

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

GOALS FOR LEADERS

- Review the reciprocal nature between mood and interpersonal relationships.
- Explore feelings and thoughts related to group members' interpersonal problem focus area(s).
- Introduce and practice communication skills.
- Highlight the notion of Choice: we can choose the people with whom we will be and what we will do with them. Make choices that improve mood.

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: The Connection Between Interpersonal Relationship Problems and Feelings, Thoughts, and Behaviors
- 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 People 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 contacts with others and how we feel. 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 and contacts with people. If necessary, ask participants how depression affects their desire to interact with others and then ask how negative interactions or a lack of interactions affects their mood. Go over the diagram found on the top of page 108 of their books and have a group member read the statement shown on the top of that page.

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

Interpersonal Relationship Problem Area

Ask participants to identify the interpersonal relationship problem that they identified as the focus of the therapy. Patients can refresh their memory using the table on page 108. For those participants who were not here last week, quickly review the 4 problem areas and help them to identify the one that they would like to work on. Those 4 problem areas are discussed in detail on pages 92 and 93 in the leader manual.

It is important to confirm the Interpersonal Relationship problem(s) and goal(s) identified by each participant in the previous session as you will be working on these problems and goals this session.

III. PERSONAL PROJECT REVIEW

Review the homework from the previous session.

WEEKLY PROJECT

- Mood scale
- Track the number of positive and negative contacts they had each day.

OPTIONAL PROJECT

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

- What they did to make their support system stronger?

IV. NEW MATERIAL

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

[sample bridge]

As we mentioned last week, we are going to spend the next three weeks, including today talking about making changes in our interpersonal relationship problem areas. Today we will begin focusing on the areas that you have selected.

1. IDENTIFYING FEELINGS, THOUGHTS, BEHAVIORS, AND PHYSICAL REACTIONS CONNECTED TO INTERPERSONAL RELATIONSHIP PROBLEMS

PURPOSE: To highlight the connection between feelings, thoughts, behaviors, physical reactions, and interpersonal relationship problems

[sample introduction to this section]

Last session you identified interpersonal relationship problem areas.

Make specific references to problem areas group members selected.

This session we will begin talking about how to make changes in these problem areas. As we begin talking about making changes, it will be important to remember that when we have problems with interpersonal relationships, this affects our thoughts, our behaviors, our body, and ultimately our mood.

Go over the diagram on page 109 and discuss this diagram.

You can use the following questions to begin a discussion.

- How do you think your interpersonal relationship problem affects what you do?
- How do you think your interpersonal relationship problem affects how you think?
- How do you think your interpersonal relationship problem affects how you feel physically?
- How do you think your interpersonal relationship problem affects your mood?
- Over the past week, what were your feelings, thoughts, and physical reactions about your relationship problem?
- Over the past week did you behave in any ways that were unhelpful because of your relationship problem?
- Over the past week did you make any changes in how you behaved related to your relationship problem?

2. FOCUSING ON SPECIFIC INTERPERSONAL RELATIONSHIP PROBLEM AREAS

Note: You may choose to focus only on those areas that are pertinent to group members.

The worksheets contain more information than can be covered in one session. You can choose which particular questions to focus on given the characteristics of the individuals in the group. Group members can complete the worksheets at home should they desire. You may also choose to spread the material for a particular interpersonal problem over two or more sessions. Some participants may need more extensive exploration of their thoughts and feelings regarding an

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interpersonal problem before they are ready to begin thinking about how they can make changes. Trying to encourage them to make changes in the same session that they are exploring their feelings may not allow them the time they need to process their thoughts and feelings. It is important to emphasize to group members that change is a process and that group members may be at different points in the process for different interpersonal problems.

Depending on the size of the group, you may choose to have participants spend a few minutes writing down their thoughts before beginning a discussion with the whole group.

A. LOSS AND GRIEF

PURPOSE: To help group members who have experienced a loss process their thoughts and feelings about the loss and think about healthy ways to react and ways to obtain support.

When participants are grieving, it is important to understand the circumstances of the death (the events that occurred before and after the death), the way the participant remembers the deceased person, and how they understand the person's death, and the role they believe they played in their death.

Have participants turn to page 110 in their book and go through the questions on that page.

1. Thoughts:

What are your memories of this important person?

Pleasant memories?

Unpleasant memories

Help participants identify specific thoughts they may have about losing the significant person. It is important that they explore both positive and negative feelings as individuals with problems with loss and grief often avoid thinking about the complexities of their prior relationship.

Help participants identify specific thoughts they may have about the loss that may cause them to feel depressed.

2. Behaviors:

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

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

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

3. People:

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

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

4. Health:

How has your health changed since you experienced this loss?

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

If you lived with this person, has this loss changed your eating, sleeping or exercise patterns? How could you return them to a healthy state?

EXERCISE:

Begin a group discussion where other group members share how they have managed grief and intense sadness. Talk about how they managed to take care of their emotional and physical health even while grieving.

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

Group discussion of the process of grieving can be validating, supportive and a reality check to the participant who has identified an abnormal grief response as his/her interpersonal problem.

Using the Management of Reality Approach

Encourage group members to think about how they might manage their reality, using the following exercise.

How could you mold your new reality, now that your loved one is no longer in your life so that you could live a healthy, fulfilling life?

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

B. ADAPTING TO ROLE CHANGES OR TRANSITIONS

Have participants turn to page 112 in their books and go through the exercises shown there.

First have them identify the role change or role transition that they feel is linked to their depression. Participants often go through several transitions at one time point. For example, a participant who is unable to work due to a health problem may find that affects their role as “worker” as “husband,” and as “father.” It is important that they understand how all of these changes impact their mood.

Feelings:

- Help participants to identify their feelings about the changes.
- Validate feelings of anger, guilt, loss, and frustration.
- Highlight that it is common to have many different and often conflicting feelings regarding changes.

A Reality Management Approach:

Encourage participants to think about molding their reality. Let them know that they can adapt to the changes by first examining their thoughts, behaviors, and contacts with others and then making changes in these areas.

Thoughts:

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- Help participants identify thoughts related to the changes.
- Focus on thoughts that are related to feelings identified above in the feeling section.
- Help participants to talk about their old role and identify both positive and negative aspects of the old role.
- Help participants about changes they could make so that they could begin to shape their reality and make it into something that they would desire.

Behaviors:

- Help participants think of things they can do to adapt to these changes. Ways they can cope.
- Explore with them whether there are new skills that they need to learn to adapt better to the new role.

People:

Help participants identify people who can help them to adapt to these changes either by providing them with emotional support (listening, hugging, caring), advice, or instrumental support (teaching them skills, giving them tangible help).

EXERCISE:

Begin a group discussion regarding how other group members handled major changes in life. Points for discussion:

- Changes people have experienced (emphasize when others have experienced similar changes as the group member who has identified role change as a problem)
- What kinds of thoughts helped them to manage the changes?
- What did they do to better manage the changes?
- How did they get help?
- Think about your own situation, what would be the best outcome for you in this situation? How could you increase the chance that things will turn out this way?

C. DISAGREEMENTS OR ROLE DISPUTES

Note: ENSURING SAFETY

The therapist should assess the nature of the interpersonal relationship dispute as well as the stage of the dispute, i.e., renegotiable, impasse, or non-reciprocal and/or possible dissolution.

It is important to emphasize that safety is the #1 priority. There is a series of questions on page 114 of the participant manual regarding group member safety. Participants may share incidents of physical, sexual, or emotional abuse. While doing the exercises and reviewing the personal project it is important to assess explicitly for domestic violence, which the participant may have minimized at the initial evaluation. If domestic violence is suspected, the group leader must take active problem solving steps to increase the participant's safety. Crisis intervention may be necessary to help the patient develop a "safety" or "exit" plan in the event of escalating violence in the home.

First help the participant to identify the dispute.

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- With whom do they have this problem?
- What conflict or dispute do they feel is contributing to their depression?

1. Thoughts:

Help participants identify specific thoughts they have had about the conflicts they had over the past week.

How does the conflict affect the way they view:

- themselves
 - their relationship with the person with whom they have the problem
 - their relationship with other people who are not involved
 - the world
-
- What are their values and expectations regarding the problem?
 - What are the other person's values and expectations regarding the problem?
 - What are their values and expectations regarding their role in this relationship?
 - What are the other person's values and expectations regarding his or her role in this relationship?

As participants go through these questions, group leaders can assess and help the participant assess the stage of the dispute. Differences in values and expectations may provide useful information regarding stage of the dispute. IPT identifies three stages, each with different goals. The stages and their goals are outlined below.

<u>STAGE</u>	<u>GOALS</u>
<u>Renegotiable</u> - both individuals are aware of the problem and are talking about it	Help to modify expectations and improve communication. Support conflict resolution.
<u>Impasse</u> (discussion has stopped)	Help explore alternatives to resolving the problem. Improve communication and identify additional resources that could bring about change in the relationship.
<u>Dissolution</u>	Help the individual put the relationship in perspective, become free to engage in new attachments, and achieve as peaceful as possible a dissolution.

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2. People

Encourage the participant to think about the positive and negative qualities of the person with whom they have the problem. Understanding how they see this person will also provide information regarding the stage of their dispute.

- Think about the person you are having problems with.
 - What are his/her good points?
 - What are his/her bad points?
 - How do you think he/she sees the problem (try to understand his/her point of view, even though you don't agree with it).
 - Is there a solution to the problem where you both get something important that you want?

3. Behaviors

Assess how the participant behaves regarding the problem. You may also want to explore how they feel about the way they behave.

- When you have conflict with this person, how do you behave?
 - Is this how you generally behave when you have a problem with other people?
- When you have problems with this person, how does he/she behave?

What can you do about the problem?

Help the participant to explore their options. It can be very useful to do this in a group. One way to explore their options is through problem solving. Problem solving is discussed in detail in Activities 3, pages 61-63 in the leader manual, page 69 in the participant manual.

You may want to let the group know that you are using a technique called problem solving. We discussed problem solving in Activities 3 as a way to overcome roadblocks, but problem solving can also be very useful in helping to resolve interpersonal problems. Many therapists use problem solving to resolve interpersonal problems (e.g. between parents and children, between couples, and between peers).

[sample introduction]

One way to deal with interpersonal conflicts is through a technique called problem solving. We already used it in the Activities module as a tool to overcome roadblocks, but it can also be useful when there are roadblocks in a relationship. If you turn to page 116, we can go over the steps involved in problem solving.

The first letter of each step spells out "ITCH."

Step 1: Identify the problem

When two people have a problem, it is helpful if they can define the problem as something that is external to both people, such as a lack of money. If that is not possible, try to define the problem as related to specific behaviors rather than global personality characteristics. Even if the relationship is at the dissolution stage, people can still work

together to end it.

For example:

The problem is that we have both grown apart.

The problem is that you want to live in the U.S. and I want to return home to my country.

The problem is that we can no longer live together.

Go over the cartoon on page 116 with the participants.

How does defining the problem in this way affect the process of finding a solution?

Step 2: Think about all the possible solutions, without evaluating them. There should be a number of different possible solutions.

Depending on the stage of the relationship dispute (renegotiable, impasse, dissolution) participants may choose to brainstorm solutions with their partner or by themselves.

Make sure to highlight that it is important not to evaluate solutions at this point. So for example, if one of the big conflicts is about no one doing the dishes, possible solutions include using paper plates, paying someone else to do it, eating out, taking turns, one person does it and the other person does another chore, you throw away dirty dishes and buy new ones

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

Again, depending on the stage of the relationship dispute, participants may either choose the best solution by themselves or with the other person.

If the person chooses to make the decision with the other person, they may want to use the following method, especially if they have a lot of conflict with the other person. The method is shown on page 117 of the participant manual

Complete the following table, first filling in only the possible solutions. Make a copy of the table. Then have each person rate whether they like that solution using a + or a -.

Step 4: How well does it work? Try it and find out. Then reevaluate the problem and consider additional alternatives.

Return to group next week and report back as part of your personal project on how well your solution worked.

After finishing this exercise, elicit participants' reactions. What would they think about trying this method.

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

Discuss the reality management approach with participants. Using this approach, we recognize that conflicts will eventually be resolved. Some resolutions are healthy and others may be destructive. By examining options for healthy resolutions and taking steps to increase that they will come true, we can help to manage our reality.

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Discuss with participants that even though we may have conflicts with others and may even have problems that we think we cannot resolve, we can still choose to engage in other activities so that the conflict does not become the only thing that we have in our lives.

Go over the following exercise, which is also found on page 118 of the participant books.

EXERCISE:

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

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

D. IMPROVING PEOPLE SKILLS

[sample introduction]

Some of you have chosen to focus on your people skills and improve them. What do we mean, when we talk about people skills?

Elicit answers from the group. Focus specifically on those who have chosen this problem area in an effort to really assess what they mean by people skills.

If you turn to page 119 in your books, there's a cartoon at the top of the page. In the cartoon, one person is talking and the other person is listening. They are communicating with each other. Talking and listening can seem pretty basic to us, after all we've been doing this since we were little kids, but are they really easy to do?

Elicit answers from the group.

Discuss how misunderstandings, resulting from either people not speaking their mind or others hearing things differently, can cause interpersonal conflict.

You can also ask group members whether they've ever played the game "telephone." You whisper something in one person's ear and then they go around the circle whispering it to the next person, and so on. At the end, the last person says the phrase. Often the phrase comes out very different at the end. This game is an example of how messages change as they get passed on to different people. Sometimes we say things differently than they were said. Sometimes we hear things differently.

This week we're going to focus on our listening skills, and next week we'll focus on our talking skills, specifically the way we make requests when we want things done. To practice our listening skills, let's do an exercise.

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EXERCISE: ACTIVE LISTENING

Have participants get together in pairs.

[sample introduction to activity]

During the next five minutes one of you will speak and the other will listen.

If you are the speaker, I would like you to describe the kind of person you would like to become to your partner. As you talk, pay attention to your partner. Ask yourself, is my partner listening to me? How do I know my partner is listening to me? How do I feel after talking with my partner?

If you are the listener, I would like you to listen without adding anything new. In other words, for right now, don't talk about your own life, even if you have something in common with what your partner is saying. You can repeat what your partner is saying to make sure that you are understanding what they are saying. Try to make your partner feel that you really understand what they are saying. Also notice how your partner talks to you, verbally and nonverbally.

Highlight that they are practicing one specific kind of listening, Active Listening. Listening to what the person is saying without adding your own experience.

Depending on the group, you can choose to do this exercise without first talking about active listening skills or after introducing basic active listening concepts.

After five minutes switch and have the speaker become the listener and vice versa.

At the end ask group members for their reactions. Possible questions to stimulate discussion are listed below.

For talkers:

- How did you know your partner was listening to you? (verbal and non verbal cues)
- How did it feel to be listened to? or not?
- What was good about what your partner did?
- What was not so helpful?

For listeners:

- What did you do to make your partner feel listened to?
- How well do you think you understood what your partner was saying? (content and at an emotional level)
- What was it like to really focus on listening and making the other person feel understood?
- How did you feel about listening to your partner?
- What was the key message that your partner was telling you?

For both: How did doing this exercise affect your relationship?

3. THE GROUP AS SUPPORT

PURPOSE: to help participants process their feelings about being in a group.

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Before we leave today, we would like to talk about what it's been like to be in group. The group is one place where we have contact with other people, and we have the chance about talking about how we feel about this contact.

Open this topic up to group discussion. Possible questions are listed below.

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

V. TAKE HOME MESSAGE

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

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

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

VI. PERSONAL PROJECT

WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of positive and negative contacts you have each day.

OPTIONAL PROJECT

Select one of the following activities to do

- 1) Pick an activity you could do with someone this week that would improve your mood and do it.
- 2) Identify obstacles that get in the way of doing something pleasant with another person.
- 3) Do the worksheets in the book that focus on your interpersonal problem area.

VII. FEEDBACK AND PREVIEW

[sample]

Next week we will continue to look at choices we have about our relationships and changes we can make. We will also be talking more about different ways that we can communicate with others.

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?

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GROUP LEADER SELF EVALUATION FORM: PEOPLE 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.

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. Identifying feelings, thoughts, behaviors, and physical reactions connected to interpersonal relationship problems.	_____	_____	_____
2. Focusing on specific interpersonal relationship problems	_____	_____	_____
a) loss and grief	_____	_____	_____
b) adapting to role changes or transitions	_____	_____	_____
c) disagreements or role disputes	_____	_____	_____
d) improving people skills(active listening)	_____	_____	_____
3. The group as support	_____	_____	_____
Take Home Message	_____	_____	_____
Personal Project Assigned	_____	_____	_____
Preview and Feedback	_____	_____	_____
Optional: What interpersonal problem area is this person focusing on?			
Name:	_____		
Name:	_____		
Name:	_____		
Name:	_____		
Name:	_____		