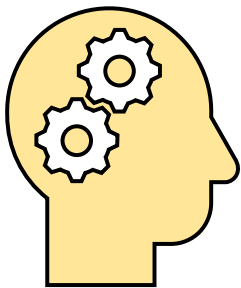




Program to improve well-being among people affected by a mental health problem



THINK AND COPE POSITIVELY

SESSION 1

Session 1: Presentation and Welcome

What are we going to do?

- ✓ Get to know the program and the work we will be doing during these sessions
- ✓ Get to know the people who are going to form part of the group
- ✓ Get to know the rules, structure, and material for the group
- ✓ Define our own individual goals



Contents of Session 1

- Game to get to know each other
- Information sheet 1.1. Rules and structure of the group
- Information sheet 1.2. Our goal: Increasing well-being
- Information sheet 1.3. Group goals and strategies



Information sheet 1.1. Group rules and structure

- Confidentiality
- Regular attendance
- Punctuality
- Participation in the group and its activities
- Mutual respect
- Phones on silent
- And more than anything... HAVE FUN WITH MY COLLEAGUES AND THERAPISTS!!!!!!



Group objectives

Identify and feel more pleasant emotions.

Increase pleasant emotions.

Identifying automatic negative thoughts (complaints, pessimism, self-stigma).

Learn to think in a more positive and realistic way.

Identifying the communication "with myself."

Learn to be kinder to myself.

Identifying a life Project with my therapist and improving my alliance with them.

Identifying erroneous coping strategies that hinder my life project (avoiding and escaping).

Learn to confront present and future situations with greater well-being.

Adapting coping strategies to my "life project connected with my well-being."

My environment to get to know and support my life Project.

Feel better around other people, improving my social relationships.

SESSION #	NAME
Session 1	Presentation and welcome
Session 2	Identifying positive emotions
Session 3	Experiencing positive emotions
Session 4	Identifying negative thinking “traps”
Session 5	Transforming my negative thoughts into more positive ones
Session 6	Experiencing positive thinking I
Session 7	Experiencing positive thinking II
Session 8	Learning to be kinder to ourselves
Session 9	Constructing a life project
Session 10	Identifying coping strategies I
Session 11	Identifying coping strategies II
Session 12	Identifying adaptive coping strategies
Session 13	Building my life project with my environment
Session 14	Will you help me construct my life project?
Session 15	Caballero, R: rcaballero@comillas.edu (PI) Multifamily Session, closing and farewell

Our goal: Increasing well-being

What is well-being?



PLEASANT
EMOTIONS

+

PERSONAL
FULFILLMENT



**Short duration, easy to obtain and
super necessary.**

**They are like the engine that helps us
reach our personal fulfillment.**

- Autonomy
- Positive personal relationships
- Self-acceptance
- Control over the environment
- Personal growth
- Life purpose

**Hard to obtain, but their effects on
well-being are long-lasting.**

Session structure

All of the sessions of **THINK AND COPE POSITIVELY** follow the structure below:

1. Welcome.
2. Weekly review.
3. Activities for the day.
4. Parting with one of the group's songs.



Before we go.... It's time for a song!

Who chose this one?



SESSION 2

Session 2: Identifying pleasant emotions

What are we going to do?

- Identify emotions and their function
- Learn to connect with the present moment
- Identify the differences between pleasant and unpleasant emotions
- Delve into the messages of positive emotions



Contents of Session 2

- Information sheet 2.1. Pleasant and unpleasant emotions
- Worksheet 2.2. Positive emotions and their messages
- Homework: “Let’s photograph an emotion”



Differences between pleasant and unpleasant emotions

Name some pleasant and unpleasant emotions.

Do more pleasant or unpleasant emotions come to mind?

Can you identify where you feel them in your body?

What purpose do you think pleasant and unpleasant emotions serve?



Information sheet 2.1. Pleasant and unpleasant emotions

PLEASANT	UNPLEASANT
They are more subtle.	We can distinguish them more easily.
They are more frequent, but harder for us to identify.	We tend to focus on them more, and because of that they seem more frequent.
Their location is more extended throughout our bodies.	Their location is in a more concrete part of our body.
Once we feel them, they tend to be short-lived, so we should try to increase their duration.	Once we experience them, they last longer.
They open up doors of possibilities, they allow us to be more creative and generate resources and strengths.	They prepare us for tackling threats, confronting, avoiding, escaping, etc.

Worksheet 2.2. Pleasant emotions and their messages

Down below you will find an empty table (with an example) where you can think about pleasant emotions and the day to day situations in which they help us:

EMOTION	WHAT DO THEY GENERATE?
Example:	It helps us in exploring, in wanting to do things and learn new skills.
JOY	It may be that when you started attending your rehabilitation center, that if you felt joy, you had the urge to get to know the center, the people, the groups... Do you remember how it was?

But what is going on? Why is it so hard for me to find and understand them??



People experiencing mental health problems may spend more time feeling unpleasant emotions than pleasant ones, partly because of symptoms and stigma. That is why it is important to make time and space to notice and enjoy pleasant emotions.

We can learn to “look another way,” at least for part of the day.



<https://www.youtube.com/watch?v=V3M6sAGZUUY>

	EMOTION	ASSOCIATED SENSATIONS	FUNCTION
	JOY	Satisfaction Pleasure	It helps us explore and learn new skills
	GRATITUDE	Being thankful Feeling recognized	It facilitates creating social experiences
	SERENITY	Security Tranquility	It helps us appreciate and savor the pleasant moment
	INTEREST	Curiosity	It helps us explore and learn new skills
	HOPE	Illusion Confidence	Increases creativity and resilience
	PRIDE	Satisfaction Dignity	It helps us appreciate past accomplishments and achieve future ones
	HAVING FUN	Joy Entertainment	Increases well-being, relationships with others and creativity
	INSPIRED	Enthusiasm Creativity	Improve your ability to create and work in different and more efficient ways
	AMAZEMENT	Admiration Fascination	Helps us appreciate the complexity and diversity of our world
	LOVE	Affection Tenderness	It helps us share with and take care of each other

Pleasant emotions and their function

Homework: “Let’s capture an emotion”:

THE 5 SENSES: Sometimes isolation, apathy, medication side effects, or negative symptoms can make focusing on our pleasant emotions more difficult. For next week, let’s think of an activity that stimulates any of our senses and that generates a pleasant emotion within us and let’s take a picture of it with our cellphone.

***If you don’t have a cellphone, you can draw it or write your experience down on paper and share it with the group.**



Caballero, R. rcaballero@comillas.edu (P)



Before we go.... It's time for a song!

Who chose this one?



SESSION 3

Session 3: Let's experience pleasant emotions

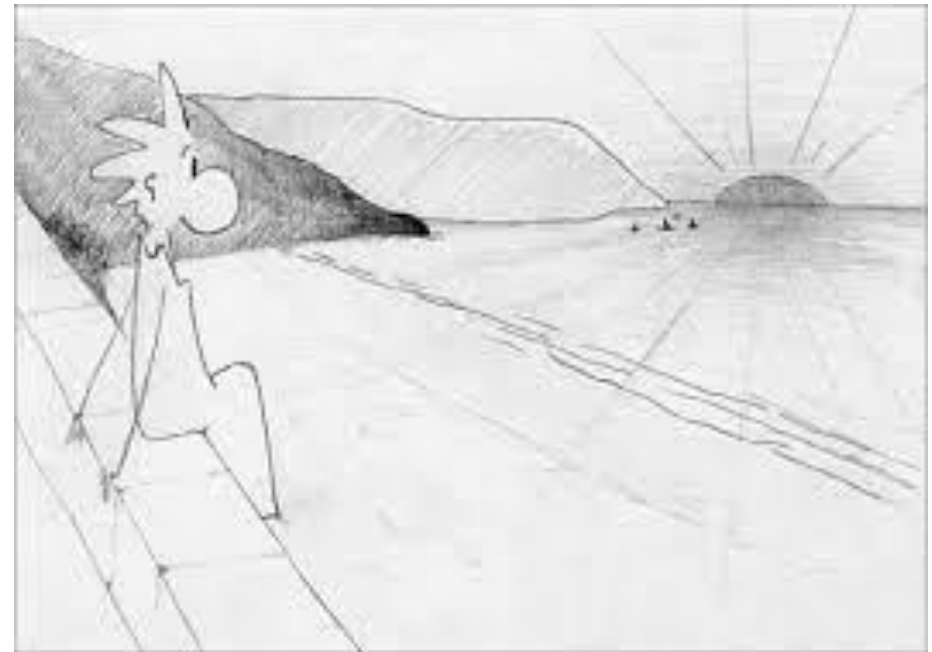
What are we going to do?

- Introduce the concept of savoring
- Amplify our pleasant experiences
- Generate pleasant experiences through our senses



Contents of Session 3

- Information sheet 3.1. Savoring
- Homework 3.1. Savoring



Sharing our homework from Session 2

Before starting with session 3, were you able to take a picture?

Do you want to share it?



What is savoring?

“Savoring” is something we can do to “**become aware of**” and extend our **enjoyment** of a pleasant experience through the five senses (sight, hearing, smell, taste, and/or touch). It implies savoring a moment, giving it our full attention, concentrating on it.

When studied among people with a mental health problem, the conclusion has been that savoring and somehow registering these experiences (in a small diary, in your phone’s photo gallery) allows people to **improve their well-being and reduce moments of anxiety and sadness.**

Let's see how this works : -))

 <https://youtu.be/mmllotLUU38?si=4aMYCh9eut3TLUKp> (First 30 sec.)

Exercise:

- Choose a food and observe it as if it was your first time seeing it, touching it, smelling it... Live the experience as if you were a child trying the food for the first time.
- Discover its color (look at it), feel (touch it on all sides), and odor (smell it).
- Brush the food on your lips (close your eyes and start to savor it slowly).

Take the first small bite very slowly, discover its taste, savor it.

Continue calmly until you finish and enjoy.

Debate over the experience

- What did you feel?
- Did you relate to the food in a different way?
- Did you enjoy it?
- While you've been savoring, have you been able to disconnect from your problems a little bit?



Homework

Explore savoring different day-to-day activities and tell us about it next week. Some ideas...



Lotion with a special scent



Some yummy food



A song



A head massage



A hug

Before we go.... It's time for a song!

Who chose this one?



SESSION 4

Session 4: Identifying automatic negative thoughts

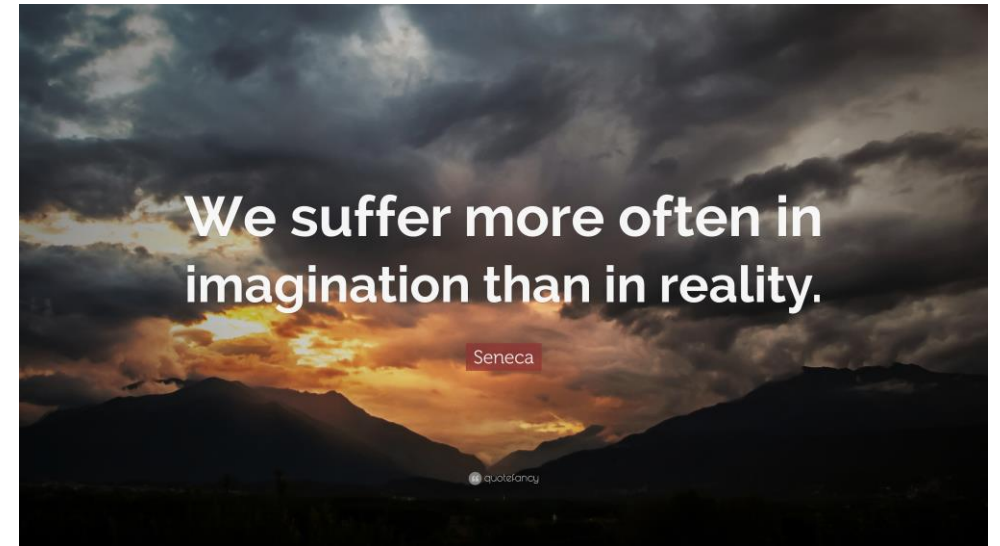
What are we going to do?

- Identify negative thinking “traps”
- Understand their influence



Contents of Session 4

- Information sheet 4.1 What is a negative thinking “trap”?
- Information sheet 4.2 Types of negative thoughts



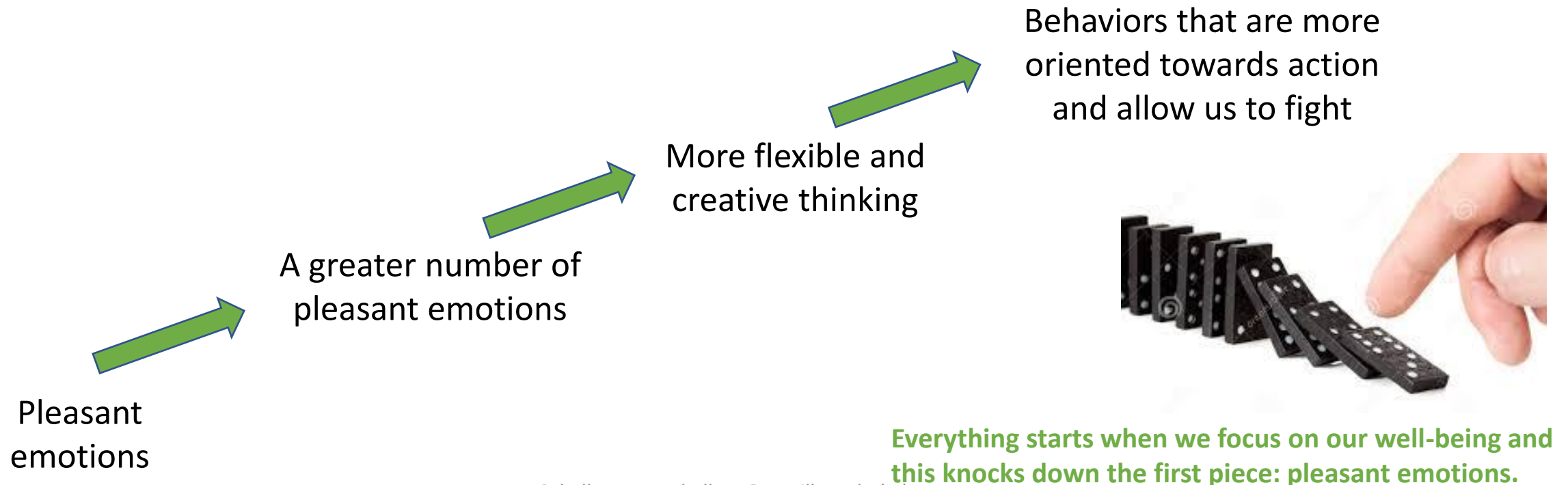
Sharing our homework from Session 3

Before we begin session 4, were you able to savor new experiences? Can you tell us about them?



Introduction

Before we start talking about “thoughts” it’s important to understand: why did we start the group increasing our pleasant emotions?



Identifying negative thinking “traps”

David is 28-year-old young man who was recommended to go to a rehabilitation center to improve his mental health problem, even though he isn't very confident that it's going to help.

He's been home more than 6 years, having barely any social contact. His friends from school have already started their lives while he preferred to stay inside his home and “take it easy.” He says that he spends his time on his phone watching YouTube and occasionally walking his dog or seeing his psychiatrist.

He just started attending the center. He likes the professionals and the rest of the people seem nice: “there's a bit of everything” he tells his family.

The other day a professional invited him to have breakfast with a group of people from the center.

What might David think?

- It's better to say something and not go... it's too early.
- Maybe I can try, the people seem nice.
- What a drag! I'll pass.
- It's going to be super uncomfortable... I barely know anyone, how embarrassing!
- This way I leave my house a bit and do something different. There's no risk in giving it a chance.
- I'm not going to know what to talk about.



What would you think?

Which thoughts facilitate him going and which ones don't?

Do you tend to have any of these thoughts?

caballero, R. | rcaballero@confillts.edu (PI)

What is a negative thinking “trap”?

It is a rigid, unrealistic pattern of thinking that is embedded deeply into our awareness and forms part of our identity and fundamental values.

People with long-term mental health problems:

- a) Have more negative thoughts and these are more rigid. One way to identify them is through COMPLAINTS, CRITICISM, SELF-CRITICISM, or ANTICIPATION without facts.
- b) These thoughts are automatic (like blinking) and sometimes are not perceived.



<https://www.youtube.com/watch?v=m9Wh66FXZJQ>

Some thinking traps



- **Overgeneralization:** Thinking that something specific that has happened to us is going to be the general case from now on. For example, I sent out resumes and haven't received any calls for a month, and so I think that I will never get a job.
- **Personalization:** Thinking that whatever is being discussed is about us. For example: Being with family, someone says that they are bored, and the person thinks that they are actually being told that they are boring.
- **Emotional reasoning:** Thinking that things happen due to or in relation to the emotion that we're feeling. For example: the first day I meet my psychologist, if I am happy that day, have slept well, and we connect over something, that means the therapy and my process are going to go super well.

***There's a full list in the group workbook and a questionnaire for those who want to delve deeper.**

Homework

Continue savoring / capturing different day-to-day activities and tell us about it next week.

Identify automatic negative thoughts and tell us about them next week.



Before we go.... It's time for a song!

Who chose this one?



SESSION 5

Session 5: Transforming my negative thoughts into more positive ones

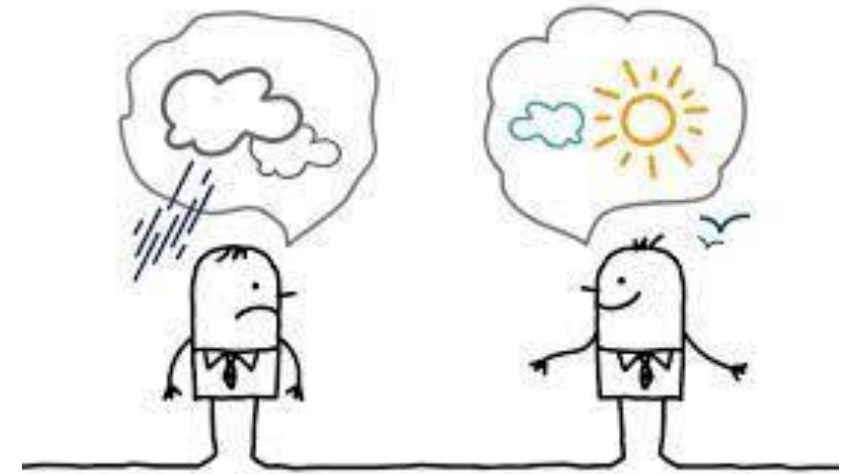
What are we going to do?

- Get to know what optimism is and is not
- Reflecting on the advantages of a more optimistic way of thinking
- Implement the keys to modify our automatic thinking into a more future-oriented one.



Contents of Session 5

- Information sheet 5.1 Definition of optimism
- Information sheet 5.2 Advantages of optimism
- Information sheet 5.3 How can I try to change my thought traps?
- Homework: Three good things



Optimism fundamentals

✓ "An optimist sees an opportunity in every calamity; a pessimist sees a calamity in every opportunity."

(Winston Churchill)

✓ Optimism **IS NOT** seeing everything as rosey, ignoring all difficulties and living like an excessively cheerful coffee mug quote.

✓ It is an attitude or a tendency to **LOOK FOR** the positive aspects of a situation by focusing on them. Additionally, it involves identifying the **MECHANISMS OF ACTION** that will lead us to that final result, committing ourselves to change.



Benefits of optimism

- Optimism guides us towards the future with **HOPE** and prepares us to act to achieve our well-being through PERSONAL FULFILLMENT.
- **Improves our mood** by being oriented towards the future instead of the past (guilt, obsessions, sadness).
- It helps us set **personal goals**.
- It helps us in being more **flexible** and open to other concepts and experiences.
- It helps us to focus on **opportunities**, instead of threats.
- It makes us feel more **confident**.



Keys in changing our automatic negative thoughts

Let's think back to when David was invited to have breakfast with other people from the center. These are some of the thoughts he might have had:

- It's better to say something and not go... it's too early.
- Maybe I can try, the people seem nice.
- What a drag! I'll pass.
- It's going to be super uncomfortable... I barely know anyone, how embarrassing!
- This way I leave my house a bit and do something different. There's no risk in giving it a chance.
- I'm not going to know what to talk about. 

“I’m not going to know what to talk about.”



- ✓ Is it a negative thought? Why do you think that?
- ✓ Think of alternatives. What would you tell David?
- ✓ Choose the one that would calm him down the most and is most realistic and flexible.
- ✓ Choose an optimistic alternative.

Voluntary exercise: Three good things

Write down three good things that have happened in your life and reflect on the reasons for which they occurred.



*There are examples in the group workbook if you need them.

Before we go.... It's time for a song!

Who chose this one?



SESSION 6

Session 6: Promoting optimism

What are we going to do?

- Get to know specific techniques that help potentiate optimism



Contents of Session 6

- Information sheet 6.1. ABCDE exercise



Sharing homework from Session 5

What good things have happened in your lives and why? Have you done anything to help bring about those positive results in your lives?

To recall previous tasks: What moments have you savored or photographed?



***REMEMBER: Well-being requires constant effort where it is important to focus on the positive.**

An example of wisdom

“The Holocaust was the genocide that took place in Europe against the Jews during World War II under the Nazi regime of Germany. Kafka was a cultural reference of the time.” Let's get to know Alice Herz-Sommer, 108 years old and a Holocaust survivor.



https://www.youtube.com/watch?v=HZ87qPUY_QA

ABCDE Exercise

1. Adversity:

Describe the mistake, loss, or adversity that has triggered pessimism: “I applied for a job and just received a rejection letter. They didn’t even call me for an interview.”

2. Beliefs

Take note of the beliefs that this situation triggers: “They must have laughed at my resume. I’ve always been a mess. I’m worthless. I will never get to work in something I like.”

ABCDE Exercise

3. Consequences

Look at the consequences of these beliefs: “I feel depressed and humiliated. I don't feel like ever applying to another selection process again.”

4. Disputation

Engage in self-discussion. Creatively and firmly refute your own beliefs. Look for possible flaws in your arguments and alternative explanations. Doubt anything that can be doubted: “Maybe I'm exaggerating. Perhaps they simply didn't appreciate my talents and skills. Maybe it wasn't the right position for me. It could have been an especially competitive selection process, and they didn't even have time to see all the candidates.”

ABCDE Exercise

5. Energy

Become aware of the energy that this discussion has generated: “I feel calmer and more motivated. I am more hopeful that I will find my path. I even started looking for jobs again.”



Helping David

*Read the text about David and Lucia's situation and discuss the task.

Adversity:

I asked Lucia to have lunch together and she rejected me.

Belief:

I'm never going to find a partner, people reject me. I shouldn't try anymore or go back to the center next week, how embarrassing!

Consequences:

Disputation:

Energy:

What else could you tell David?

Homework

Continue savoring / capturing different day-to-day activities and tell us about it next week.

Identify negative automatic thoughts and try to recall what we talked about with optimism in these situations and share it with us next week.



Before we go.... It's time for a song!

Who chose this one?



SESSION 7

Session 7: Promoting optimism

What are we going to do?

- Go over the ABCDE exercise with David and Lucia
- Talk about personal experiences in which we could use this technique, promote optimism



Reminder: Helping David

*Read the text about David and Lucia's situation and discuss the task.

Adversity:

I asked Lucia to have lunch together and she rejected me.

Belief:

I'm never going to find a partner, people reject me. I shouldn't try anymore or go back to the center next week, how embarrassing!

Consequences:

Disputation:

Energy:

What else could you tell David?

Optimistic self-instructions



- To be optimistic, what do you tell yourselves?
- What phrases do you usually use?
- What do you think would be helpful to increase your optimism?

Optimistic self-instructions



- **You should NOT use clichés** like “Everything will be fine” or “Life is wonderful” because this leads to unrealistic optimism.
- You **SHOULD** use phrases that **allow us to PAUSE and identify an automatic thought**. For example, “Am I letting myself be carried away by pessimism? I’m going to reevaluate what I’m thinking.”
- **Accepting my loss/failure:** "It's normal for disappointment to make me think this way. Calm down. I'm going to let a few days pass in case I'm giving it too much importance right now, and then I'll likely think about it differently."
- They **SHOULD** be thoughts that allow us to **think of an action plan** that helps us actively face the situation: “What things depend on me to face this situation while still taking care of myself and others?”

Homework

Continue savoring / capturing different day-to-day activities and tell us about it next week.

Identify negative automatic thoughts and try to recall what we talked about with optimism in these situations and share it with us next week.



Before we go.... It's time for a song!

Who chose this one?



SESSION 8

Session 8: Self-kindness

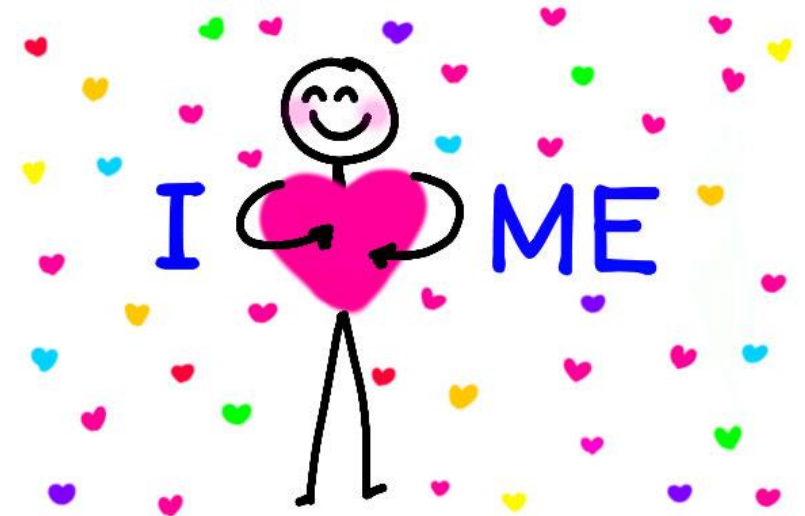
What are we going to do?

- Understand the concept of self-kindness
- Learn to use a kind voice with oneself to cope with unpleasant emotions and difficult moments.



Contents of Session 8

- Information sheet 8.1. Self-kindness
- Session exercise 8.1. Learning to be kind to ourselves



Exercise: Helping David

Let's each write a letter in silence where we'll try to be kind and supportive of David regarding his concerns and anxieties about attending breakfast with his colleagues.

What would you tell David right now so that he felt more secure and confident with himself and with the rest of the group?

*Read the cards out loud when finished.

Sometimes it seems as though being kind to others is easy or not...

<https://www.youtube.com/watch?v= uvfAi-QBa4>

It has been shown that being kind to others brings as much or more benefits to the well-being of the person being kind as it does to the recipient.

Questions

- Did you find it challenging to take care of David?
- Did you find words to be kind to him?
- Did you enjoy helping him?
- Do you do this with other people?



Questions

- Do you speak to yourselves as you have spoken to David?
- Do you usually show kindness to yourselves?
- Do you take care of yourselves when facing mistakes, failures, uncertainty... In general, when something goes wrong?

Exercise: Let's close our eyes and think about something that is not going well for us. Then, let's try to speak to ourselves as we have spoken to David.

So then... What is self-kindness?

Self-kindness involves treating ourselves the way we would treat someone we care about. It's about developing a compassionate, affectionate, and practical inner voice towards ourselves when we're going through a tough time.



Voluntary at-home exercise: Working on my self-kindness

Try writing yourself a letter where you're kind to yourself regarding a situation that repeats in your life, and if you feel like it, share it with your therapist or the group next session.



*There are more examples and exercises in the workbook that you can review on your own time.

Before we go.... It's time for a song!

Who chose this one?



SESSION 9

(INDIVIDUAL SESSION)

SESSION 10

Session 10: Identifying my coping strategies

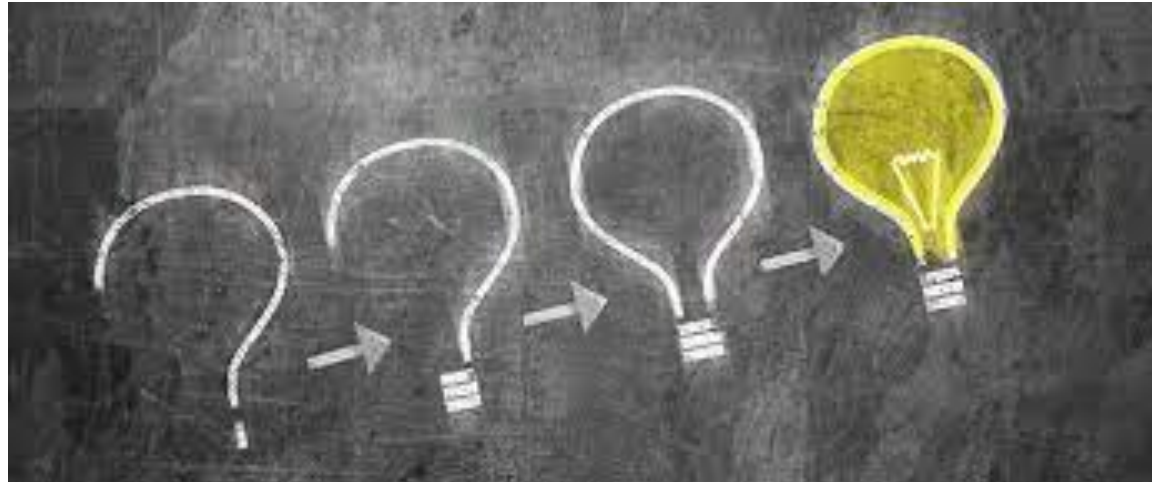
What are we going to do?

- Get to know the array of existing coping strategies
- Identify which coping strategies are more useful



Contents of Session 10

- Information sheet 10.1 What are coping strategies?
- Information sheet 10.2 Types of coping strategies



Life project review

Is it hard to plan a life project? YES, it is for EVERYONE.

<https://www.youtube.com/watch?v=KTfliZGzO6Y>

Did you start planning a life project with your therapist?

https://www.youtube.com/watch?v=zMJw_VpGj9M

Anything you want to comment?



Information sheet 10.1 What are coping strategies?

- a) The **efforts** we put in place to try to resolve issues.
- b) An **internal** demand or problem (like a fear or negative thought) or an **external** one (like something someone asks of us).
- c) I **perceive** it as **excessive** ("I don't have the resources to solve it").
- d) It **overwhelms** me (I feel discomfort).



Information sheet 10.1 What are coping strategies?

How we resolve these situations can lead to either **reducing stress** and calming us down as we partially or completely solve the problem or **increasing stress** because we don't know what to do and the problem worsens, or ultimately **accepting** certain aspects and trying to live with the problem if we can't find an effective solution because there's nothing we can do.

10.2 Types of coping strategies

Next, let's see what types of coping strategies exist. Write down the ones you use most frequently on a piece of paper.

Active coping: Taking direct actions to increase one's efforts and thereby eliminate or reduce the stressor.

Example: I get stressed when the house is messy and dirty, so I start cleaning and organizing it.

Planning: Thinking about how to cope with the stressor. Planning active strategies, the steps you need to take, and the types of efforts you need to make.

Example: Tomorrow, I have to go to a new address that I'm not familiar with. I'm looking at the subway and bus map to figure out how to get there, which stations I need to go to, what connections I need, how long it will take, and which exit to take...

Types of coping strategies

Instrumental support: Seeking help, advice, and information from competent people regarding what needs to be done.

Example: I got a call for a job interview. I schedule an appointment with my professionals to practice the interview and work on making sure I can do it well.

Emotional support: Seeking emotional support characterized by sympathy and understanding.

Example: I slept poorly because my medication was changed, and I'm worried about how it will affect me. I talk to my family about my stress, and it helps me calm down.

Types of coping strategies

Self-distraction: Focusing on other projects, trying to distract oneself with different activities, in order to avoid concentrating on the stressor.

Example: Next week, I have to start a training course, and I'm worried about the other people who will be there and if it will be too difficult for me. Since all I can do is wait, I distract myself by doing word searches, watching TikTok, and taking walks with my family.

Venting: One increases their awareness of their own emotional discomfort by expressing or releasing their feelings.

Example: I feel sad because someone I like seems to be ignoring me. I think about it a lot. I meet up with a classmate and tell her in detail why I feel this way.



Which strategies do you think you use most?

Before we go.... It's time for a song!

Who chose this one?



SESSION 11

Session 11: Identifying my coping strategies

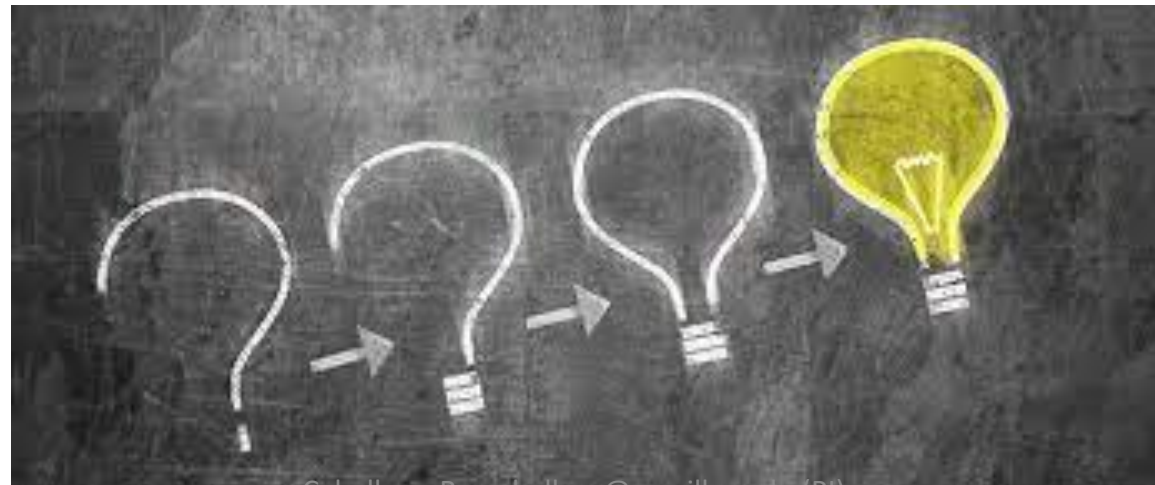
What are we going to do?

- Continue learning about the array of existing coping strategies
- Identify which coping strategies you use most



Contents of Session 11

- Information sheet 11.1 What are coping strategies?
- Information sheet 11.2 Types of coping strategies



Types of coping strategies

Behavioral disengagement: Reducing efforts to deal with the stressor, even giving up efforts to achieve goals that the stressor interferes with. It's like "giving up" partially or completely.

Example: I've been trying to talk to my mother for days because I don't think it's right that she asks me so much about what I'm going to do and forces me to leave my room. Every time I bring it up with her, we argue, and it doesn't seem like she's going to accept that I want to be left alone in my room. I decide to stop discussing it for a couple of days; perhaps I'll need to think about another intermediate strategy, like negotiating times when she can leave me in peace in my room.

Positive reinterpretation: Finding the positive aspects or silver linings of the problem and trying to improve or grow from the situation.

Example: I got a call from Employment Services to attend a course that I had listed as my third choice, and I'm not feeling very enthusiastic about it. I feel overwhelmed. After reviewing the course contents, I think that maybe I can learn something from it and that it might help me in my job search later on.

Types of coping strategies

Denial: Denial of the stressful situation.

Example: My psychiatrist told me that I may need to take one of the medications for many years to stay well and stable. I think, “She’s wrong, that might happen to other people, not to me.”

Acceptance: Accept the reality of whatever it is that is happening.

Example: The guy I like is leaving me on read over text. I've tried messaging him at different times and in different ways (greeting him, opening with a joke, asking him about something...), but nothing... Maybe I should give it some time and stop messaging him, and accept that we won't get to know each other, at least in this way, and let the relationship develop naturally, whatever that might mean.

Types of coping strategies

Religion: The tendency to turn to religion in times of stress, increasing my participation in religious activities.

Example: My mother got sick and is in the hospital. I'm very worried that something bad might happen to her. I pray at night.

Using substances (alcohol): Consuming alcohol or other substances in order to feel better or to help cope with the stressor.

Example: I argued with my father because he thinks I don't work because I don't want to, as if I were lazy. I feel angry and a lot of rage because of it. I go to the corner store and drink a few cans of beer.

Types of coping strategies

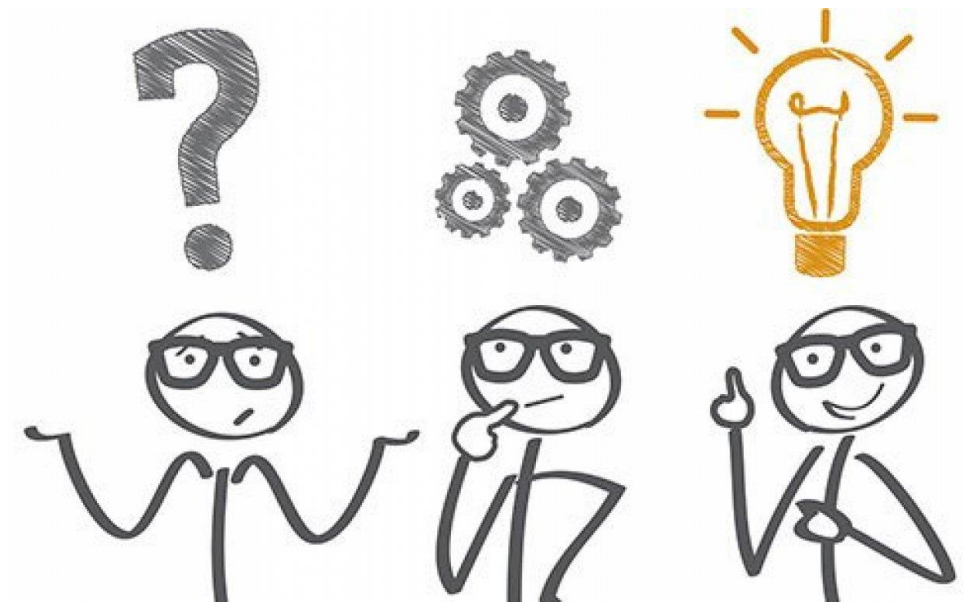
Humor: Making jokes about the stressor or laughing at stressful situations by mocking them.

Example: I got embarrassed because I tripped while leaving the center and I think people saw me. I keep thinking about what others might have thought. When I get home, I put effort into laughing about it or try to make a joke when I tell my family so we can all laugh together.

Self-guilt: Criticizing and guiltting myself for what happened.

Example: We went to spend the afternoon with my cousins because it was my aunt's birthday. I wasn't very talkative because I wasn't having a good day. On the way back in the car with my parents, my mother says that she enjoyed seeing our cousins but was a bit bored. I think she was bored because I was quiet, and therefore it's my fault.

Strategy	Definition
Active coping	Taking direct actions to increase one's efforts and thereby eliminate or reduce the stressor.
Planning	Thinking about how to cope with the stressor. Planning active strategies, the steps you need to take, and the types of efforts you need to make.
Instrumental support	Seeking help, advice, and information from competent people regarding what needs to be done.
Emotional support	Seeking emotional support characterized by sympathy and understanding.
Self-distraction	Focusing on other projects, trying to distract oneself with different activities, in order to avoid concentrating on the stressor.
Venting	One increases their awareness of their own emotional discomfort by expressing or releasing their feelings.
Behavioral disengagement	Reducing efforts to deal with the stressor, even giving up efforts to achieve goals that the stressor interferes with. It's like "giving up" partially or completely.
Positive reinterpretation	Finding the positive aspects or silver linings of the problem and trying to improve or grow from the situation.
Denial	Denial of the stressful situation.
Acceptance	Accept the reality of whatever it is that is happening.
Religion	The tendency to turn to religion in times of stress, increasing my participation in religious activities.
Using substances	Consuming alcohol or other substances in order to feel better or to help cope with the stressor.
Humor	Making jokes about the stressor or laughing at stressful situations by mocking them.
Self-guilt	Criticizing and guiltting myself for what happened.





Which strategies do you think you use the most?

Before we go.... It's time for a song!

Who chose this one?



SESSION 12

Session 12: Identifying adaptive and maladaptive coping strategies

What are we going to do?

- Learn about which strategies are more adaptive

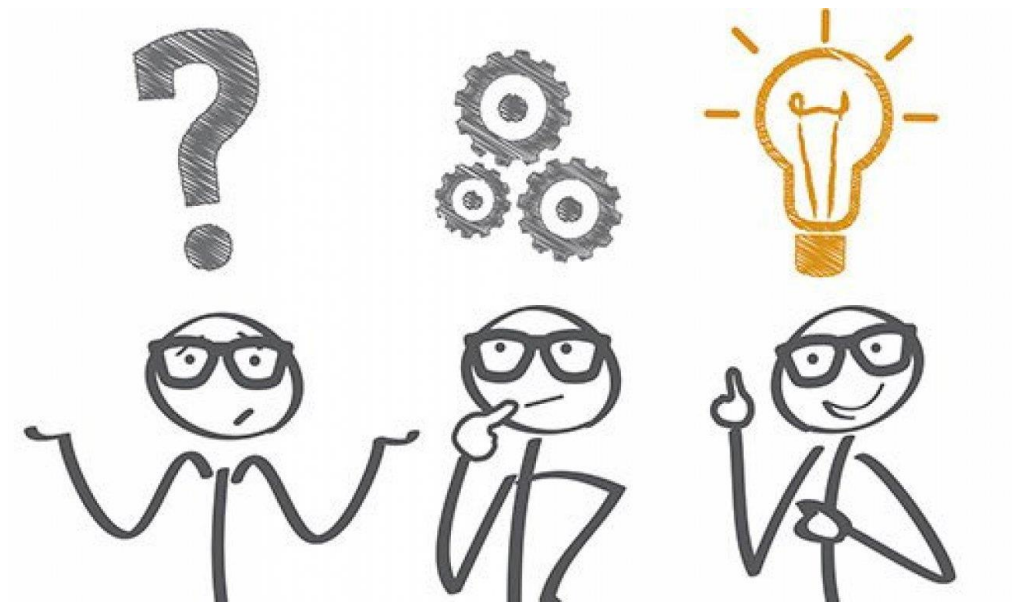
Session contents

- Information sheet 12.1 List of adaptive coping strategies
- “Helping David”



Review of Strategies

Strategy	Definition
Active coping	Taking direct actions to increase one's efforts and thereby eliminate or reduce the stressor.
Planning	Thinking about how to cope with the stressor. Planning active strategies, the steps you need to take, and the types of efforts you need to make.
Instrumental support	Seeking help, advice, and information from competent people regarding what needs to be done.
Emotional support	Seeking emotional support characterized by sympathy and understanding.
Self-distraction	Focusing on other projects, trying to distract oneself with different activities, in order to avoid concentrating on the stressor.
Venting	One increases their awareness of their own emotional discomfort by expressing or releasing their feelings.
Behavioral disengagement	Reducing efforts to deal with the stressor, even giving up efforts to achieve goals that the stressor interferes with. It's like "giving up" partially or completely.
Positive reinterpretation	Finding the positive aspects or silver linings of the problem and trying to improve or grow from the situation.
Denial	Denial of the stressful situation.
Acceptance	Accept the reality of whatever it is that is happening.
Religion	The tendency to turn to religion in times of stress, increasing my participation in religious activities.
Using substances	Consuming alcohol or other substances in order to feel better or to help cope with the stressor.
Humor	Making jokes about the stressor or laughing at stressful situations by mocking them.
Self-guilt	Criticizing and guiltting myself for what happened.



Strategy	Definition	Does it help?
Active coping	Taking direct actions to increase one's efforts and thereby eliminate or reduce the stressor.	YES / NO
Planning	Thinking about how to cope with the stressor. Planning active strategies, the steps you need to take, and the types of efforts you need to make.	YES / NO
Instrumental support	Seeking help, advice, and information from competent people regarding what needs to be done.	YES / NO
Emotional support	Seeking emotional support characterized by sympathy and understanding.	YES / NO
Self-distraction	Focusing on other projects, trying to distract oneself with different activities, in order to avoid concentrating on the stressor.	YES / NO
Venting	One increases their awareness of their own emotional discomfort by expressing or releasing their feelings.	YES / NO
Behavioral disengagement	Reducing efforts to deal with the stressor, even giving up efforts to achieve goals that the stressor interferes with. It's like "giving up" partially or completely.	YES / NO
Positive reinterpretation	Finding the positive aspects or silver linings of the problem and trying to improve or grow from the situation.	YES / NO
Denial	Denial of the stressful situation.	YES / NO
Acceptance	Accept the reality of whatever it is that is happening.	YES / NO
Religion	The tendency to turn to religion in times of stress, increasing my participation in religious activities.	YES / NO
Using substances	Consuming alcohol or other substances in order to feel better or to help cope with the stressor.	YES / NO
Humor	Making jokes about the stressor or laughing at stressful situations by mocking them.	YES / NO
Self-guilt	Criticizing and guiltily myself for what happened.	YES / NO

Which ones help you and which ones don't?

List of adaptive and maladaptive strategies

Adaptive	* Halfway...	Maladaptive
Active coping Positive reinterpretation Planning Using instrumental support Using emotional support Acceptance Religion (if you are religious) Humor	Behavioral disengagement Self-distraction Venting	Self-guilt Denial Use of substances

Note: The "halfway" ones could help us if used with adaptive strategies and not as the only way to cope with something. If they are used as the only strategies or together with maladaptive ones, they wouldn't help us very much.

It is important to understand that these techniques are guidelines and that, used **FLEXIBLY, most of them can help us in certain situations.**

Caballero, R: rcaballero@comillas.edu (PI)

In-session activity



Let's divvy up into two groups to help David.

One group will work on the situation where David fears going to breakfast with his new colleagues from the group. The other group will work on Lucia's "no" to having lunch with him after returning from the center.

Using the table of adaptive and maladaptive strategies, consider what David could do and what he shouldn't do to cope with each situation. Think of concrete examples, and then we'll share them.



Homework

Try to think of something you are stuck on and make a plan that uses adaptive techniques to help you resolve it.

Discuss it in an individual session with your therapist. You can use the worksheet from the manual for support.



No matter what
happens...
you can always take a
break and...



¡Vale,haz lo que yo hago!

Before we go.... It's time for a song!

Who chose this one?



SESSION 13

Session 13: Building my life project with my environment

What are we going to do?

- Learn about the weight of stigma and self-stigma on my relationships with others
- Learn about the effects of appreciation on myself and others
- Plan out what and how I want to share my life project with my environment



Session 13: Building my life project with my environment

Session contents

- Information sheet 13.1 Obstacles in my relationships with others
- Information sheet 13.2 Facilitators in my relationships with others



What do you think has interfered with your relationships with others (family, work colleagues, friends, partners, people in general)?

Maria's situation

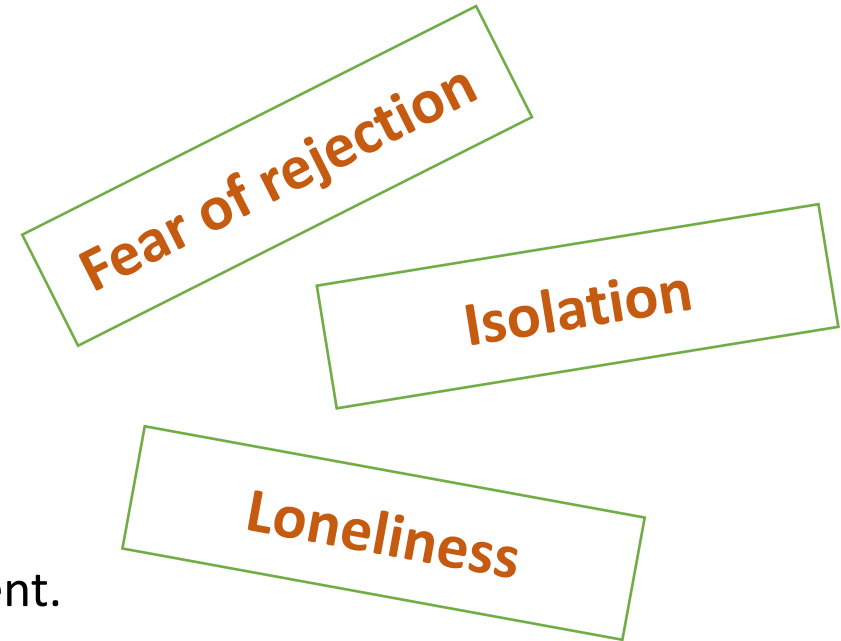
“Maria is 25 years old and has been hospitalized several times with acute psychotic symptoms. For two years, she didn't have any symptoms, lived alone, worked in a tourist information office, and enjoyed an active social life. However, she recently had a relapse of her mental health problem. She was hospitalized again, and it took her two months to recover and be ready to return to work. However, after recovery, she realized that overcoming her illness symptoms was not enough: her employer fired her because they believed she might have a dangerous episode in the office due to her mental health problem. Additionally, her family convinced her that it was too risky for her to live alone and made her move back to her parents' house. Since her family lived in another city, this caused her to lose her friends.

In summary, despite a good recovery from the symptoms of her mental health problem, within a month of being discharged from the hospital, Maria had lost her job, her apartment, and her friends. If Maria had had diabetes instead of a mental health problem (diabetes can lead to severe relapses and hospitalizations), she probably would not have faced a comparable public stigma related to her mental health problem.”

What has happened to Maria in her social relationships?

Information sheet 13.1 Obstacles in my relationships with others

- The onset of the mental health problem:
 - High emotional impact (suffering – symptoms).
 - Treatment.
 - Isolation.
- Bad social experiences throughout our lives:
 - Bullying at school.
 - Abusive relationships or a family's emotional abandonment.
 - Painful romantic relationships.
- Stigma – self-stigma:
 - Stereotypes.
 - Biases/prejudice.
 - Discrimination.



What do you think facilitates your relationships with others
(family, work colleagues, friends, partners, people in general)?

John's situation

"John is 35 years old and has been symptomatic, isolated, and with few relationships for over ten years. After these years of apathy and disinterest in almost everything, his therapist has helped him consider that perhaps change can start with him, without waiting for others or the world to change. He has decided he is tired of arguing with his father, being in his room all day long, and doing almost nothing. The first thing he did was to take note of calmer moments at home and think of activities to suggest to do during those times. He suggested to his parents to watch a Netflix show together after lunch. He has also started to think about what his parents may have felt during these years when he was unwell, and he understands that they may have also suffered. He has decided to thank them for always being there despite everything, and for being happy with every step he takes."

What has John done to improve his social relationships?

Caballero, R: rcaballero@comillas.edu (PI)

Information sheet 13.2. Facilitators in relationships with others

- Empathy: putting ourselves in someone else's shoes
- Choosing when and how we communicate
- Thinking about what is important to us before communicating what we want to say
- Thinking of activities that may be of common interest
- Appreciation/gratitude



<https://www.youtube.com/watch?v=oHv6vTKD6lg>

Before we go.... It's time for a song!

Who chose this one?



SESSION 14

Session 14: Will you help me build my life project?

- Session exercise 14.1 What do I want to share with my environment
- Homework to prepare session 14.2.
Thank you letter



Let's prepare the final
closing session with our
special guests!

**Fill out the worksheets from session 14
in your exercise booklet.**



Before we go.... It's time for a song!

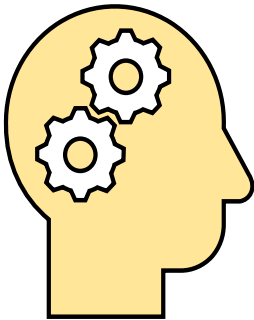
Who chose this one?



SESSION 15

****Here is a possible outline in case you want to use it in session 15 with the special guests (although it is not necessary, do what is most comfortable and beautiful for you).**

Welcome! We want to share our experience in this
group with you:



THINK AND COPE POSITIVELY

What did we do in this program?

Identifying positive emotions

Experiencing positive emotions

Identifying negative thinking “traps”

Transforming my negative thoughts into more positive ones

Experiencing positive thinking I

Experiencing positive thinking II

Learning to be kinder to ourselves

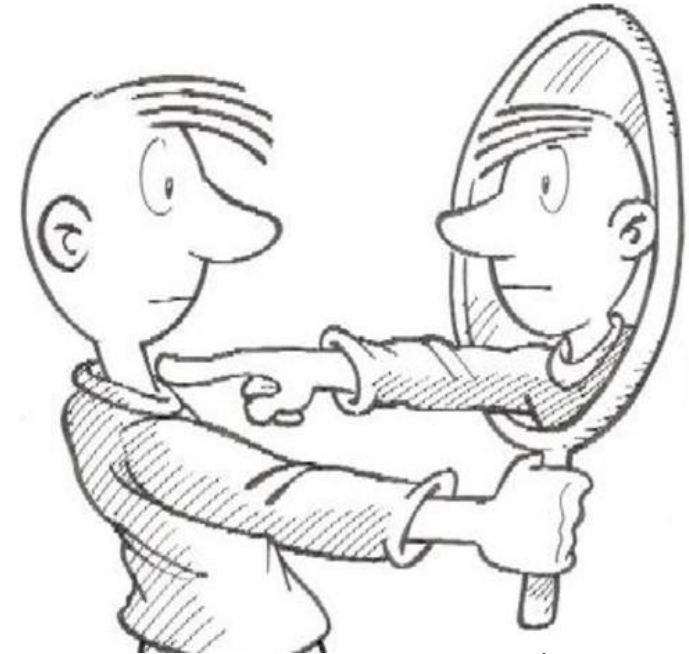
Constructing a life project

Identifying coping strategies I

Identifying coping strategies II



What have I realized?



We worked on building a life purpose through "watering my garden."



(Specify the area you want to
talk about)

Goals:

Actions that water the plant:

Birds or weeds:

We worked on building a life purpose through "watering my garden."



(Specify the area you want to
talk about)

Goals:

Actions that water the plant:

Birds or weeds:

We worked on building a life purpose through "watering my garden."



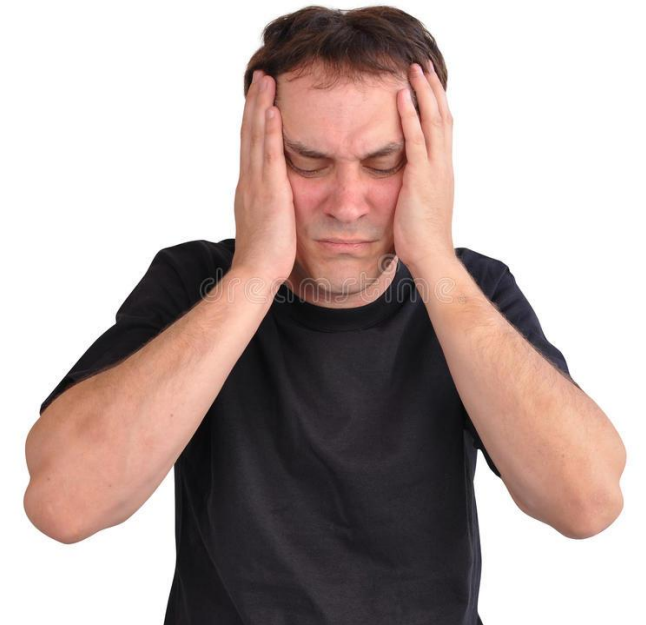
(Specify the area you want to
talk about)

Goals:

Actions that water the plant:

Birds or weeds:

What interferes with my personal relationships?



What would facilitate my personal relationships?



Appreciation?

Do you usually thank your family member, friend, or colleague who has a mental health problem for the things they help you with or the things you appreciate about them?

Take 3 minutes in silence to think and write down something you would say to them. If you wish, you can read it out loud or give it to the person in silence.

How did it go?

Was it difficult? Did you like expressing it?

<https://www.youtube.com/watch?v=oHv6vTKD6lg>



If you want, give them your card



End of the program

