

**HEALTH 4 – DEPRESSION, OTHER EMOTIONS, AND HEALTH**

**GOALS FOR LEADERS**

- To talk about the connection between certain emotions (anger, anxiety, fear, and sadness and health)
- To talk about ways to manage feelings of anger, anxiety, fear, and sadness.

**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: Managing Other Emotions
- V. Take Home Message
- VI. Personal Project
- VII. Goodbye to Graduating Members and Feedback
- VIII. Preview

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

## 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.

Make sure to announce which group members are graduating.

## II. REVIEW

Review the material covered in Health 3. Use the review to check on how much participants remembers 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 sleep problems and ways to get a better nights sleep. What are some of the things that you remember most from last week?*

Elicit responses from participants.

## 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

- 1) **THOUGHTS:** Use the table on page 178 to identify thoughts that interrupt sleep and thoughts that might help you get a better nights sleep.
- 2) **ACTIVITIES:** Use page 179 to identify behaviors that keep you awake. Identify activities that might help you to relax and fall asleep.
- 3) **PEOPLE:** Are there people in your social environment who negatively affect your sleep? If so, how do they affect your sleep? How might you talk with them to change things so that you might sleep more regularly.
- 4) Understand your sleep problems better by completing the sleep calendar (page 180).

Ask participants to share any changes they may have made to improve their sleep.

## IV. NEW MATERIAL

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

[sample bridge]

*Over the last few weeks we have been talking about the relationship between health and depression. We have been talking about how depression can affect our health by causing changes in:*

- *levels of hormones*
- *blood pressure and heart rate*

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

- *immune functioning*
- *sleeping patterns and energy levels.*

*Other negative emotions, like anxiety, fear, anger, and grief can also affect our health. Today we will be talking about how these emotions and other behavioral and emotional factors affect us. We will also be talking about how we can learn to make positive changes in these areas.*

## 1. THE RELATIONSHIP BETWEEN OTHER EMOTIONS (FEAR, ANGER, ANXIETY, AND GRIEF) AND HEALTH

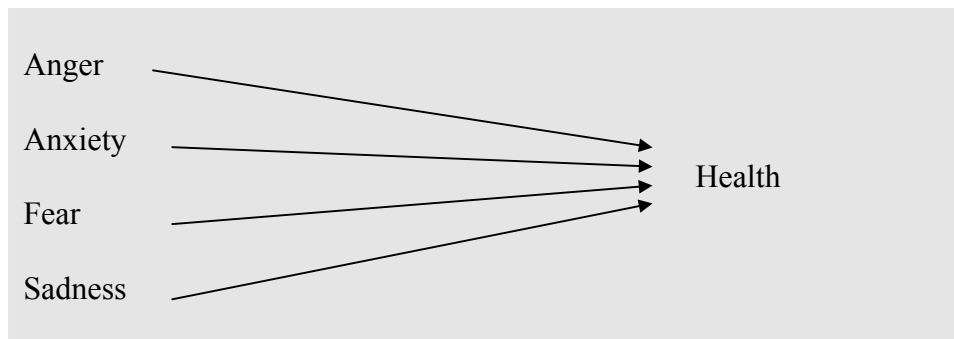
PURPOSE: The purpose of this section is to talk about the connection between these emotions and health.

[sample introduction]

*Let's begin by thinking about how these emotions, anger, anxiety, fear, and sadness affect us.*

Write these words on the board, then write the word "health" on the board (see below). Begin a discussion about how group members' think these emotions are related to their health problems. Write their responses on the board.

*Think about your own health problems. How do you think having these emotions affects your health?*



Common responses include:

- These emotions might be associated with increased stress, which can negatively affect health.
- These emotions may interfere with your ability to care for yourself, which may negatively affect health.

Ask participants to turn to page 183 in their books and look at the chart on that page. Ask them to identify how the different emotions affect their thoughts and behaviors, and their health.

## **2. OTHER FACTORS THAT MAY AFFECT HEALTH**

[sample introduction]

Besides these emotions, there are a variety of related factors that can also negatively affect health. If you turn to page 184 in your books, there is a list of some of these factors.

Go over the list and elicit group members' reactions. For each factor, assess the degree to which it is a significant factor for different group members.

1. Other Clinical Conditions, including
  - Post Traumatic Stress Disorder
  - Panic Disorder
  - Hypochondriasis

Ask group members if they understand what these different conditions are. Explain them if needed and assess whether group members' have these conditions.

2. An unhealthy coping style
  - Avoiding
  - Doing too much
3. Unhealthy behavior patterns
  - Inactivity
  - Overeating
  - Excessive alcohol or drug use
4. Specific personality traits
  - Perfectionistic (Type "A")
5. Unhealthy communication patterns
  - Passive
  - Aggressive
  - Passive-aggressive (indirect)

## **3. HOW DO THESE NEGATIVE EMOTIONS AND UNHEALTHY BEHAVIORS AFFECT THE BODY?**

[sample introduction]

*You have already brought up many ways that emotions might affect you and your health.*

Reiterate some of what group members said.

*On page 184 of your books, we have listed some of the main ways that these factors might influence your health condition.*

Ask group members to turn to page 184. Go over the list and elicit group members' reactions.

1. They may influence the course of the illness
  - they might cause the condition to develop in a person who is at-risk (For example, a stressor might trigger a bronchospasm in a person with asthma or might lead to a heart attack in a person with a heart condition.)

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

- they could cause the condition to worsen  
(For example major depression might worsen a hear condition, an autoimmune disease, or a chronic pain condition.)
- 2. They may interfere with the treatment of the illness  
(For example, frustration and anxiety may interfere with the treatment for irritable bowel syndrome or stomach ulcers. In addition, people who are afraid or anxious regarding their condition, may not follow through with treatment.)
- 3. They may pose an additional risk  
(For example, overeating or a diet with inappropriate foods presents an additional risk for a person with diabetes, hypertension, or cardiovascular disease.)

### 4. TO WHAT DEGREE DO THESE EMOTIONS AFFECT ME?

[sample introduction]

*We have been talking about how emotions and behavioral factors may affect our health. Now we'd like to assess the degree to which you think these factors affect each of you. To do this, let's turn to page 185 in your books. The different emotions that we have talked about and the other factors that might affect health are listed on this page.*

Help group members complete the self assessment sheet. It may be helpful to go through the questions as a group and do the balance beams on the board. As you do the exercises, stress that having emotions, such as anger, anxiety, fear, and sadness, is normal and even at times adaptive. Give examples of how not having these emotions or having the emotions dominate your life might be maladaptive.

- It is adaptive to have anxiety when you are on the top of a ladder as it makes you be careful and hold on tight.
- It is not adaptive to worry so much about your health problem that you cannot sleep as this also contributes to health problems.

### 5. THOUGHTS, BEHAVIORS, PEOPLE AND OTHER EMOTIONS

[sample introduction]

*In the past when we've talked about depression, we've talked about how our thoughts, behaviors and contacts with others are linked to feelings of depression.*

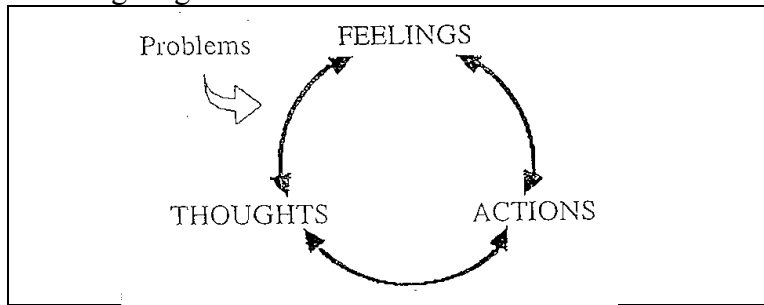
*As we continue thinking about other emotions, such as anxiety, fear, sadness, and anger, it is important to remember that our thoughts, behaviors, and contacts with others are also connected to these emotions.*

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

You can draw the following diagram on the board.



Elicit participants' reactions to the diagram and then continue.

*This means that we can make changes in these emotions by making changes in how we think, what we do, and the types of contact we have with others. Managing these emotions is especially important when we have medical conditions because we have seen how these emotions can affect our medical conditions.*

Ask participants to turn to page 186 in their books. Go through the chart on that page. Help participants identify harmful thoughts that are linked to the different emotions they may have and dispute the thoughts. Also discuss how participants can manage emotions by what they do and by obtaining help from others.

## V. TAKE HOME MESSAGE

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

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

## 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 relationships 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?
1. What are your goals and plans after you leave the group?

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

2. How will you continue to get support?
3. What do you need to continue your progress in managing your mood?
4. 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) Continue tracking mood using the mood scale and track the number of things you do each day to take care of your health and physical well-being (see page 152).

OPTIONAL PROJECT (do the following activities if you want)

- 1) **THOUGHTS:** Use the chaining exercise on page 189 to show how thoughts are connected to emotions, such as anxiety, anger, fear, and grief. Think about how you might change these thoughts in a helpful way that might positively affect your health and medical problems.
- 2) **ACTIVITIES:** List things you might do that might help you manage the emotions (anxiety, anger, fear, and grief).
- 3) **PEOPLE:** Identify the people in your life (family, friends, and health care providers) that can help you manage different emotions.

### 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.

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

## GROUP LEADER SELF EVALUATION FORM: HEALTH 4

### 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.

Satisfaction w/ 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 relationship between other emotions and health	_____	_____	_____
2. Other factors that may affect health	_____	_____	_____
3. How do these negative emotions and unhealthy behaviors affect the body.	_____	_____	_____
4. To what degree do these emotions affect me	_____	_____	_____
5. Thoughts, behaviors, people, and other emotions	_____	_____	_____
Take Home Message	_____	_____	_____
Personal Project Assigned	_____	_____	_____
Preview and Feedback	_____	_____	_____

## COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

### CES-D

I am going to read a list of ways you may have felt. Please tell me how often you have felt this way during the past week; rarely or none of the time; some or a little of the time; occasionally or a moderate amount of time; or most or all of the time.

During the past week, that would be from (date) through today:	Rarely or none of the time (less than 1 Day)	Some or a little of the time (1-2 Days)	Occasionally or a Moderate Amount of Time (3-4 Days)	Most or all of the time (5-7 Days)
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I did not feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I could not shake off the blues even with help from my family or friends.	0	1	2	3
4. I felt that I was just as good as other people.	3	2	1	0
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt depressed.	0	1	2	3
7. I felt that everything I did was an effort.	0	1	2	3
8. I felt hopeful about the future.	3	2	1	0
9. I thought my life had been a failure.	0	1	2	3
10. I felt fearful.	0	1	2	3
11. My sleep was restless.	0	1	2	3
12. I was happy.	3	2	1	0
13. I talked less than usual.	0	1	2	3
14. I felt lonely.	0	1	2	3
15. People were unfriendly.	0	1	2	3
16. I enjoyed life.	3	2	1	0
17. I had crying spells.	0	1	2	3
18. I felt sad.	0	1	2	3
19. I felt that people disliked me.	0	1	2	3
20. I could not get "going."	0	1	2	3

# COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part I: Lecture Notes for Instructors: Health 4

Version 2000: May, 2000

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

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

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

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