

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

Part II: Lecture Notes for Instructors: People 3

Version 2000: May, 2000

PEOPLE 3-- IMPROVE YOUR RELATIONSHIPS AND YOUR MOOD

GOALS FOR LEADERS

- Continue to explore the interpersonal relationship problem areas.
- Introduce more communication skills, including positive requests and assertiveness.
- Talk about culture and communication styles.
- Continue to discuss choices participants can make about their relationships that can improve their mood.

MATERIALS NEEDED FOR THIS SESSION

- 1) Pens
- 2) CES-D
- 3) 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: Interpersonal Relationships and Communication
- 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 2. 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 focused on the interpersonal relationship problem areas you selected (identify the areas and review which group members are focusing on which areas).

What do you remember most from last week?

How does the relationship problem you are dealing with affect:

- 1) your thoughts?*
- 2) your behaviors?*
- 3) your relationships with other people?*
- 4) how you feel?*

What do you remember about the active listening exercise?

How could you tell whether you understood what your partner said?

How could you tell whether you understood what your partner felt?

III. PERSONAL PROJECT REVIEW

Review the personal project from the previous session.

WEEKLY CLASS PROJECT

- Mood Scale
- Track 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.

- 1) What activity did they do with someone over the past week to improve their mood.
- 2) What obstacles got in the way of their doing something pleasant with another person.
- 3) Did they complete any of the worksheets from the previous sessions? If so, have them share what they learned. Did any questions come up?

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 how our interpersonal relationship problems can affect how we feel, think, behave, and interact with others. Today we will continue talking about this, and we will talk about how we can make changes in our interpersonal relationships. Last week, we also talked about active listening, an important communication skill. Today, we will talk about another important communication skill called assertiveness.

1. COMMUNICATION STYLES: WHAT STYLE DO YOU USE AND HOW DOES IT AFFECT YOUR MOOD?

Note to Leaders: The assertiveness training model described here emphasizes the building of assertiveness skills, using overt and covert modeling, rehearsal, positive feedback, prompting, and homework assignments. Basic assumptions regarding one's assertive rights are made explicit. Traditional assumptions and fears that inhibit assertive behavior are explored and challenged, and the consequences of passivity, assertiveness and aggressive forms of communication are discussed. This model is based on the work of Davis (199X).

[sample introduction]

Let's start today by talking about assertiveness and other ways of expressing what we want. Last week we 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.

Write the words on the board.

What do these words mean to you?

Elicit a discussion regarding how they view these communication styles and how they think they might affect their mood and their interpersonal relationships. Leaders can also act out the different communication styles or give examples of the different styles of communication to ensure that group members understand the concept.

Possible questions to elicit discussion are listed below.

- So, if I were _____ (passive, aggressive, assertive), how might I get my point across?
- If I were _____ (passive, aggressive, assertive), how well do you think others would understand my request?
- If I were _____ (passive, aggressive, assertive), how do you think others would feel about me?
- If I were _____ (passive, aggressive, assertive), how would I feel?

OTHER TOPICS TO INCLUDE

- 1) Passive-aggressive - what does it mean to be passive-aggressive?
- 2) Matching your style to what works best in a given situation - even assertive people may choose to be passive (the importance of picking your battles).

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There may also be culturally relevant ways of expressing oneself in different situations. For example, being passive may be desired in certain situations.

What is important is that you choose how you will act.

OPTIONAL ACTIVITY

You can also put the following grid on the board.

At first, just put the bolded, underlined parts of the table on the board and ask group members to complete the rest

<u>Communication styles</u>	<u>Respects wishes of others</u>	<u>Respects own wishes</u>
<u>Passive</u>	yes	No*
<u>Aggressive</u>	no	yes
<u>Assertive</u>	yes	yes

Ask participants:

- Which style do you tend to use?
- How do you think using that style affects your mood?

*Note: For some participants, including those in a relationship with domestic violence, being passive may be the best and safest way of relating to the perpetrator. In cases such as this, being passive can be viewed as respecting your own wishes and keeping yourself safe.

OPTIONAL ACTIVITY: PASSIVE, AGGRESSIVE, OR ASSERTIVE?

Ask group members to identify the communication style you are using. Use examples given below or make up ones that are more pertinent to the group. You can also choose to share the aggressive and passive examples and have the group come up with the assertive response.

Situation: leading a group

- Will you all just shut up!
- Ummm. . . umm. . . I'm waiting. . . come on guys.
- I know you all have things to say, but could you please take turns talking.

Situation: waiting in a line

- Oh I guess there's nothing I can do. I'll just go home.
- 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 about it?
- Look, I've been waiting in line for over an hour! When is someone going to help me.? You guys must be completely incompetent!

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Situation: interpersonal conflict

- Oh yeah? Well you're an f_____ bitch!
- I don't appreciate your talking to me like that, and I don't have to stay here.
- (to self) Oh no, when will this ever end?

2. ASSERTIVENESS AND MAKING REQUESTS

[sample statement]

Part of being assertive is being able to make requests in a clear and positive way. When we do this, we are able to ask for what we want and need, others know how they can help us, and it increases the chance that we will get support. Of course, it does not guarantee that we will get what we want. The other person may agree to a different compromise, or they may simply refuse, but at least we'll know the answer.

Why is it useful to make a request even when the answer might be no?

Elicit answers from group members. Points to emphasize are listed below:

- They might say yes.
- At least you know.
- You can move on and think about what else you can do.

ACTIVITY: PRACTICING MAKING REQUESTS

Put up guidelines on the board for making requests. The guidelines are also shown on page 125 of the participant manuals.

- Identify what you want.
- Pick who you should ask for help.
- Figure out a way to say it in a way that is clear and direct.
Discuss the difference between indirect and direct requests. For example, "boy, the trash can is full" and "I wonder when you'll be taking out the trash" are both indirect requests. "Could you please take out the trash in the next half hour" is a direct, specific request. "I sure am worried about my sugar level" versus "Doctor can you check my sugar level."
- Acknowledge the other person if appropriate (i.g. "I know you're really busy.") Talk about how this sets the stage for making a request.
- Be willing to compromise.
- Respect the other person's right not to do what you request.

Have each group member think of someone they would like to request something of this week (i.e. friend, family member, doctor). Help them to decide what they would like to request from this person and think about how they would like to make the request.

Have them practice making the request in group and then have group members give them feedback.

3. ASSERTIVENESS AND EXPRESSING YOUR FEELINGS

[sample statement]

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Another part of being assertive is being able to express positive or negative feelings and thoughts calmly, honestly and respectfully to another person.

Begin a group discussion regarding why it might be useful to share your thoughts and feelings.

- *In the past week, with whom did you share your feelings and thoughts?*
- *How did it feel to share your thoughts and/or feelings?*

When we talk about expressing thoughts and feelings in an assertive way, we often think of saying “I think. . . “ or “I feel. . . .” We call these statements “I statements.” I statements are a reflection of reality as you perceive it. By making “I statement” you are sharing your internal reality with others.

Write these statements on the board:

“I think _____”
“I feel _____”

Have participants complete these statements either in pairs, or elicit answers and write them on the board. Alternatively, participants can also go to the board themselves and write out their answers on the board.

Note: “I statements” are recognized as a Eurocentric form of communication. Group leaders must be sensitive and respectful of indirect forms of communication that may be more culturally congruent and as effective for some ethnic minorities. Group leaders can elicit examples from ethnic minority participants regarding how he/she may express his or her feelings and thoughts in a way that is culturally appropriate. Cognitive behavioral therapy can be tailored to a culturally diverse patient population.

- Does your family have other effective ways of expressing feelings, thoughts, or wishes without using “I statements”?

OPTIONAL ACTIVITY

Lead group members in an imagery exercise to explore how being assertive might affect their mood and to understand what they feel are some of the obstacles to assertiveness.

- Imagine a situation where you express how you feel or think to another person. (try to imagine it as if it were a movie)
- How does the person react?
- How do you feel after sharing your thoughts and/or feelings?
- How do you think people in the group might react if you share how you think of feel?

4. WHAT KEEPS YOU FROM BEING ASSERTIVE

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Explore with participants the roadblocks to being assertive. Questions to stimulate discussion are listed below.

- *Does assertiveness mean danger for you?*
E.g., “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 disagreement can be resolved?*
Is the relationship headed for dissolution?
Do you have evidence that the relationship is not reciprocal, not mutually respectful and caring of each others needs?

****You have the right to feel safe!**

When relationships appear to be non-reciprocal, abusive or violent, the relationship may be headed toward dissolution or towards significant limits. The therapist can explore with the specific group participant how he or she evaluates the status of the relationship in dispute. The therapist may also elicit input from the group regarding the stage of the relationship to provide additional feedback and/or support to the participant.

- Do you think you have a right to be assertive, to express your own point of view? (If no, why not?)
- Do you know how to be assertive? (If no, how could you learn how to be assertive?)
- What do you fear will happen if you are assertive?

ACTIVITY: MY RIGHTS

Ask people to turn to page 129 in their books. Ask participants to read what is written on that page (see below). To encourage group interaction, it may be useful to have group members each read one of the rights. When you are done, begin a discussion about what they think about their rights.

MY RIGHTS

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

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.

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

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

I have the right to decide whether or not I will do what others ask of me.

Adapted from: Treating Alcohol Dependence By Peter Monti, David Abrams, Ronald Kadden, & Ned Cooney.

V. TAKE HOME MESSAGE

Relationships are like cars. They need maintenance, or they begin to have troubles and break down.

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By being assertive and expressing what you want and how you feel in a respectful way, you can improve relationships with others.

Being assertive allows you to manage your mood and your life by choosing when and where to express how you think and feel.

VI. PERSONAL PROJECT

WEEKLY PROJECT

1. Do the mood scale.
2. Track the number of positive and negative contacts you have with others each day.

OPTIONAL PROJECT

- 1) Plan to get together with a supportive person this week.
- 2) Decide when and with whom you would like to be assertive this week and then try being assertive with them.

VII. PREVIEW AND FEEDBACK

Let the group members know that next week we will be talking about obstacles to making changes in relationships. We will be focusing on relationship rules that we may have and will be looking at where they came from and how we might want to make changes in these rules.

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?

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GROUP LEADER SELF EVALUATION FORM: PEOPLE 3

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. Communication styles: what style do you use and how does it affect your mood?	_____	_____	_____
2. Assertiveness and making requests	_____	_____	_____
3. Assertiveness and expressing your feelings	_____	_____	_____
4. What keeps me from being assertive	_____	_____	_____
Take Home Message	_____	_____	_____
Personal Project Assigned	_____	_____	_____
Preview and Feedback	_____	_____	_____

Notes:

