
- **Sober person**

Our roles change during our lives. As your children grow up, your role as a mother or father will change. If you lost a job, you may no longer think of yourself as a “worker.” If you have recently stopped using drugs or alcohol, you are no longer a “user.”
Your feeling of depression may be connected to a recent role change. **What role changes are you experiencing?** Describe them on the lines below.

__________________________________________________________________________

__________________________________________________________________________

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

__________________________________________________________________________

__________________________________________________________________________

**Managing role changes**

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

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

__________________________________________________________________________

__________________________________________________________________________

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

__________________________________________________________________________

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

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

____________________________________________________________________________________

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

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

Write one idea on the line below.

____________________________________________________________________________________

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

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

____________________________________________________________________________________
### Examples of Feelings

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Feelings</th>
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</thead>
<tbody>
<tr>
<td>AGGRESSIVE</td>
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<tr>
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<td>APOLOGETIC</td>
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<td>ARROGANT</td>
<td>BASHFUL</td>
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<td>BORED</td>
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<td>CONCENTRATING</td>
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<td>DEMURE</td>
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<td>DISAPPOINTED</td>
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<td>DISBELIEVING</td>
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<td>DISTASTEFUL</td>
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<td>ECSTATIC</td>
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<tr>
<td>ENRAGED</td>
<td>ENVIOUS</td>
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<tr>
<td>EXASPERATED</td>
<td>EXHAUSTED</td>
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<tr>
<td>FRIGHTENED</td>
<td>FRUSTRATED</td>
</tr>
<tr>
<td>GRIEVING</td>
<td>GUILTY</td>
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<tr>
<td>HAPPY</td>
<td>HORRIFIED</td>
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<td>HUNGOVER</td>
<td>HURT</td>
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<tr>
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<td>INDIFFERENT</td>
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<td>IDIOTIC</td>
<td>INNOCENT</td>
</tr>
<tr>
<td>INTERESTED</td>
<td>JEALOUS</td>
</tr>
<tr>
<td>LOADED</td>
<td>LOVESTRUCK</td>
</tr>
<tr>
<td>MEDITATIVE</td>
<td>MISCHIEVOUS</td>
</tr>
<tr>
<td>MISERABLE</td>
<td>NEGATIVE</td>
</tr>
<tr>
<td>OBSTINATE</td>
<td>OPTIMISTIC</td>
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<td>PARANOID</td>
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<td>PERPLEXED</td>
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<td>PUZZLED</td>
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<td>RELIEVED</td>
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<td>SATISFIED</td>
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<td>SATISFIED</td>
<td>SHOCKED</td>
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<td>SMUG</td>
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<tr>
<td>SURLY</td>
<td>SURPRISED</td>
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<td>SUSPICIOUS</td>
<td>SYMPATHETIC</td>
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<tr>
<td>UNDECIDED</td>
<td>WITHDRAWN</td>
</tr>
</tbody>
</table>
Disagreements

**LEADER TIPS**

**Time:** 25 minutes  
**Group Member’s Workbook:** Page 43

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

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

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

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

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

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

7. *Say:* Now we are going to try to solve the conflict that we mentioned before (point to the conflict you wrote on the board). We will brainstorm some ideas—feel free to say all the ideas that come into your head. Nobody will laugh at you or judge you—at this point we are not concerned with whether or not the ideas are good. We are practicing generating alternatives. The more alternatives you have, the more freedom you have.  
*So let’s brainstorm. What are some possible solutions to the problem you are having with your friend? Write* the group’s ideas on the board.

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

9. *Read aloud* the text in the box about safety in relationships. *Emphasize* that help is available to them if they are in an unsafe relationship, or causing somebody harm.
Describe a problem or conflict that you have had with another person that contributes to your depression.

________________________________________________________________________

________________________________________________________________________

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

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

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

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

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

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

We will apply CBT’s problem-solving method rather than attacking the problem from a people/thoughts/behavior perspective. However, you will see that CBT ideas about helpful people interactions, thoughts, and activities are part of the solution to managing disagreements.

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

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

Your problem is …

You are lazy.

You never help me.

Everything you do annoys me.

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

The problem is …

The dishes need to be done.

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

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

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

- We could …
- I could …

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

**Step 3.** Rate the solutions. If the solution would work for you, rate the solution positive with a + sign. If it would not work for you, rate it negative with a – sign. If you are working on this together with another person, the other person would do the same thing.

<table>
<thead>
<tr>
<th>Brainstorm possible solutions</th>
<th>Your ratings</th>
<th>Other person’s ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+ = positive</td>
<td>- = negative</td>
</tr>
<tr>
<td></td>
<td>+ = positive</td>
<td>- = negative</td>
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**Step 4.** Choose the solution that both of you rate as positive. Or choose the best solution, or a combination of solutions, and try them.

**Step 5.** **Try the solutions you picked and find out how well they work.** Then think about the problem again and consider new solutions if you need to.
Safety in Relationships Is the #1 Priority

The skills you learn in CBT can make a relationship healthier for you. However, there are times when a relationship is not healthy and you should leave it. For example, if you have a friend who keeps using or who is hurting you.

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

1. Did you feel afraid or worried about your safety?
   Yes ___         No ___

2. Did you or someone else say something that was hurtful or scary?
   Yes ___         No ___

3. Did someone push, shove, kick, or hit you?
   Yes ___         No ___

4. Did you push, shove, kick, or hit someone else?
   Yes ___         No ___

If you are being abused, or if you are abusing somebody, there are places where you can get help. Ask your group leader or counselor for a referral. We cannot provide therapy for abuse issues in the group but we CAN help you get the help you need.
LEADER TIPS

Time: 5 minutes  
Group Member’s Workbook: Page 47

1. Say: Today we have talked about some common relationship problems and how you might use CBT skills to manage them better and improve your mood.

2. Read aloud the key messages and ask group members if they have questions or comments.

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

Time: 10 minutes
Group Member’s Workbook: Page 48

Quick Mood Scale

1. **Say:** Now the Quick Mood Scale includes a place at the bottom to write down how many positive and negative contacts you have with people each day. Are there any questions about that?

2. **Go over** the instructions for #2 and #3 together. Tell group members that they should write notes to themselves on the lines in #3.

3. **Remind** the group that it is important that they do the practice activities. Ask the group members if they have any questions.

---

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

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

3. **Choose one relationship problem area to focus on:**
   - Grief and loss
   - Role changes
   - Disagreements
I choose to work on:

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

- The way you interact with people?

- Your thoughts?

- Your behavior?
**QUICK MOOD SCALE**

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

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Best mood</th>
<th>OK/average mood</th>
<th>Worst mood</th>
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</thead>
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<td></td>
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<td>5 5 5 5 5 5 5</td>
<td>1 1 1 1 1 1 1</td>
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<td>6 6 6 6 6 6 6</td>
<td>2 2 2 2 2 2 2</td>
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</table>

**How many helpful interactions with people did you have?**

**How many harmful interactions with people did you have?**
Feedback

Leader Tips
Time: 2 minutes
Group Member’s Workbook: Page 51

Before ending the group, ask group members to comment on the session.

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

• What was helpful about today’s session?
• What was less helpful?
• What suggestions do you have to improve your treatment?
LEADER TIPS

Time: 1 minute
Group Member’s Workbook: Page 51

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

The next session, Session 3 in “People,” will focus on how you can improve your communication with other people to improve your mood.
**GROUP LEADER SELF- EVALUATION FORM:**
**PEOPLE, SESSION 2**

*Instructions*

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

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

<table>
<thead>
<tr>
<th></th>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
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<tr>
<td>Purpose and Outline</td>
<td></td>
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<tr>
<td>Announcements</td>
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<td>Review</td>
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<td>Practice</td>
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<tr>
<td>Last Session</td>
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<tr>
<td>New Topic: What Gets in the Way of Good Relationships?</td>
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<tr>
<td>Relationship Problem Areas</td>
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<tr>
<td>Grief and Loss</td>
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<td>Role Changes</td>
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<td>Disagreements</td>
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<tr>
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</table>
SESSION 3: GOOD COMMUNICATION IS KEY TO IMPROVING YOUR RELATIONSHIPS AND YOUR MOOD

LEADER TIPS

Materials Needed

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

Group Leaders’ Goals

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

Welcome Group Members

1. As group members arrive, greet them by name. Ask them informally how their practice went.
2. Pass out the PHQ-9 depression measure. Ask group members to fill it out, put their names on it, and return it to you. Tell group members that you will talk more about it later.
Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Purpose and Outline
Group Member’s Workbook: Page 53
Introduce the Purpose and Outline.

PURPOSE

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

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

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

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

HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 55

1. Read aloud the text in the Group Member’s Workbook.

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

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

Time: 10 minutes
Group Member’s Workbook: Page 55

Quick Mood Scale

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

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

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

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

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

5. Ask group members how they did keeping track of their positive and negative people interactions.
At the end of the last session, we asked you to do the following practice activities.

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

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

   **Do the activity.**

3. **Choose one relationship problem area to focus on.**
   - Grief and loss
   - Role changes
   - Disagreements

   **To manage this problem area, think about how you could change:**
   - The way you interact with people
   - Your thoughts
   - Your behavior

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

Key messages from last session are:

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

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 56

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

2. Say: In the last session, we talked about how some relationship problems can affect how you feel, think, and interact with others. We talked about grief and loss, role changes, and disagreements.

3. Go over the text and ask if anybody would like to comment.

4. Review the key messages.

What do you remember most from last session?
NEW TOPIC: COMMUNICATION SKILLS FOR BUILDING BETTER RELATIONSHIPS AND IMPROVING YOUR MOOD

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 57

1. **Say:** Let’s begin by practicing listening skills. First let’s look at the text in your workbook. Then I’ll ask you to choose a partner and we will do the practice.

2. **Introduce** the text.

3. **Ask** group members to choose a partner. (If you have an odd number of people in your group, one of the leaders can pair up with the extra group member.)

4. **Say:** Choose somebody in your group to be the first talker. You can tell your partner about what kind of person you would like to be and how you will meet your goals. Or talk about another topic that is important to you. Your partner will practice active listening. I will stop you after about four or five minutes, and the listeners will have a minute to ask the talker some follow-up questions. Then we will switch, so that everybody has a turn to talk and everybody has a turn to listen. Do you have any questions?

5. After everybody has had a turn, **say:** What was that like? What did you learn from the exercise?
In this session, the focus is on communication, including both listening and talking. Good communication is important no matter what other relationship problem areas you are working on.

**Listening Well**

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

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

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

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

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

What was not so helpful about what your partner did?

How do you feel? Did it improve your mood to share your thoughts and feelings with somebody who was really listening?
If you are the listener, think about the following.

Try to show that you are really listening.

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

Did you understand how your partner felt?

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

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

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

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

Active listening—whether you are the speaker or the listener—makes your interaction with people healthier and can improve your mood.
What Is Your Communication Style?

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 59

1. Say: We have focused on how we listen; now let’s focus on how we talk. In general, there are three main ways that we communicate what we want. We can do it in a passive way, an aggressive way, or an assertive way.

2. Say: Look at the chart in your workbooks. Use the chart to lead a discussion about the different styles of communication and what a person might say in different situations using the different communication styles.

3. Say: What is important is that you are aware of the different styles of communication and you choose how you will act. Introduce the list of “Questions to think about.” Ask the group for their comments.

4. Say: Now let’s think about what communication style you tend to use. Introduce the questions under “What is your communication style?” and allow time for group members to write their responses. Discuss their responses as time permits.
To improve and manage your mood, you must identify and express your own feelings, wishes, thoughts, and opinions. People communicate in different ways, but there are three basic communication styles.

### Three Basic Communication Styles

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

- If you were ________________ (passive, aggressive, or assertive), how might you get your point across?

- If you were ________________ (passive, aggressive, or assertive), how well do you think others would understand your request?

- If you were ________________ (passive, aggressive, or assertive), how would you feel?

- If you were ________________ (passive, aggressive, or assertive), how do you think others would feel about you?

What Is Your Communication Style?

Which communication style do you tend to use?

How do you think it affects your mood?

Which style is most likely to improve your mood?
An assertive communication style:

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

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 62

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

2. **Ask:** Why is it useful to make a request even when the answer might be no? Points to emphasize are listed below:
   - The other person might say yes.
   - At least you know what the other person thinks.
   - You can move on and think about what else you can do.
   - It usually feels good to express your thoughts and feelings clearly.

3. **Introduce** “Steps for making requests.”

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

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

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

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

**Say to the group member:** How did it affect your mood to ask for what you want in this way?
Assertiveness means being able to make positive, clear, direct requests.

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

Steps for making a request assertively:

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

Examples:

<table>
<thead>
<tr>
<th>Indirect requests</th>
<th>Direct requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m really tired of washing dishes.</td>
<td>I would appreciate it if you would help me wash the dishes.</td>
</tr>
<tr>
<td>I can’t be expected to fill out this application without help.</td>
<td>Could you help me fill out my SSDI application?</td>
</tr>
<tr>
<td>Boy, the trash can is full. I wonder when you’ll be taking out the trash.</td>
<td>Could you please take out the trash in the next half hour?</td>
</tr>
<tr>
<td>I sure am worried about my sugar level.</td>
<td>Doctor, will you check my sugar level please?</td>
</tr>
<tr>
<td>I wonder if I am HIV positive.</td>
<td>I would like to be tested for HIV.</td>
</tr>
<tr>
<td>Don’t tell me you brought beer here.</td>
<td>Please don’t bring alcohol to my house under any circumstances.</td>
</tr>
</tbody>
</table>
4. **Tell the other person how it would make you feel if they did what you asked.**

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

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

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

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

_______________________________________________________

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

_______________________________________________________

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

_______________________________________________________

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

Time: 20 minutes
Group Member’s Workbook: Page 65

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

2. Write these statements on the board:
   
   “I think ____________________________________.”
   “I feel ______________________________________.”

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

3. Ask: Will somebody volunteer to finish the first sentence?
   Write the volunteer’s answer on the board.

   Ask: Will somebody volunteer to finish the second sentence?
   Write the volunteer’s answer on the board.

4. Introduce the text through #4.

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

6. Introduce the text under “Give It a Try” and give group members time to write their answers on the lines.

7. Allow group members to share what they wrote. Ask: How do you think somebody would react if you expressed your feelings like this? How you think you would feel if you expressed yourself in this way?
Assertiveness means being able to express positive or negative feelings and/or thoughts calmly, honestly, and respectfully to another person. This includes saying clearly when you do not want to do something. Expressing how you feel begins with “I statements.”

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

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

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

1. Decide what you are feeling or thinking.

2. Decide who you want to express yourself to.

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

4. Acknowledge the person. For example, be ready to say: “Thank you.”
Give It a Try: Express Your Feelings and Thoughts

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

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

How do you think the person would react?

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

- You can choose to communicate with others in a way that improves your relationships and your mood.

- Active listening is an important part of communication.

- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.

**Leader Tips**

Time: 5 minutes  
Group Member’s Workbook: Page 67  
1. **Review** the key messages.  
2. **Ask** the group if they have any questions or comments.
1. **Track your mood using the mood scale.** Continue tracking your mood and the number of helpful and harmful people contacts you have each day.

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

3. **Decide when and with whom you would like to:**
   - Make a request assertively.
   - Express your feelings and thoughts assertively.

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

**Instructions**

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

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>_____</th>
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</thead>
<tbody>
<tr>
<td><strong>Best mood</strong></td>
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<td><strong>OK/average mood</strong></td>
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</tr>
<tr>
<td><strong>Worst mood</strong></td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

How many helpful interactions with people did you have?

How many harmful interactions with people did you have?
Give It a Try: Make a Request

Before

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

________________________________________________________________________

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

________________________________________________________________________

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

________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________

After

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

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

**Before**

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

_______________________________________________________

_______________________________________________________

_______________________________________________________

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

_______________________________________________________

**After**

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

_______________________________________________________

_______________________________________________________
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 71

Encourage group members to comment on today’s session.

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

Leader Tips
Time: 1 minute
Group Member’s Workbook: Page 71
Give group members a preview of the next session.

In the next session of the People module, we will talk about obstacles to making changes in relationships. We also will review the People module.
GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 3

Instructions

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

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

<table>
<thead>
<tr>
<th></th>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td></td>
<td></td>
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<tr>
<td>Purpose and Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
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<tr>
<td>How Have You Been Feeling?</td>
<td></td>
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<tr>
<td>Review</td>
<td></td>
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<tr>
<td>Practice</td>
<td></td>
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<tr>
<td>Last Session</td>
<td></td>
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</tr>
<tr>
<td>New Topic: Communication Skills for Building Better Relationships and Improving Your Mood</td>
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<tr>
<td>Listening Well</td>
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<tr>
<td>What Is Your Communication Style?</td>
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<tr>
<td>Three Basic Communication Styles</td>
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<tr>
<td>Making Requests Assertively</td>
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<td>Expressing Your Feelings and Thoughts Assertively</td>
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<td>Key Messages</td>
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<td>Practice</td>
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<td>Feedback</td>
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<tr>
<td>Looking Ahead</td>
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</tbody>
</table>
SESSION 4: USING YOUR NEW SKILLS TO IMPROVE YOUR RELATIONSHIPS AND YOUR MOOD

LEADER TIPS

Materials Needed

**Group Member’s Workbook** (“People Interactions and Your Mood”)—a few copies to loan in case some group members forget to bring their workbooks

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

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

**Certificates of Achievement** for graduating group members

**Kleenex** or other facial tissue

Group Leaders’ Goals

- Identify obstacles to assertive communication.

- Explore rules and assumptions about relationships that positively or negatively impact relationships and mood.

- Reinforce the idea the group members can choose to make changes in relationships by:
  - Balancing relationships.
  - Using a communication style that is more assertive.
  - Examining and changing the rules that guide relationships.
LEADER TIPS

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

Purpose and Outline
Group Member’s Workbook: Page 73
Introduce the Purpose and Outline.

PURPOSE

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

I. Announcements

II. Review

III. New Topic: Getting Around Obstacles So You Can Use Your New Skills
   A. Fear
   B. Feeling That You Don’t Have the Right to Be Assertive
   C. Old Habits in the Form of Relationship Rules

IV. Key Messages

V. Practice

VI. Feedback

VII. Review of Module: People Interactions and Your Mood

VIII. Goodbye to Graduating Group Members

IX. Looking Ahead to the Next Module
ANNOUNCEMENTS

LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 74

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

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

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

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

**Time:** 15 minutes  
**Group Member’s Workbook:** Page 74

**Quick Mood Scale**

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

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

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

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

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

**Get Together with a Supportive Person—Practice Active Listening**

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

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

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

Your practice from last session was:

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

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

3. **Decide when and with whom you would like to:**
   - Make a request assertively.
   - Express your feelings and thoughts assertively.

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

**How did your practice go?**

How did the listener respond when you did active listening?

Was there a time when you were assertive?

What may have happened if you had not been assertive?

What were your thoughts and feelings about yourself or the situation after you were assertive?
What do you remember most from last week?

**Key messages from last session were:**

- You can choose to communicate with others in a way that improves your relationships and your mood.

- Active listening is an important part of communication.

- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.
NEW TOPIC: GETTING AROUND OBSTACLES
SO YOU CAN USE YOUR NEW SKILLS

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 76

1. Introduce the ideas in the text.

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

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

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

5. After you have brainstormed with the group, discuss each obstacle, clearly defining what thought or thoughts are linked to the obstacle, obtaining opinions from different group members, and talking about how to overcome the obstacle.
We have talked about how depression affects your relationships with other people. You might feel like being alone, or hesitant to interact with others. Depression also robs you of energy and plants doubt in your mind that anything can change or that you can ever feel better. But you know that this is the depression talking! Using a variety of skills to improve your interactions with people—including your new communication skills—will help you feel better.

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

Other obstacles include:

- Fear
- Feeling that you don’t have the right to be assertive
- Old habits in the form of “relationship rules”
LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 77

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

2. Introduce the text.

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

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

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

5. Complete the table as a group. Have participants identify a situation where assertiveness would normally be a problem. If possible, have them identify a specific situation, one that happened last week. Then encourage group members to discuss their responses.
We often have fears or beliefs that may keep us from speaking our mind and being assertive.

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

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

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

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

**Fighting your fears**

1. In the first column in the table below, describe a specific situation where you have problems being assertive and speaking your mind.
2. In the second column, describe what bad things could happen if you took a chance on assertiveness.
3. In the third column, describe what good things could happen if you are assertive.
Fighting Your Fears: What Will Happen If You Are Assertive?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Bad things that could happen if you are assertive</th>
<th>Good things that could happen if you are assertive</th>
</tr>
</thead>
</table>

Questions to think about:

- How would you normally act in the situation (passively or aggressively)?

- What thought or fear keeps you from speaking your mind?

- What change would you like to make? Fear of change can imprison us in an unhealthy daily life. By clearly imagining a more healthy life, we can make changes that can make our lives better.
Feeling That You Don’t Have the Right to Be Assertive

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 79

1. Say: Another obstacle to being assertive can be that you consciously or unconsciously feel like you don’t have the right to be assertive. Do you think you have the right to express your feelings, wishes, thoughts, and opinions? Check the yes box or the no box in question #1 in your workbook.

2. Explore with the group why they might think they don’t have the right.

3. Go over the other questions and read aloud the “My Rights” box.

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

☐ Yes.

☐ No. If no, why not?
You have the right to feel safe!

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

My Rights

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

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

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

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

5. I have the right to decide whether or not I will do what others ask of me.
Old Habits in the Form of Relationship Rules

**LEADER TIPS**

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

**Group Member’s Workbook: Page 81**

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

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

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

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

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

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

- Whether you are able to express thoughts and feelings openly and assertively to others.
- The way that you behave with others.
People often have rules about relationships that guide the way that they interact with others. Some rules are helpful, some rules are rigid.

**Examples of Relationship Rules**

**Harmful rules**

“My feelings come last.”
“If I make a mistake, then I am bad.”
“You can’t trust anyone.”
“I have to be responsible for everything.”
“People always disappoint you.”

**Helpful rules**

“All people have great value, including me.”
“Do not abuse or victimize others, and don’t let yourself be abused or victimized, either.”
“Avoid cruel people.”
“You cannot control or be responsible for what other people do or say, only for what you do or say.”
“People don’t have to be perfect to be loved, including me.”
“Notice and show appreciation to people who are helpful and kind.”
“Treating people with respect and kindness is always appropriate, even if they don’t deserve it. And that includes me.”

**Where do relationship rules come from?**

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

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

Another way to think about relationship rules

Being in a relationship is like dancing. When we are young, we learn to do one kind of dance. We continue to do that dance as we grow older. But as the music begins to change, our dance may not work as well. We may need to learn some new steps or a brand new style of dancing. Learning new steps is hard at first, but it gets easier with practice!
What rules do you go by when you interact with others? Write two of your rules on the lines. They could be harmful or helpful rules.

Relationship rule #1

________________________________________________________________________

________________________________________________________________________

Relationship rule #2

________________________________________________________________________

________________________________________________________________________

Questions to think about:

- Where did your relationship rules come from? What things in your life made you create these rules?
- How have these rules helped you? How have they not helped you?
- How is your life different now from when you first learned your relationship rules?
- Do these rules affect whether you believe you can express your thoughts and feelings to others?
LEADER TIPS
(continued from page 119)

How Can You Change Your Rules?
Time: This material should be covered as part of the 25-minute period estimated on page 119.
Group Member’s Workbook: Page 84

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

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

Go over the text about balance.

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

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

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

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

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

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

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

- Think about the feelings they had when they were with people.
- Identify what happened that made them feel good and what happened that made them feel bad.
- Try to learn from the experience and use what they have learned in the future.
How Can You Change Your Rules to Fit Your Life as It Is Now?

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

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

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

<table>
<thead>
<tr>
<th>Distrustful</th>
<th>A little leery</th>
<th>Expect the best but go slow and protect yourself until you are sure of someone new.</th>
<th>Trust everyone but be ready to be disappointed.</th>
<th>You can trust everyone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can’t trust anyone.</td>
<td>Don’t trust anyone until you get to know them.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

For example, if one of your old rules was “I should always try to say yes and not disappoint anybody,” you may have discovered that giving to others can feel good, but always saying “Yes” leaves you feeling drained and bad. Try making a new rule that is more balanced.
What is between always giving and always taking?
What is between always saying yes and never saying yes?
What thoughts do you want to have?
How do you want to act?
Is there any way that you can set up situations to make it easier for you to use your new rule instead of your old rule?

**Relationship Rules**

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

<table>
<thead>
<tr>
<th>Old Rule (Thought)</th>
<th>Old Behavior</th>
<th>Feeling with Old Rule</th>
<th>New Rule (Thought)</th>
<th>Change in Feeling?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Others’ feelings come first.&quot;</td>
<td>Never say no</td>
<td>Angry</td>
<td>&quot;My feelings can come first sometimes.&quot;</td>
<td>Happy, relaxed</td>
</tr>
</tbody>
</table>

**Your examples:**

| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
**Key Messages**

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

**Leader Tips**

Time: 5 minutes

Group Member’s Workbook: Page 86

1. Go over the key messages.
2. Ask group members if they have questions or comments.
PRACTICE

LEADER TIPS
Time: 10 minutes
Group Member’s Workbook: Page 86
1. Introduce the practice activities and ask group members if they have any questions.

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

2. *Get together with a supportive person.*

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

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

______________________________

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

______________________________

Your Signature
**QUICK MOOD SCALE**

**Instructions**

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

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Best mood</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<td>9</td>
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<td>6</td>
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<tr>
<td>OK/average mood</td>
<td>5</td>
<td>5</td>
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<td>5</td>
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<td>3</td>
</tr>
<tr>
<td>Worst mood</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>How many helpful interactions with people did you have?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>How many harmful interactions with people did you have?</td>
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</tbody>
</table>
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 89

Encourage group members to comment on today’s session and on the People Interactions module.

- What was helpful about today’s session?
- What was less helpful?
- What will you remember from the People module?
REVIEW OF MODULE:
“PEOPLE INTERACTIONS AND YOUR MOOD”

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 89

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

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

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

Session 1: Your People Interactions and Mood Are Connected

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

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

- You can mourn your losses and feel better by reaching out for support and doing activities.
- You can adjust to the loss of an old role by looking for opportunities offered by your new role.
- One way to approach disagreements with others is to understand that a problem is outside of both of you rather than part of one of you, and look for solutions together.
Session 3: Good Communication Is Key to Improving Your Relationships and Mood

- You can choose to communicate with others in a way that improves your relationships and your mood.

- Active listening is an important part of communication.

- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.

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

- You can overcome the obstacles that get in the way of helpful people interactions.

- You have a right to express your thoughts and feelings.

- You can choose how you want to think and act with others to improve your relationships and your mood.
LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 92
Leader goals:

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

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

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

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

4. Discuss the questions listed.

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

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

7. Present certificates of achievement to the graduating group members. (You can photocopy the sample certificate from the group leader’s introduction. See the section called “Supplies You Will Need.”)
If you have completed all the modules in CBT, you are now a CBT graduate.

CONGRATULATIONS!

_Since you are leaving the group, you might want to talk about the following._

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

_If you still feel depressed_, tell your group leader, and he or she will help you get further treatment.
The next module is called “Substance Abuse and Your Mood.” We will discuss the connection between substance abuse and depression.
GROUP LEADER SELF-EVALUATION FORM: PEOPLE, SESSION 4

Instructions

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

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

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

ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION AND SUBSTANCE ABUSE

Alcoholics Anonymous (AA)
1-800-923-9722

Depression and Bipolar Support Alliance (DBSA)
1-800-826-3632
www.dbsalliance.org

Narcotics Anonymous (NA)
www.na.org

National Alliance for the Mentally Ill (NAMI)
1-800-950-6264
www.nami.org

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

Recovery Inc. (self-help program for mental health)
1-312-337-5661
www.recovery-inc.org
BOOKS AND VIDEOTAPES ABOUT DEPRESSION AND SUBSTANCE ABUSE

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

Coping with Depression (videotape)
Author: Mary Ellen Copeland

Feeling Good: The New Mood Therapy
Author: David D. Burns
Published by William Morrow, New York, New York, 1980.

The Loneliness Workbook: A Guide to Developing and Maintaining Lasting Connections
Author: Mary Ellen Copeland.

Mind Over Mood: Change How You Feel by Changing the Way You Think
Authors: Dennis Greenberger and Christine A. Padesky.