

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part II: Lecture Notes for Instructors: Health 2

Version 2000: May, 2000

HEALTH 2 – DEPRESSION, POVERTY, AND HEALTH

GOALS FOR LEADERS

- Review the reciprocal relationship between mood and health.
- Discuss the hierarchy of needs.
- Talk about how depression, health problems, and poverty interfere with our ability to get our needs met.
- Assess group members' needs and goals.
- Help group members develop a plan for obtaining and keeping needed resources, services, and supports.

MATERIALS NEEDED FOR THIS SESSION

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

SESSION OUTLINE

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

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I. AGENDA AND ANNOUNCEMENTS

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

II. REVIEW

Review the material covered in Health 1. 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 welcomed new group members, we introduced ourselves, and we began talking about the cognitive behavioral treatment model. We also began talking about the relationship between mood and health problems. What are some of the things that you remember most from last week?

Elicit responses from the participants.

Make sure that you review the reciprocal relationship between depression health problems. If necessary, ask participants how depression affects their health problem or their ability to care for their health problem and then ask how their health problem and the symptoms associated with it affect their mood. Go over the diagram found on the top of page 157 of their books and have a group member read the statement shown on the top of that page.

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

III. PERSONAL PROJECT REVIEW

Review the homework from the previous session.

WEEKLY PROJECT

- Mood scale
- Track the number of things they did each day to take care of their health and physical well-being.

OPTIONAL PROJECT

Find out which optional personal project participants did and review what they learned from doing the project.

- Write down the activities they might do to take better care of themselves.
- Identify harmful/negative thoughts they have related to their health problems and attempt to dispute or alter them.
- Identify important people in their life who can help them manage their health problem.

Ask participants to share any changes they may have made to improve their health or their mood.

IV. NEW MATERIAL

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

[sample bridge]

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Last week we talked about the relationship between our mood and our health. Today we will be talking about our needs and how our mood and our health affect our needs.

1. THE HIERARCHY OF NEEDS

PURPOSE: To educate group members about the hierarchy of needs and begin a discussion around what group members think about this concept. The hierarchy of needs is based on the work of Abraham Maslow.

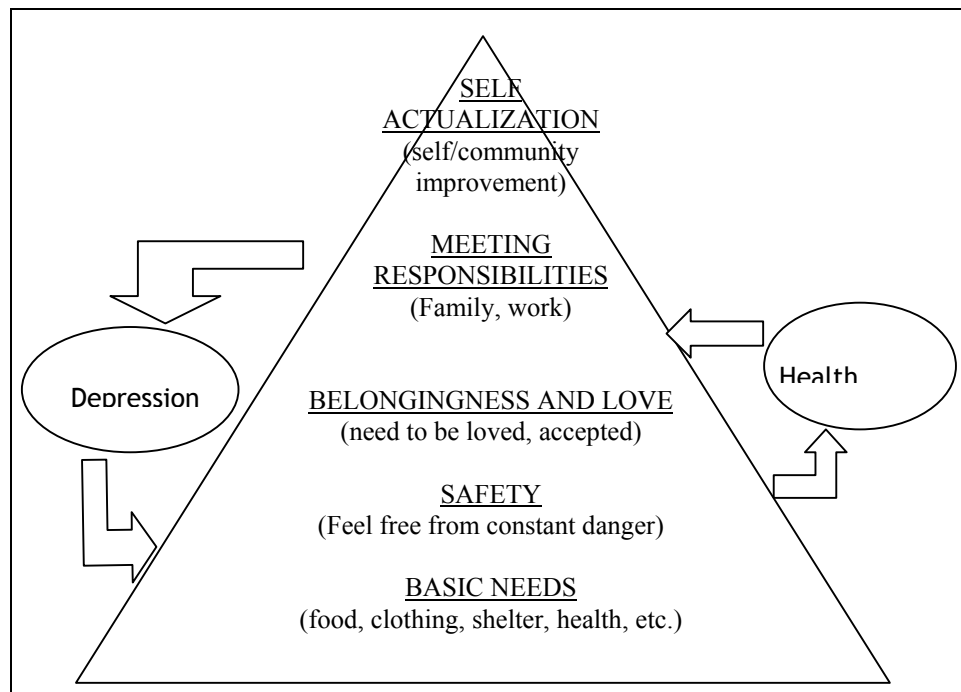
[sample introduction to this section]

Let's begin by talking about the different types of needs that we have. We can think of needs as part of a hierarchy or a pyramid. It's easier to get to the top if we have met all the steps below. At the base of the pyramid are our basic needs (food, clothing, shelter, and health), next is our need for safety, then our need to belong and to be loved, then our need to meet responsibilities, either in our families or in our work. Finally, there is our need to be self actualized, meaning to feel like we have made personal achievements or contributed to a group or community.

Draw a triangle on the board. The hierarchy of needs is shown below.

Ask group members to turn to page 158 in their books and go over the outline shown on that page. Elicit their reactions to the concept of the hierarchy of needs.

Note: Different cultural groups may place a greater emphasis on certain needs. It is critical that leaders assess the role culture plays in group members' conceptualizations of needs and resources and attempt to understand how the individual's view of their culture affects the way they perceive the relationship between access to resources, depression, and health.



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Key Points:

- We all have needs.
- Some needs take priority over others.
- Unmet needs may motivate our thoughts and behaviors. For example,
 - When we are thirsty, all we may think about is obtaining something to drink.
 - If our need for love or companionship is not satisfied, we may find ourselves thinking about looking for a relationship or staying in a harmful one.
- Fulfilling lower level needs, such as basic needs and safety needs, may make it easier to fulfill higher level needs.
- We often have times when we are working on several goals at different levels.
- Even when we do not have lower level needs met, we can achieve higher level needs, but it is often a struggle. For example,
 - People who live in violent places where they feel unsafe are often able to create warm and loving relationships with others and contribute to the community. Ask group members for examples of people they know who have done this.
 - Numerous individuals with serious health problems are able to meet many higher level needs. Ask group members for examples of people they know of who have done this.

Ask group members to identify the levels that they are currently working on. Elicit their reactions to this way of viewing needs.

2. DEPRESSION, HEALTH PROBLEMS, AND NEEDS

Begin a discussion around how depression and health problems have affected group members' abilities to get their needs met.

Encourage group members to think about the role that depression and health problems play in obtaining resources at each level. Group leaders can write down the broad categories on the board and then inquire about the changes that group members have experienced at that level as a result of their depression or health problems. For example,

- How has their depression and/or health problems affected their ability to get their basic needs met (food, clothing, shelter)?
- How has depression and/or health problems affected their sense of safety?
- How has depression and/or health problems affected their relationships?
- How has depression and/or health problems affected the way they see themselves as contributing to family and community?
- How has depression and/or health problems affected the way they view themselves?

Key points:

- It is harder (although not impossible) to reach a goal on one level if you have not met the goals on the levels below it.
- Depression and health problems may affect your ability to meet goals you have set.
 - They may act as obstacles.
 - You may need to modify your goals.

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Go over the example shown on page 159 in their books (see below). Group leaders can write down the need and original goal of the individual in the vignette on the board. Read through the vignette and then ask group members what this individual might do.

Alternately, group leaders may choose to make up an example that pertains to one or more of the group members.

This person set a goal of walking two times a week; however, after he/she became depressed he/she found that he/she had less energy and less desire to go for walks. In addition, due to a back injury, the person had pain when walking long distances. This person had always lived in a somewhat dangerous neighborhood but found that he/she was more bothered by it now that he/she was depressed. He/she was also concerned that due to his back problems, he/she might be an easier target for muggers. What do you think this person could do, given his/her original goal?

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

Ask group members how they might apply this exercise to their own lives.

- If we have changes in our health, as a result of illness or injury, we are likely to have changes in our needs and goals.

Ask group members how their needs have changed after being depressed and having a health problem.

3. POVERTY AND RESOURCES

[sample introduction]

We have been talking about how depression and health problems have affected your ability to get your needs met but we realize that there is another important factor that affects whether or not our needs are met. The factor is poverty.

Write the word poverty on the board.

What does poverty mean to you?

Have group members define what poverty means to them. It may be helpful to write their responses on the board in a clear and concise manner. Questions to stimulate discussion are listed below:

- How does poverty affect you on an emotional level?
- How does poverty affect your relationships with others?
- How does poverty affect the way others treat you?
- How does poverty affect your ability to obtain resources?
- How does poverty affect your health?
- How does poverty affect your mood.

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Common responses to these questions are shown below and on page 160 of the participants' books.

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

ACTIVITY: FREE OR CHEAP RESOURCE IN YOUR AREA

Begin a group discussion about the different types of resources that are available in the area. Ask group members to share their thoughts about resources they are currently using or have used in the past. Group members can write down the resources on page 160 in their books.

Note: You may choose to do this activity now or at another time, depending on whether it appears to fit in with the material group members are bringing up.

Prior to doing this activity, group leader should familiarize themselves with resources available in their area. Many cities put out a resource booklet. For example, in San Francisco, the Homeless Advocacy Project has a book that describes different kinds of resources available in the city.

4. ASSESSING PARTICIPANTS' SPECIFIC NEEDS AND THOUGHTS, BEHAVIORS, AND PEOPLE RELATED TO THOSE NEEDS

PURPOSE: To identify group members' needs and thoughts, actions, and people that will help them obtain these resources. This is one of the first steps group members' can take to help them obtain resources.

[sample introduction]

We have been talking about how poverty, depression, and health problems affect both the types of resources we need and our ability to obtain these resources. We now want to begin talking about how we can overcome these obstacles. One way of doing this is by starting off by identifying what goals we have and what thoughts, behaviors, and people might help us reach these goals.

Have participants turn to page 161 in their books and go over the grid shown on that page.

We would like you to begin by thinking about the different needs and goals you might have related to each level of the hierarchy that we talked about earlier. Let's begin with the first level of the hierarchy, basic needs.

Go through the grid. Help group members identify needs and goals. Group members can choose the level they would like to work on. Some may choose to work on several different levels. Then have them identify helpful thoughts, behaviors, and people related to their goals.

As participants set goals, remind them that it is most helpful if they set goals that are:

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1. Manageable in terms of size and scope.
2. Specific
3. Under their control

You may choose to ask participants to review the goal setting section shown in Activities 4. Let participants know that they can formally set a goal if they choose to do that as an optional personal project (see the personal project section).

It may be helpful to write the grid on the board and go through an example with the group members.

EXAMPLE

An individual needs to improve his/her health. His/her goal is to learn more about his/her health care problem and the things he/she could do to care for his/her health care problem.

Go through the following questions with the group members.

- What are thought that might help him/her obtain his/her goal?
(e.g. modify negative fortune telling from “They won’t be able to give me any information” to “I could learn many helpful things if I ask these questions.”)
- What could the person do to help him/her obtain his/her goal?
(e.g. write down a list of questions before the visit, practice asking the questions in an assertive way with a friend.)
- Who might help this person obtain his/her goal?
(e.g. selecting a good primary care provider, choosing a family member who might accompany the person to the appointment and make sure the questions are asked and the responses are understood.)

5. MAKING CHANGES TO FULFILL NEEDS

PURPOSE: To identify strategies that may help group members more effectively meet their needs.

Ask group members to turn to page 162 in their books. Go over the list of items listed there (see below). Have group members discuss the items that are most relevant to them.

[sample introduction]

We have been talking about how our needs change as we deal with acute or chronic medical conditions. There are many ways to manage and cope with the changes in our needs. A few things to keep in mind include:

1. Identify needs and decide which have the highest priority.
2. Ask yourself: Are these needs being met or not?
3. Set reasonable and clear goals.
4. Use thoughts that help you reach your goals.
5. Think in flexible ways.
6. Participate in activities that help you meet your needs and goals.
7. Get help when you need it.
8. Get support and alternative suggestions from helpful others.

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9. Identify obstacles that may interfere with getting needs met and make a plan to overcome them.

Let group members know that they will be able to make some changes by doing the optional personal projects.

V. TAKE HOME MESSAGE

Go over the take home message.

Poverty, depression, and health problems affect my ability to get my needs met, but I can still get my needs met.

I can set clear reasonable goals.

I can think in ways that are flexible and constructive.

I can do things that help me reach my goals.

I can reach out for help and support.

VI. PERSONAL PROJECT

WEEKLY PROJECT

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

OPTIONAL PROJECT (do the following activities if you want)

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

VII. FEEDBACK AND PREVIEW

Next week we will be talking about sleep as sleep is an important factor in both depression and health problems.

Before ending the group, encourage group members to provide feedback regarding today's session. Questions to encourage discussion are listed below.

What was helpful about today's session?

What was not helpful?

What suggestions do you have to improve your therapy?

GROUP LEADER SELF EVALUATION FORM: HEALTH 2

INSTRUCTIONS

Content Covered: Rate the degree to which you feel this material was covered (0=not at all, 5=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.

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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? (0-5) | Satisfaction with Teaching (0-10) | Participant Process (0-10) |
|---|---------------------------|--|----------------------------------|
| Review | _____ | _____ | _____ |
| Personal Project Review | _____ | _____ | _____ |
| 1. The hierarchy of needs | _____ | _____ | _____ |
| 2. Depression, health problems, and needs | _____ | _____ | _____ |
| 3. Poverty and resources | _____ | _____ | _____ |
| Activity: Free or cheap resources in your area | _____ | _____ | _____ |
| 4. Assessing participants' specific needs and thoughts, behaviors, and people related to those needs. | _____ | _____ | _____ |
| 5. Making changes to fulfill needs. | _____ | _____ | _____ |
| Take Home Message | _____ | _____ | _____ |
| Personal Project Assigned | _____ | _____ | _____ |
| Preview and Feedback | _____ | _____ | _____ |