

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 4

Version 2000: May, 2000

ACTIVITIES 4 -- SETTING GOALS AND SHAPING YOUR REALITY

GOALS FOR LEADERS

- Help participants learn steps that will help them set manageable goals.
- Help participants set their own goals.
- Help participants see how by setting and reaching goals they can shape their reality.
- Review activities module.

MATERIALS NEEDED FOR THIS SESSION

- 1) Pens
- 2) Dry erase board, chalkboard or large sheets of paper to present material to group

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

I. AGENDA & ANNOUNCEMENTS:

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Go over the agenda and ask participants whether they have any topics they would like to add to the agenda. Make any announcements.

Make sure to announce which group members are graduating.

II. REVIEW:

Begin by reviewing the material covered in Activities 3. Use the review to check on how much participants remember from the last session, reinforce what they have learned, and educate group members who were absent last session.

[sample review statement]

Last week we talked about overcoming roadblocks to doing pleasant activities. We also talked about how doing pleasant activities can help us manage problems in life and our external and internal realities. What are some of the things that you remember most from last week?

Elicit material from the participants. It is important to try and understand the extent to which participants understand how doing pleasant activities can help them manage problems in life.

III. PERSONAL PROJECT REVIEW:

Review the personal assigned from the previous session. Check in with participants as to which optional projects they did. While reviewing the personal projects, try to draw a clear connection between how doing activities affected their mood. Try to identify any problems participants may have had with the personal project

WEEKLY PROJECT

- Mood Scale and the number of pleasant events they did each day.
- Think about a goal you would like to set in the future.

OPTIONAL PROJECT

- Do a new pleasant activity.
- Use one of the strategies you learned to overcome a roadblock.
- Write out my To Do List, including things I have to do and things I want to do.
- Think about the different "bank accounts" you have. Make a deposit into two of your accounts.
- Help someone else to do a pleasant activity.
- Talk to someone about what I have learned.
- Practice the relaxation exercise.

IV. NEW MATERIAL

BRIDGE: Introduce this week's material, linking it to material taught in previous sessions.

[sample bridge]

Over the past three weeks we've talked a lot about doing pleasant activities. We talked about how doing pleasant activities can make us feel better and can help us to manage problems in life. Pleasant activities are one type of activity we do. We also do a lot of activities that may or may not be pleasant but that help us get things done. These purposeful activities, or goals, are also important. Today we will be talking about setting reachable goals and its effect on mood.

RELAXATION EXERCISE

[mention this only if they chose to do the relaxation exercise last session]

Before we begin talking about setting reachable goals, let's do the relaxation exercise we committed to doing last week.

Instructions for the relaxation exercise are shown in Activities 2. You can pick any type of relaxation exercise, such as listening to music and relaxing.

1. HOW CAN I SET A REACHABLE GOAL?

Note: The goal setting and goal ladder activities are adapted from the Going for the Goal Program, written by Steven J. Danish, et al., Virginia Commonwealth University, Department of Psychology, 1992.

[sample introduction to this activity]

Now that we're feeling more relaxed, let's talk about how we can set reachable goals and reach them.

Ask the group members to turn to page 82 in their books where the steps to setting reachable goal are outlined.

Step 1: Figure out what you want to do
It has to be something that's important to you

Ask the participants what this line means to them.

Key points for discussion:

- It is helpful to do something you want to do instead of something you don't want to do (e.g. "I want to eat more vegetables" instead of "I don't want to eat junk.")

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- Reaching goals is hard work. It's important that the goal is important to you, so it's worth the work.

Activity : Imagine Your Future or Imagine the Future Past

Have the participants close their eyes and lead them through an imagery exercise.

[sample imagery exercise]

OPTION 1:

In order to set goals, it's good for us to have a picture in our mind of how we see ourselves in the future. Let's do an exercise. Close your eyes if you feel comfortable. If you prefer, keep your eyes open and let them close when you feel comfortable. Let's take a few deep breaths. . . .in. . . . out. inout in. . . . out. As you continue to breathe, try to imagine your future. This is the future that you want for yourself. Try to imagine how you would like to see your life. . . . What are you doing?. What type of life do you have?.... . Give yourself the time and permission to really see the future that you want. (give the participants some time and then continue) Now while imagining you are still in the future, imagine thinking back on the past, on how you got started improving your life back when you were depressed and coming to group therapy. What did you have to do back then, back in that past that is yet to be, the "future past."

OK, now when you're ready, I'd like you to slowly open your eyes and return to the room. I'd like you to turn to page 84 in your books where you can write about or draw about your future.

Ask them to write or draw what they see on page 84 of their books. When they are done, depending on the time, ask them to share their dreams with the rest of the group, or have them pair up with a partner and discuss their dream. What can they start doing now to increase the chances that their dream will come true.

OPTION 2: CHANGING YOUR "FUTURE PAST"

We can't change what has already happened, but we can use goals to change our future. Let's do an exercise to see what we might want to change in the future. Close your eyes if you feel comfortable. If you prefer, keep your eyes open and let them close when you feel comfortable. Let's take a few deep breaths. . . .in. . . . out. inout in. . . . out. As you continue to breathe, try to imagine that it is five years from now. Picture yourself as you might be in five years.and now look back at the last five years. Are there things you are proud of? Are there things you really wish you had done? Are there things you wish you had learned?. What do you think you might change?.What do you wish you had spent more time on.

Give the participants time to think of these things. Then, when they seem ready. Ask them to open their eyes and write or draw some of their thoughts on page 84 of their books.

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*This exercise can help us see our future and then change it before it has even happened..
What are some of the things that you might like to change in your future?*

Elicit answers from participants. Highlight that they can make goals so that they can change those things that they wanted to change.

**Step 2: If your dream is big, pick a manageable part
This will help you to make a good start**

[sample script]

We have just spent time talking about your dreams. In many cases you have very big dreams. It is wonderful to have dreams, but sometimes dreams are hard to reach because they are an ideal and are so big. It's like reaching for the stars. We will be focusing on two types of dreams: short term dreams and long term dreams.

Let's spend some time now and think about what part of your dream you would like to focus on for now. And let's think about some short term and long terms goals that might be part of that dream.

As an example, select a participant and discuss possible short term goals they might set given their dream, or you can make up an example.

Talk about what we mean by a manageable, reasonable, and realistic goal

- It can be accomplished in a limited amount of time (i.e. 2 weeks).
- It can be done with the money you have.

**Step 3: Pick your goal and nail it down
Stating when, what, how much, where, and how**

In order to understand this step, have the participants look at the statement that are listed in their book on page 82 and discuss why making things specific can be helpful. One key point to make is that when goals are specific, they give you something specific to do, and you know when you have reached your goal because you've done what you said you were going to do.

In this step we make our goal specific. By doing this, we will know exactly what we have to do and when we've done it. Let's see how this might help us. Turn to page 82 in your books. There are a series of statements. Let's see which ones we prefer.

There are many ways to state a goal. Some are more helpful than others. Which of these goals is more specific and lets you know if you have succeeded when you look back some time later?

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1. I am going to start exercising more.
or
Starting Monday, I will exercise 3 times a week.
2. I want to do more pleasant activities.
or
I want to do at least one pleasant activity a day, even a small one that takes less than five minutes.

Step 4: Make sure your goal is something you can control

I can do what I say I'm going to do.

I can also ask, beg, plead or yell,

but I can't make others do anything

Ask participants what this step means. Key points to make include:

- There are many things in life that we can't control. We can't control what other people do.
- Make sure your goal is under your control. For example, you can ask other people or talk to other people, but you can't control their actions.
- If you do what you set out to do, you have reached your goal. However, other people may not behave the way you want them to.

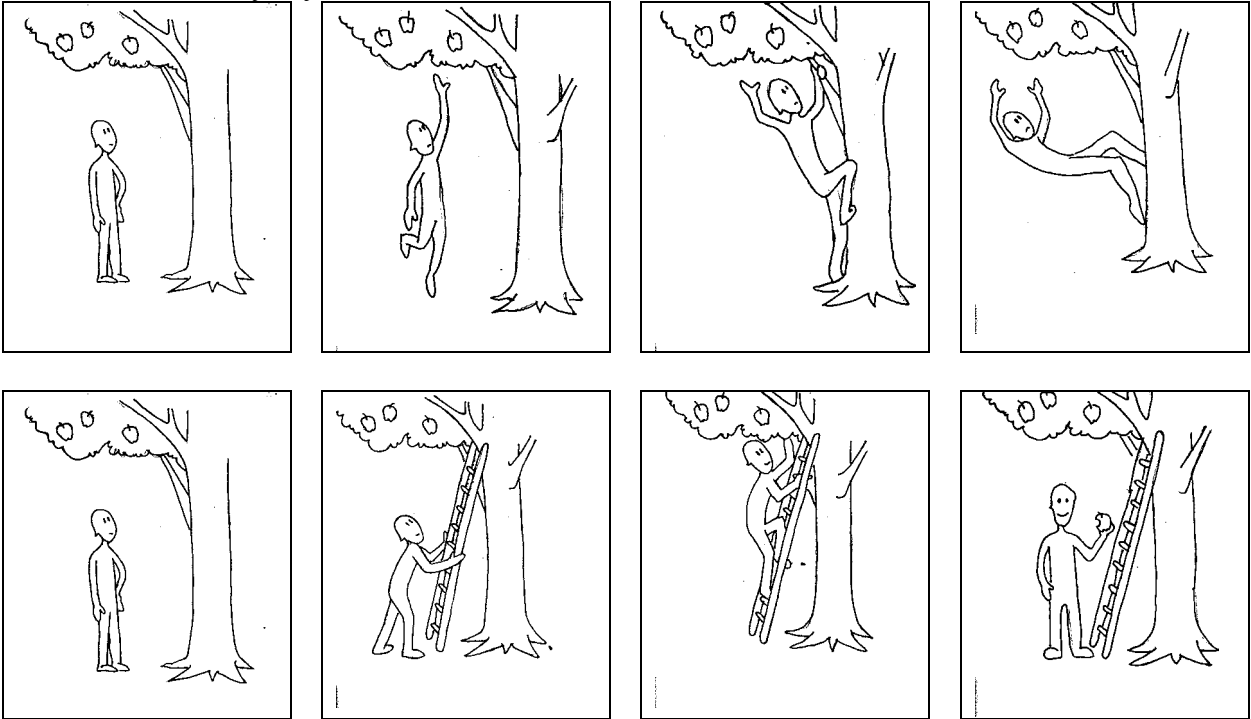
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Step 5: Break your goal into steps

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



Discuss this step with participants. Ask them to discuss the picture on page 83 of their books.

Key points to discuss are:

- Goals are often very big and complicated. It can be overwhelming to try to reach them.
- Breaking goals into do-able step makes it easier, less stressful, more manageable.
- Steps become little goals. They also need to be specific and under our control.
- It's easier to see the progress we are making towards our goal when we have smaller steps.
- The importance of getting help when you can't reach your goal alone.

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

Initiate a discussion by asking the following question?

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Why is it important to celebrate and reward yourself when you make progress towards your goal?

Possible points for discussion include:

- Do they remember being rewarded as a child for making progress towards a goal.
 - If so, how did that make them feel?
 - Did that affect how hard they worked next time?
 - Others may not recognize the positive steps we are taking, but we know how hard we have worked.

Note: Some group members may not have had the experience of being rewarded as a child. It may be important to talk about what it might feel like to have that experience now.

ACTIVITY: Helping Someone Set a Reachable Goal

Purpose: The purpose of this activity is to have participants practice using the 6 steps.

OPTION 1: Have one of the leaders role play and ask the group for help with a made up goal. Make sure to make errors (i.e. choosing a goal and then making a step or the whole goal not specific or not under your control), so group members can have the experience of correcting your error.

OPTION 2: Have the group help one of the group members with their goal.

2. WHAT IS MY GOAL?

Have participants get together in groups of 2-3 people and talk about their goals. Have them each pick one short term and one long term goal. Have them write the goal in their books on pages 85-89 and then come up with a goal ladder for one or both. As they do this, leaders should circulate and give each group individual attention.

If you have time, when they are done, ask the participants to share their goals and a couple of the steps on the ladder.

3. HOW DOES SETTING AND REACHING GOALS AFFECT HOW I FEEL?

OPTIONAL TIME PERMITTING

Begin an open ended discussion.

Bring up goals that you have seen participants set and reach and ask them how it felt.

4. HOW CAN I SHAPE MY REALITY BY SETTING GOALS

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Note: Refer to the “future past” imagery exercise, which was one of the options for helping participants to identify a dream in the “How Can I Set a Reachable Goal” section. If you did not do that exercise, you may want to do it now. Talk explicitly about how by setting goals you can change your future. Specific goals are easier to reach than vague goals. Remember the story of the young man who wanted to “be somebody” and was getting nowhere until he realized he’d better be more specific.

Have them read the following statement on page 91 of their books and discuss their reactions.

The past is done. The future is something I can shape.
Changing is hard work. Suffering is hard work. I can decide where I put my energy.

V. TAKE HOME MESSAGE

To feel good, it is helpful to have daily reasons to enjoy life (pleasant, meaningful activities) and something to look forward to (short term and long term goals). These are the best antidotes to the feelings of hopelessness and helplessness that are so common in depression.

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

VI. FEEDBACK

As this is the last session of the module, spend time reviewing material from the past 4 sessions.

Use the feedback time to review key concepts, determine what messages group members have learned from the module, and highlight that it is possible to make positive changes in your life.

Possible questions to stimulate discussion include:

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

It will also be important to discuss with group members who are leaving the group, how their reactions to leaving and what they have learned from the group. Possible questions to ask group members who are leaving include:

1. What did you learn from the group?
2. What are your plans after you leave the group?
3. How will you continue to get support?
4. What do you need to continue your progress in managing your mood?

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5. What will happen the next time you feel that you are becoming depressed?

Allow time so that other group members can also provide feedback to those who are leaving regarding how they feel about their leaving and specific things they have learned from them. Make sure you have prepared something specific to say to each participant who is leaving about their unique contribution to the group and the changes you have seen them make.

VII. PERSONAL PROJECT

WEEKLY PROJECT

1. Do the mood scale
2. Track the number of positive activities you do each day.

OPTIONAL PROJECT

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

VIII. PREVIEW

Let the group members know that next week you will begin talking about how thoughts affect how we feel, and we will have new group members joining the group.

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GROUP LEADER SELF EVALUATION FORM: ACTIVITIES 4

INSTRUCTIONS

Content Covered: Rate the degree to which you feel this material was covered (0=not at all, 10=fully covered) If not done this session but done later, when it is done write in the date and rate how well you feel you covered it.

Satisfaction with Teaching: Rate the degree to which you are satisfied with the way you and your co-leader taught the material (0=not at all satisfied, 10=extremely satisfied).

Participant Process: Rate on average the degree to which participants seemed to participate, understand and complete the exercise (0=on average very poor no one understood or no one was able to complete exercise; 10=everyone seemed to understand keypoints and complete the exercise).

	Taught/ Done? (0-10)	Satisfaction with Teaching (0-10)	Participant Process (0-10)
Agenda and Announcements	_____	_____	_____
Review	_____	_____	_____
Personal Project Review	_____	_____	_____
Reachable Goal: Step 1	_____	_____	_____
Reachable Goal: Step 2	_____	_____	_____
Reachable Goal: Step 3	_____	_____	_____
Reachable Goal: Step 4	_____	_____	_____
Reachable Goal: Step 5	_____	_____	_____
Reachable Goal: Step 6	_____	_____	_____
Set own goal	_____	_____	_____
How can I shape my reality by setting goals.	_____	_____	_____
Feedback	_____	_____	_____
Personal Project Assigned	_____	_____	_____
Preview	_____	_____	_____