

# GROUP PROBLEM MANAGEMENT PLUS

(Group PM+):

Group psychological help for adults impaired by distress in communities exposed to adversity

STRENGTHS VERSION

MARCH 2018

DO NOT PUT ON INTERNET

Department of Mental Health and Substance Abuse

World Health Organization

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## **Chapter 1: BACKGROUND**

Problem Management Plus (PM+) was developed in 2013 as a 5-session individual intervention for adults living in adversity. There is a lack of scalable, evidence-based psychological interventions, despite widespread prolonged disabling distress. PM+ represents one scalable psychological intervention that is aimed at professionals that have never been trained in these techniques before and a wide range of people without professional training in mental health care (ranging from people with a degree in psychology but without formal training and supervision in counselling to community workers and other lay helpers).

### **Who is PM+ for?**

PM+ helps people better manage their practical (e.g., employment, conflict, housing etc.) and emotional (e.g., feelings of stress, hopelessness, intense sadness etc.) problems.

Although PM+ is developed for application in people affected by adversity, it has been developed in such a way that it can help people with depression, anxiety and stress, whether or not adversity has caused these problems. It can be applied to improve most common mental health problems (apart from specific mental health conditions shown in the exclusion criteria- see below).

PM+ was not developed for use with the following problems:

- 1) a plan to end one's life in the near future;
- 2) severe impairment related to a mental, neurological or substance use disorder (e.g. psychosis, alcohol or drug use dependence, severe intellectual disability, dementia).

For participants presenting with acute needs and/or protection risks (e.g. a young woman who is at acute risk of being assaulted), it is advised that you respond initially with psychological first aid (PFA).<sup>2</sup> If appropriate, such participants may also receive PM+.

### **Group Format**

This manual represents a version of the original PM+ programme for application in groups of adults. Providing a group version of PM+ will likely offer a more suitable option for many contexts.

### **Who can use this manual?**

This manual is aimed at (a) professionals who have never been trained in these techniques before; (b) a wide range of people without professional training in mental health care (ranging from people

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<sup>2</sup> You will need to know how to offer PFA, which takes one day to learn. See: World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva; and World Health Organization, War Trauma Foundation and World Vision International (2013). Psychological first aid: Facilitator's manual for orienting field workers. WHO: Geneva.

with a degree in psychology but without formal training and supervision in counselling to community workers and other lay helpers); and (c) trainers and supervisors of people who offer Group PM+.

This Group PM+ manual may be for you if you:

1. work in an organization that offers help to people affected by adversity;
2. have a genuine motivation to help others and are based in a work setting that allows you to spend enough time with your participants;
3. have preferably at least completed high school education;
4. have completed training in how to use Group PM+;
5. work in a team with others; and
6. receive continuing support and supervision from a trained supervisor. Ideally this should be a mental health professional thoroughly trained in cognitive behaviour therapy (CBT). If this is not possible, it should be someone who has extra training *and* practice both in the methods used in the manual and in carrying out supervision.

#### **Training**

Training of facilitators who are not mental health professionals should involve classroom training and in-field training. The classroom training should be at least 96 hours (12 full days). This should be conducted by a mental health professional who is competent and experienced in all of the strategies included in Group PM+ (i.e. problem-solving therapy, stress management, behavioural activation and strengthening social supports).

Classroom training includes:

- information about common mental health problems (i.e. depression, anxiety, stress);
- the rationale for each of the strategies;
- basic helping skills;
- role-play (trainer demonstrations and trainee participation) on delivering strategies and basic helping skills. Towards the end of the training, one full day includes role-playing;
- helper self-care.

In-field training is required. Knowing the theory of Group PM+ does not make someone skilled in delivering it. Supervised practice strengthens facilitators' knowledge of and skills in Group PM+ and is essential to build the necessary confidence. Following classroom training, at least two groups should be conducted for five sessions (i.e. 15 hours) of supervised practice of Group PM+. The five sessions may occur over a two-week period (minimum). The in-field practice sessions should happen with participants with less severe presentations (e.g. not with severe depression) and under close supervision (1–2 supervision sessions per week). After training in the intervention, Group PM+ should be implemented under routine supervision. The frequency of supervision (e.g. weekly or fortnightly) depends on the skill levels of the facilitators, which may change over the course of time.

Mental health professionals without formal clinical training in CBT may also seek to learn Group PM+. Their training should be completed in 40 hours (five full days), followed by two groups of closely supervised practice. Routine supervision (weekly or fortnightly, depending on skill levels of the facilitators) should occur after training.

### **Supervision**

Supervision is essential. Group supervision for 2–3 hours per week is a good model. It is helpful to limit supervision groups to six helpers per group. Supervisors should have experience in mental health care. They should have completed the Group PM+ training and an additional two days of training in supervision. All supervisors should have or should gain experience in delivering Group PM+ themselves.

Peer supervision and one-on-one supervision (e.g. in response to an urgent participant issue or crisis) can be helpful additions to a group supervision model.

Supervision involves:

- discussion about participants' progress;
- discussion about difficulties experienced with participants or when delivering strategies;
- discussion about difficulties managing group dynamics;
- role-playing how to manage difficulties or to practise skills (to improve facilitators' skills in Group PM+ and skills in group management);
- facilitator self-care.

For more information about training and supervision, please refer to the Group PM+ Facilitators' Training Guide (available upon request).

### **How are Group PM+ Sessions structured?**

Group PM+ is structured in the following way:

- Pre-intervention and post-intervention assessments
- Family engagement session (optional)
- 5 group sessions
- Sessions happen once a week
- Sessions last approximately 2 hours:
  - 15 minutes for participants to arrive, settle down and start a welcoming activity
  - 45 minutes of PM+ teaching and activities
  - 10 minutes for refreshments (this is optional)<sup>3</sup>
  - 45 minutes of PM+ teaching and activities

Each session includes the following:

#### *1) Group teaching and activity time*

- Introduction of a PM+ strategy
  - Including, education about the strategy;
  - discussion on why each strategy is important;
  - activities (e.g. role-plays, rehearsals, partner and group exercises) and discussions to help apply each strategy to one's life;
  - steps to complete each strategy
- A case example:

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<sup>3</sup>It is important that you prepare how to manage tea breaks ahead of starting a group. You should prevent participants leaving the building where the group is taking place (for example, to go home). Some ideas for keeping them in the vicinity are: Doing group activities, continuing activities and discussions to complete PM+ strategies and speaking with individual participants to support them

- To demonstrate how each PM+ strategy can be applied in one's life
- The same case is used throughout the entire programme
- The scripts for presenting the case example are included in this manual. The pictures to be used when presenting the case example are in Appendix E.

2) *Group discussions*

- Sharing of personal stories and experiences of using each strategy
- Discussion about common problems faced with the strategy and how to overcome these

3) *Individual-facilitator discussions*

- Participants will have the chance to speak with group facilitators about how to apply a PM+ strategy to their personal life
- This will happen when facilitators are checking participants' plans for their home practice
- Facilitators may need to make time after the session if participants require more support

4) *Group rituals & activities*

- During teaching sessions and breaks, group rituals and activities will be included
- Aim to support participants in learning PM+ strategies and how to use them to better manage their emotional and practical problems

See below for a session-by-session overview.

## **PM+ Assessments**

Three assessments will take place. All assessments will be completed with participants individually and face-to-face.

1) *Before Group PM+ (done by research assistant, NOT the group PM + facilitator)*

- This is called the *pre-intervention assessment*
- It is completed before the group starts
- The aim is to find out whether individuals are appropriate for the Group PM+, and if so, to gather information on their needs and main concerns
- See Group PM+ Assessments Chapter for more information (Chapter 4)

2) *During Group PM+ (done by Group PM + facilitator)*

Informal check-ins to assess how participants are doing will be done during Group PM + sessions.

You will need to complete this assessment:

- With every participant in your group
- Every session

3) *After Group PM+ (done by research assistant, NOT the group PM + facilitator)*

- This is called the *post-intervention assessment*

- It is done after a participant has completed Group PM+ or after a participant has dropped out of the group (that is, they may not have finished all 5 sessions)
- The aim is to see whether a participant has improved after the 5 sessions, and if not, find ways to help them improve in other ways.

Please see Chapter 4 for more information on assessments.

## Group PM+ Facilitators

To effectively run a group, it is advised one facilitator does not lead more than 6 participants. When more participants are included in a group, seek to include additional facilitators.

### 1) *Role of group facilitators:*

- To lead the group through Group PM+
- To support individual participants as they learn to practise PM+ strategies

When there are 2 facilitators, one of the facilitators will be in charge of leading the session while the other facilitator monitors time and provides assistance to individual participants.

### 2) *Qualities of group facilitators:*

Good facilitators of Group PM+ likely share the following qualities:

- Passionate about helping people affected by adversity
- Have a good understanding of PM+ (i.e., from completing Group PM+ training)
- Good at communicating information in simple, interesting and creative ways
- Comfortable using basic helping skills (see Chapter 3)
- Have an understanding and respect for diversity of cultures and beliefs of their participants
- Have lots of energy to manage groups of people

Box open:

### **Additional characteristics preferred for STRENGTHS group facilitators**

- Have an understanding of Syria and Syrian culture and of the war and its impact on Syrians
- Have an understanding of what life is like for Syrians in their host country
- Are Muslim or are familiar with Islam
- Are the same gender as the group participants
- Are of a similar age to the group participants

Box close

## How to Use This Manual

This manual is used to guide facilitators through each session. You should be familiar with what will happen in every session before you lead that session. You may also have this manual with you in the session to remind you what you should be doing or to read the suggested questions, prompts or scripts (included in *italics*).

Be familiar with the case example before leading a group. Check that the case example is appropriate for the participants included in your group.

This manual helps facilitators,

- *Describe strategies* – by listing key points to tell participants and giving suggested scripts to follow
- *Describe how to use each strategy* – by giving a case example that describes how each strategy can be used in an individual's life to help them manage their problems
- *Encourage group discussion* – by suggesting questions and prompts
- *Facilitate active learning* – by describing how to lead group activities
- *Manage time* – by giving estimated time limits for each session

Facilitators should try to stay as closely to what is described in this manual. All the key points, suggested scripts (written in italics) and activities have been included in this manual because they give all the information you need to help participants understand Group PM+. If you include things that are too different from what is in this manual or ignore parts of it, you may be doing something different than PM+.

It is important for you to be **flexible** when,

- There is a *more sensitive way* of describing a topic or strategy to the group than what is in this manual (e.g., through metaphor)
- Sections of the manual have been altered during cultural adaptation of the manual
- The *group dynamics/relationships* do not permit you to deliver a part of PM+ as described in this manual (e.g., the group has become very distressed so you decide to include Managing Stress earlier in a session)

## Structure of this manual

All of the sessions are divided into separate chapters.

Each chapter describes what you need to do to complete each session. (See below for a session-by-session overview). A checklist of materials needed for each session is also included at the beginning of each chapter.

Each session includes all the information you will need to lead a group. The manual guides you when to read the case example, begin group discussions, and start an activity. There are steps for how to introduce each PM+ strategy, including key points that must be covered. In *italics*, there are also suggested questions or scripts for starting a discussion or for explaining a strategy when you get stuck.

*Appendices:* At the back of the manual are appendices with important information. You should be familiar with these sections before leading a group.

APPENDIX	WHAT IT INCLUDES
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A: Assessing and responding to thoughts of suicide in Group PM+	A form that can be taken into an intervention sessions to guide you on how to assess and respond to participants with thoughts of suicide.
B: Helpful Hints and Facilitators' Notes	Each strategy has 'Helpful Hints' and/or 'Facilitators' Notes'. They describe common difficulties participants can have with each strategy. They also give you suggestions on how best to manage these difficulties.
C: Managing Problems Chart	A visual reminder of the 7 Managing Problems steps for participants
D: Helping Others Case Examples	Describes the 'Helping Others' case examples that you will use in Session 5
E: Case Story Images	The pictures to accompany the story read in each session
F: Participant Handouts	Pictorial handouts are given to participants to remind them of the Group PM+ strategies. Relevant handouts can be given to participants at the end of each session.

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Session-by-Session Overview (needs final update after TOT)

Session	Content	Time	Activities/Materials
<b>Pre-Intervention Assessment</b> Conducted with individual participants before starting Group PM+		60 minutes	Pre-intervention assessment protocol (Conducted by a research assistant and NOT the Group PM + facilitator)
<b>Family Engagement Meeting (optional)</b> If the participant thinks it is helpful, the facilitator meets family and provide information about Group PM+		45 minutes	
<b>1</b> <b>Understanding PM+ and Managing your Stress</b>	Arrive and settle into the group	20 minutes	Refreshments
	Welcome and Introductions	10 minutes	Name tags if available
	Group Guidelines	10 minutes	Large sheet of paper & markers
	What is PM+? Individual Goals	25 minutes	PM+ Poster Good / Less Good Reasons Table Ball of wool
	BREAK (10 minutes)		
	What is Adversity?	20 minutes	4 Adversity Posters
	Managing Stress	25 minutes	Large sheet of paper & markers Ball of wool, balloons
	Ending the session	10 minutes	Individual Action Plans Managing Stress pictorial handout
<b>2</b> <b>Managing Practical Problems</b>	Arrive and settle into the group	10 minutes	Refreshments
	Welcome & general review	5 minutes	Name tags if available
	Review Managing Stress	10 minutes	
	Managing Problems – Education & Example	30 minutes	Managing Problems Chart Managing Problems case example
	BREAK (10 minutes)		
	Managing Problems- Participant Problems	35 minutes	Managing Problems Chart
	Managing Stress	10 minutes	
	Ending the session	10 minutes	

<b>3</b> <b>Time to Get Going and Keep Doing</b>	Arrive and settle into the group	10 minutes	Refreshments
	Welcome & general review	5 minutes	Name tags if available
	Review Managing Stress	10 minutes	
	Review Managing Problems (& continue with same or new problem)	30 minutes	Managing Problems Chart
	Get Going Keep Doing- Education & Example	25 minutes	Get Going Keep Doing case example
	BREAK (10 minutes)		
	Get Going Keep Doing- Participant Activity	35 minutes	
	Managing Stress	5 minutes	
	Ending the session	10 minutes	Individual Action Plans Get Going Keep Doing pictorial handout
<b>4</b> <b>Strengthening your Social Support</b>	Arrive and settle into the group	10 minutes	Refreshments
	Welcome & general review	5 minutes	Name tags if available
	Review Managing Stress	10 minutes	
	Review Managing Problems (& continue with same or new problem)	20 minutes	Managing Problems Chart
	Review Get Going Keep Doing (& continue with same or new activity)	20 minutes	
	BREAK (10 minutes)		
	Strengthening Social Support- Education & Example	20 minutes	Strengthening Social Support case example
	Strengthening Social Support- Participant Support	25 minutes	
	Managing Stress	5 minutes	
	Ending the session	10 minutes	Individual Action Plans Strengthening Social Support pictorial handout

TEXT MISSING FOR AFTER PM+

<b>5</b>  <b>Staying Well and Looking Forward</b>	Arrive and settle into the group	15 minutes	Refreshments
	Welcome & general review	5 minutes	Name tags if available
	Review Managing Stress, Managing Problems, Get Going Keep Doing, Strengthening Social Support home practice (& help set up continuation of strategies)	25 minutes	Managing Problems Chart
	Review PM+	15 minutes	PM+ Cases for 'Helping Others' PM+ Strategies Poster
	BREAK (10 minutes)		
	Staying Well	20 minutes	
	Looking Forward	20 minutes	Materials for reminder cards(optional) or handout of all the strategies
	Closing Ceremony	15 minutes	Meal (optional)

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## What You Need to Know About Working with Groups

Leading groups in a psychological intervention is very different from working with individuals. There are a number of things you should think about before working with a group.

### Practical Things to Consider

#### 1) *Number of participants:*

- Having 2 facilitators is ideal. This allows for one facilitator to lead a session, while the other can watch the time, monitor the group relationships and identify individuals who might be having difficulties understanding the information
- It is recommended that for every 6 participants you have 1 facilitator
- 12 participants in one group is the recommended maximum number

#### 2) *Gender:*

- If possible groups of the same gender are recommended

#### 3) *Cultural and political issues:*

- If possible, include participants of the same cultural, religious and political background
- When this is not possible you should be aware of these differences in the group and consider how they might interfere with the group dynamics. For instance, you may need to discuss these differences openly with the group during the group rules discussion in session 1. At other times, you may need to make sure participants from the same background are not always sitting together. Finally, you might need to monitor group discussion to make sure participants are respecting others from different backgrounds or with different beliefs.

### How to manage a group

How to manage a group is an important topic covered in Group PM+ Training. The following are necessary skills you should feel confident in. Using your basic helping skills is very important when managing a group. Please read about these skills first in Chapter 3.

#### 1. **Keeping to time without cutting short valuable group discussion**

- Reminding participants about time schedules throughout the programme is helpful
- Break times can be used to return to group discussions that you need to cut short
- Sometimes you might decide that a group discussion is very important to continue with and so you decide to shorten another section of the group (see examples in point below.) If you decide to do this think about how you can make time to cover the topic you have skipped (e.g., ask the group to stay longer, ask the group to arrive on time the following day to start early, make the breaks shorter etc.). Always talk with your supervisor about these decisions to make sure you have not skipped important information.
  - For example, if the group is learning about a strategy and how to apply it to one's life you. In this case discussions on helping one participant manage their practical or emotional problem, might also be helpful for the group as a whole.

#### 2. **Managing dominant participants**

- A dominant participant might be someone who talks a lot in the discussion, doesn't let other participants share their stories, talks over the top of others or rejects other participants' opinions. They might force the group to manage their personal problems too.
- Be sure to always use your basic helping skills when managing dominant participants

- When a participant is being dominant, you use skills to manage them during the group session and also on their own.
- During the group session, you can thank the person for their contribution and then invite others to share.
  - “Thank you (name). What you are saying is very interesting but I’d also like to hear from others in the group. Has anyone else had a similar or different experience?”
- If a participant is causing problems in the group and not responding to your management you should speak to them on their own during a break or at the end of a session. Explain to them that it is important that everyone has a turn to talk or have their problems managed in the group. Be careful not to start with saying something negative to the person as they may not listen to your suggestion.
- “You have been very engaged in the programme which is good. However, it is very important that everyone in the group has an opportunity to speak. And I have noticed this is not happening at the moment. So I will ask you to watch that you are respecting everyone in the group, not talking over the top of others and giving everyone a chance to talk. This might mean waiting and letting someone else talk first when there is a discussion. Does this sound okay to you?”
- There might be reasons why the person is being dominant in the group (e.g., they do not like other participants from different backgrounds, they believe they need the most help in the group, they believe they should be dominant or speak for others because of their position in the community or age). It would be helpful to understand what these reasons are and help the participant and the group to manage them.

### **3. Managing distressed individuals**

- Communicating concern and validating a participant’s distress is the best first response (see Chapter 3 for tips on how to do this). For participants presenting with acute needs and/or protection risks (e.g. a young woman who is at acute risk of being assaulted), it is advised that you respond initially with psychological first aid (PFA)
- Giving the participant time to calm down is also important. Being quiet and not moving the discussion on or moving onto another topic is one way of allowing space for this to happen. Oftentimes other participants will help the distressed person (e.g., by putting an arm around them, acknowledging their distress).
- If the participant is having difficulties calming down by themselves, you can ask them if they would find it helpful if the group practices Managing Stress together.
  - “Would you find it helpful if we practiced Managing Stress as a group?”
- If a participant’s distress is very strong and interfering with the group and you have a second facilitator, you can have the other facilitator take the participant out of the group and manage their distress together. This way you can continue with leading the group. If you are on your own, you might take ask the group to take a 10 minute break and sit with the participant on their own. After 10 minutes the participant might decide to re-join the group or take some time away from the group to calm down on their own. If you do this, be sure to encourage them to come back to the group, or check on them after 30 minutes if they have not returned.
- Consider asking these questions to the individual in private: “Are there any problems you are having in the group that is causing you to talk over the top of other participants? I would like to be able to help you manage these if this is possible.”

### **4. Encouraging discussion with a quiet group**

- Case examples will be helpful for encouraging group discussion. You might ask the group to talk about the case example if they are not talking about personal problems.
- Sharing other examples you are familiar with (e.g., from the community, from previous groups you have led) can also help participants feel more comfortable joining discussions.

When giving examples, be sure not to include real people's names or stories that might easily identify who they are (this would break confidentiality- see also Chapter 3).

- Talking individually to participants to help them participate in the group can also be helpful
  - "I have noticed you are very quiet in the group. Is there anything I can do to help you engage more in the discussions?"

#### **5. Managing group discussions that go off-topic or discuss unhelpful strategies or those outside of PM+**

- You will need to be firm when re-directing group discussions. Also be sure to use your basic helping skills.
  - "I can see this is an interesting discussion but we have moved away from the focus. Let's come back and we can discuss this topic during the break."

#### **6. Participants disclosing too much information**

- Sometimes participants will share very personal information. This might make other participants comfortable. It will be your job as facilitator to decide if the information being shared in the group is too much or too personal.
- If you decide a participant is sharing too much information or it is too personal, you can do one or all of the following:
  - Ask the participant to watch how much they are sharing and try to reduce it by themselves
  - Decide on a secret sign you can give to the participant if they are sharing too much information so they can stop (e.g., raising your hand)
  - Agree that you will gently cut them off when they are sharing too much information (e.g., "Thank you (name) for sharing this. It sounds like it has been very difficult for you. I wonder whether others would like to share their experiences.")
  - Ask the participant to stop themselves from sharing too much but instead they can tell you what they would like to say on their own during the break or at the end of the session

#### **7. What to do if a participant drops out, attends late or irregularly etc.**

- As best we can, we should try to prevent anyone from dropping out of the group (without forcing them to stay against their will)
- Be sure to speak with participants who are not engaging in the programme. They might be regularly showing up late or leaving early or missing sessions.
- Find out what the reason is for their disengagement
- You can review the discussion on reasons for and problems with joining the group and the participants' individual goals. This discussion might motivate them to be more engaged in the group. Or it might help them decide to drop out of the group.
- If participants drop out, this is okay. Group PM+ will not be suitable for everyone and participants should not be forced to stay if they do not want to. If this happens, be sure to write down in your notes the reason for their dropping out. Try to arrange that they complete the post-intervention assessment as soon as possible too. This information will be very important to gather. (Remember this is done by a research assistant and not the Group PM + Facilitator)
- You should not ask a participant to leave the group. If you believe a participant is disrupting the group a lot, talk with your supervisor about this.

#### **8. Participants experiencing ongoing violence**

- You may discover that a participant is being physically harmed by someone (e.g. gender-based violence by a partner). A participant may disclose this to you during the group, or another participant may tell you about this

- It is important if you learn from others that a participant may be experiencing violence, that you ask the participant if this is happening to them
- Use your basic helping skills and skills learned from PFA when talking with participants who have experienced or are currently experiencing violence.
- If the participant is willing to tell you more about what is happening, ask them how often they are being hurt, who is harming them and whether they are fearful of their safety or the safety of others in their home (e.g. children)
- If the participant is fearful for their or someone else's safety you must contact your supervisor immediately so appropriate action can be taken (this depends on the setting), but may involve reporting the abuse to police a specific protection agency or informal network, or local authorities depending on the context, including national laws). It is important that you inform the participant of the actions that you will take to keep them safe.
- Always talk to your supervisor about participants experiencing ongoing violence or those who have experienced violence in the past to help you decide what further action needs to be taken
- For participants who are not currently being harmed or tell you they are not fearful of their safety, it is important that you tell them who they can contact if they become fearful for their safety (e.g. authorities or agencies, specific protection agency or informal network, yourself or your supervisor)

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## **Chapter 2: THE GROUP PM+ INTERVENTION**

PM+ was originally developed as an individual intervention. This manual describes a group version of the same intervention. PM+ is a scalable psychological intervention program including the well-known strategy of Managing Problems (or problem solving counselling) plus selected behavioural strategies. In combining these strategies, this program aims to address both psychological problems (for example, stress, fear, feelings of helplessness) and, where possible, practical problems (for example, livelihood problems, conflict in the family and so on).

PM+ aims to reduce problems that participants present with and identify as being of concern to them. Given the briefness of this program, it does not deal with the full range of difficulties someone may experience following adversity (see note <sup>4</sup> below.) As a result, it may be best to use PM+ in addition to other appropriate services, supports or community programs. You can find details of other relevant support and services applicable in emergency settings in the 'IASC (2007) Guidelines on Mental Health and Psychosocial Support in Emergency Settings.' Nonetheless, this programme can also be provided when these services are not available. The programme does not involve diagnosing mental disorders, even though it is likely to help people with a variety of mood and anxiety disorders, post-traumatic stress disorder and adjustment disorder. Because of this, PM+ is useful for a range of mental health problems.

Below is a brief description of and rationale for each of the strategies. All of the strategies are introduced to the whole group in different sessions.

### **1. Managing Stress**

Teaching the participant a brief stress management strategy will help participants better manage problems related to anxiety and stress. It can prevent states of extreme stress by practising daily. It can help the person to calm down at moments of stress. The strategy is slow breathing. Although we expect slow breathing to be appropriate in most settings, effective local relaxation methods (e.g. techniques drawn from yoga) may also be used.<sup>5</sup> Managing Stress is introduced very early on in Group PM+ (Session 1). In addition, it should be practised at the end of every session.

### **2. Managing Problems**

This is a strategy to apply in situations where a participant is experiencing practical problems (e.g. unemployment, conflict in the family and so on). We refer to this strategy as Managing Problems. This is introduced in Session 2. You and the participants will work together to consider possible solutions to the problem that is causing them the most concern. Jointly you can choose those solutions that are most helpful to influencing their problems and then plan a strategy to carry out these solutions.

### **3. Get Going, Keep Doing**

This strategy is aimed to improve participants' levels of activity (e.g. social activities or carrying out necessary tasks or jobs). Many participants who have reduced their activity are feeling depressed.

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<sup>4</sup> In communities with high levels of substance-use problems, you may need to complement the program with brief interventions for substance-use problems.

<sup>5</sup> This is an issue for consideration when adapting the Group PM+ manual for the local socio-cultural context.

Depression can look different in different people but often involves feeling easily tired, lacking energy and motivation, experiencing low mood, not enjoying activities previously enjoyed, and feeling hopeless or worthless. Often people can also experience different bodily complaints (e.g. they can get headaches or backaches). People with depression often stop doing things they used to do. Get Going, Keep Doing aims to increase the participants' activity levels, which has a direct impact on their mood. This strategy is introduced in Session 3.

#### **4. Strengthening Social Support**

Individuals with emotional problems can be isolated from supportive people and organizations. Strengthening participants' social support (e.g. with trusted friends, family, co-workers or community organizations) promotes well-being. This strategy is introduced in Session 4. If a participant appears to have good social support and is using it regularly, you may only need to encourage them to continue to do so. However, for other participants, you may need to spend some time discussing how they can strengthen their social support and help them develop a practical plan to receive more social support.

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## **Chapter 3: BASIC HELPING SKILLS**

Before covering specific Group PM+ strategies, we will discuss basic helping skills, which focus on communication in the sessions and building a relationship with your participants. Building a relationship based on trust and respect is essential for all forms of psychological support. In fact, these basic helping skills are the groundwork for Group PM+. The formal Group PM+ strategies are unlikely to be successful without you always using these skills.

### **Respecting participants**

You should have a genuine wish to help each participant, be open to new ideas and have an interest in listening to other people. Overall, care should always be provided in a way that respects the dignity of the person, that is culturally sensitive and appropriate, and that is free from discrimination on the basis of race, colour, gender, age, language, religion, political or other opinion, national, ethnic, indigenous or social origin, property, sexual orientation, birth, or other status. These attitudes are important to form relationships with your participants. Without a good relationship, the intervention is unlikely to benefit your participants.

### **Cultural, gender and linguistic understanding**

Before conducting the group programme, you should have a good understanding of the local cultures within which you will be working. This is usually not a great problem if you are from the local community yourself or you have a similar cultural background. Nonetheless, there can be enormous differences within countries, regions and communities. Societies are complex and have many cultural groups and influences, and you may not always be familiar with each culture. This includes gender roles and expectations and various religious beliefs and practices of your participants. At times, you may need to learn more about a person's cultural belief system. You can do this by asking participant about their beliefs and the customs of their group, religion or culture. By asking these questions, you express respect for the possible differences and help reduce the chances that you are offending a participant or missing important information.

There may also be times when you decide (with supervision) that it is important to challenge particular cultural beliefs or practices (e.g. "rape is the fault of the victim") that are clearly harmful. You need to do this with extreme sensitivity so that the participant is still willing to continue with the intervention.

Some participants may feel more comfortable being in a group with facilitators and other participants of the same gender. Where possible, you should arrange this. You may also consider the preferred language or dialect of the participants. Again, where possible, participant should be matched with facilitators and other participants who are confident speaking the relevant language or dialect.

### **Basic Helping Skills**

To promote a healthy relationship with your participants, there are a number of qualities and psychological skills that you should adopt and practise regularly. When reading through the description of these skills, try to think back to a time when a close friend or family member was thankful to talk to you about a problem they were having. It is likely that you used a lot of these skills while you were listening to them. These skills can be very natural and show participants that you are listening and willing to support them.

#### **A. Confidentiality**

Trust and confidentiality are important in your relationship with all participants. Participants need to know that when they speak openly about personal things, that information is going to remain confidential or private. This is especially true for survivors of intimate forms of traumatic experiences and even more so when there is stigma about the events (e.g. in the case of sexual assault). However, it is also very important for a participant to be aware of any legal boundaries to this confidentiality. For example, depending on the laws of the country and the protection and social services systems in place, you may have to break confidentiality and tell the appropriate agency or authority when a participant appears to be at risk of ending their life or of harming someone else.<sup>6</sup> If a participant tells you they are experiencing ongoing violence (for example, gender based violence) this must also be discussed with your supervisor so appropriate action can be taken. This action will depend on the severity of the violence, the willingness of the participant for action to be taken and the services available to support the person in the local setting.

Ongoing supervision is another limit to confidentiality. Through supervision, you will be discussing your participants' problems and progress throughout the intervention with your supervisor and possibly a team of facilitators (that is, if you are receiving group supervision). Supervision makes the most of the positive effect of the intervention and you should let the participants know this limit of confidentiality.

As part of confidentiality, it is important that all information about participants (for example, personal details and so on) is kept in a safe and locked place (e.g. a filing cabinet).

### **B. Communicating concern**

Communicating concern to your participants is an important skill. Try to understand, as best you can, each of your participants' situations, including the emotions they are experiencing. At the other extreme, it is also important that you do not get too involved in participants' feelings and take them on as your own. This can cause you to feel stressed and overburdened by your work.

Statements that show concern include the following:

- *That sounds like it was very challenging/upsetting/frightening (and so on) for you.*
- *I can see in your face how painful this was for you.*
- *You have experienced many difficulties.*
- *You went through a lot.*
- *I can hear how sad/frightening this was for you.*

### **C. Non-verbal skills**

Non-verbal skills also communicate to participants that you are listening to them and can also be a way of communicating concern. These include maintaining culturally appropriate eye contact, culturally appropriate nodding of your head and, in most cultures, keeping your posture open (e.g. avoiding crossing your arms and sitting with a stiff position or turning away from the participant). Sometimes showing emotions similar to those of your participants shows that you are hearing what they are saying. This might mean expressing sadness on your face when they express sadness (because they have teary eyes). You can also use brief verbal indications that you are listening, such

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<sup>6</sup> This is an issue to consider when adapting this manual to the local context.

as “uh-huh”, “okay”, “I see” and “mmm”. It is important to remember that there can be wide cultural variations to all of the above.

#### **D. Praising openness**

To help a participant feel comfortable talking about personal, difficult or embarrassing topics, try to thank or even genuinely praise them for being so open. Throughout the intervention, you may also praise the participants’ efforts to engage in the Group PM+ strategies and to get better.

Some examples are shown below.

- *Thank you for telling that to me.*
- *You were very courageous in sharing those intimate feelings with me.*
- *Although it may have been hard to talk about that with me, I think it will be very helpful for your recovery.*
- *I can see that you are really trying to practise Managing Stress regularly.*
- Use local proverbs: e.g. *You double happiness and halve sorrow by sharing what’s on your mind.*

#### **E. Validating**

Many participants will feel embarrassed talking about their problems with strangers. They might think that no one else feels the same way as them. They may also think that talking about emotions or personal problems is a sign that they are becoming ill, going crazy or that they are weak. Some participants might even blame themselves for how they feel. It is important that throughout the intervention you help participants to dispel these myths. You can do this by normalizing participants’ problems by helping them understand that many other people experience the same reactions, and difficulties. This might occur naturally in the group, if other participants also share similar difficulties. This is “validating” participant’s problems, which means that you are letting them know that their reactions are understandable. This is a very good way of communicating concern too. However, we recommend that you do not tell the participant you know what they are going through. Although you might be trying to validate their experience, it can have the opposite effect for participants, as they may not believe you.

Some examples of validating are shown below.

- *You have been through a very difficult experience and it’s not surprising that you would be feeling stressed.*
- *What you have just described is a common reaction for people to have in these situations.*
- *Many people I have worked with have also described feeling this way.*
- *The reactions you have described are very common.*
- *I am not surprised that you are so scared.*
- Asking the group whether they had experienced similar things

### *F. Putting aside your personal values*

Demonstrating these basic helping skills will mean that at all times you will need to respect your participants' personal values and beliefs. This can be challenging, especially when you do not agree with their values or beliefs. You should not judge your participants, no matter what they might say to you. This means not allowing your own personal beliefs or values to influence how you respond to the participants. The experience of having someone just listen without judgement might be something the participant has not experienced before and this can greatly help them to trust you.

### *G. Giving advice*

You should generally not give advice to participants. Giving advice is different from giving your participants important or helpful information (e.g. about legal services or other community organizations that might be helpful). Giving advice means telling a participant what to do or what not to do (e.g. do not talk to your husband about this).

All facilitators will feel tempted to give advice at some time. This is a very normal temptation. For example, a participant who is feeling very hopeless and showing signs of depression might find the Managing Problems strategy challenging, especially thinking of potential solutions to help with their problems. It would be very tempting to advise the participant what solutions would be good to try. However you should avoid giving direct advice. If the participant has been relying on your advice, they are unlikely to be able to manage their own problems in the future, when they have completed the Group PM+ intervention. Other participants may give advice to each other during the intervention and this is okay. As a facilitator you do not need to tell other participants not to give advice.

One strategy that can be helpful to use in situations where you are very tempted to give advice is asking participants what they would suggest or say to a close friend or family member who was in a similar situation. For instance, a participant who is very withdrawn and depressed might not seek out social support because they do not want to burden others. Rather than giving advice that they should ask for support and that their thoughts are too negative, you might ask them, *"What would you say to a close friend or family member who was thinking the same? Would you want them to be alone with their problems or ask you for help? And would you feel burdened by that?"* This type of questioning may help the participant to think about their concerns and behaviours from a different viewpoint, without you directly telling them to do something different.

There are **two** exceptions to this rule about giving advice.

1. When delivering Group PM+, you will be advising participants to become more active, seek social support and practise stress management, as these strategies are part of Group PM+.
2. When you are teaching the strategy Managing Problems, your aim is to help the participant decide how helpful the potential solutions are in managing the problem. At this stage, participants may have a number of obviously unhelpful solutions (e.g. solutions that cause problems for their emotional or physical health, harmful or illegal acts and so on). You will need to help participants consider whether solutions are helpful or unhelpful. To discourage participants from focusing on an unhelpful solution, you can ask what they would have advised a close friend or family member experiencing this problem to do (e.g. *"Would you have advised them to use this solution?"*). If a participant

continues to focus on a solution that is obviously unhelpful (e.g. isolating themselves from others, breaking things, beating their children, getting drunk, doing something illegal), you may be direct and identify these solutions as unhelpful. It will be important for you to give good reasons why the solution is not considered helpful (in other words, by commenting on the problematic or harmful consequences), but these should not be related to your values.

## **The participant-facilitator relationship**

### **A. The role of the facilitator**

For some people, attending a group such as this may be likened to admitting weakness. Because of this, they may have a difficult time getting involved in the intervention as a whole or parts of it. Others may see you as someone similar to a doctor or a traditional healer, and expect to be “fixed” or “healed” by you. It is important that throughout Group PM+ you normalize participants’ feelings as well as educate them about your role.

In Group PM+, we encourage you to liken your role to that of a teacher (see the end of this section for some alternative metaphors).

*Teachers provide information to students and help them learn. However, the teacher cannot sit an exam for the student or tell them what to write. They can only help prepare them for the exam as much as possible. It is up to the student to listen in class and study to do well in the exam. The student is ultimately responsible. Although you are an adult, it is the same with our relationship. I am going to teach you about some important and helpful strategies, but ultimately you are responsible for practising those strategies. I cannot do them for you. You might compare your everyday life to the exam a student will sit. You will be responsible for how well you apply the strategies in your everyday life. Nevertheless, I will support you and help prepare you to do the best you can.*

Similarly, you should also emphasize to the participants that you are all “experts”. You may want to use a locally adapted example. As a facilitator, you are the expert of emotions and how you can detect and reduce poor emotional well-being. The participants are the experts of their own lives, which you will only know a little about. The participants are also experts of their particular type of problem and how it affects their lives. The aim is to bring together the two types of expertise. This is important for building the confidence of the participants and dispelling any myth that your task is to “fix” their problems.

### **Alternative metaphors to explain the participant-facilitator relationship**

- **Adult education metaphor:** Group PM+ is like teaching an adult a new skill, such as using new agricultural equipment or a technique. The teacher will give all the information so the trainee can use the new equipment or strategy. However, it is the trainee who will have to apply the new equipment or strategy on their own land, without the teacher being there.
- **Medical metaphor:** Although the doctor does a lot to help heal a physical disease by giving you recommendations for intervention, it is the patient who is ultimately responsible for their recovery. They need to follow the intervention recommendations, which might involve avoiding particular types of food, taking medication or using various ointments. The doctor does not do these things for the patient, but teaches them how best to follow these recommendations and supports the patient. This is the same with a helper. You might explain, “I will give you some recommendations to improve your emotional well-being and life

*situation, and will train and support you in applying these strategies, but you are responsible for practising them and applying them in your everyday life.”*

- **Sports coach metaphor:** A coach’s role is to teach and support an athlete’s exercise programme. However, the coach does not run the race for the athlete. The athlete is responsible for following their coach’s instruction and advice about training. The same relationship applies with you and the participant. Your role is to teach the participant the strategies and coach them as they practise the strategies in real life. However, the participant must ultimately use them in their everyday life. You cannot do this.

### ***B. The reluctant participant***

Some participants will initially feel hesitant about talking in the group. This may be for a range of different reasons, such as:

- lack of trust in you or others in the group;
- mental health problems being taboo;
- psychological counselling being unknown in the culture;
- a lack of understanding or misperceptions about what Group PM+ actually is;
- a lack of understanding of your role as a facilitator;
- being forced to attend Group PM+ by a family member;
- feeling embarrassed about the experiences they have been exposed to;
- feeling embarrassed about how they are coping now;
- gender issues, such as speaking with someone of the opposite sex about personal things;
- topics that are a sexual taboo.

You may find that with time and a consistent use of the helping skills described here, many participants will begin to relax and open up. However, some participants may remain quite reluctant or shy. As a facilitator it is important that you discuss this with your supervisor. You should respect the fact that a participant may not be ready to be completely open at the time of receiving Group PM+. There may be unknown reasons that contribute to this, and you may never know these reasons. These participants can be somewhat challenging to talk with, as they may not give you a lot of information. While you may want to gently and respectfully encourage participants to talk, you should never pressure them. This is especially true of participants with a suspected history of having experienced sexual assault or torture. It is important for you to show a readiness and openness to listen if they want to share private information about their distressing experiences, but the decision is entirely up to them. If a participant refuses to talk further about a topic, it is important to your relationship with them that you respect this.

For instance, you may say, *“I can see that this is upsetting for you to talk about and I want to respect that. However, if you do want to return to talking about this topic, I want you to know that I am ready to listen to you at any time.”* If possible, you may offer them an opportunity to talk with you privately at the beginning or end of a group session.



Or, you may find that a participant appears very distressed while discussing a particular topic, but has not said that they do not want to talk about it. In this situation, you may want to say that it is okay to stop talking about this topic if they prefer that. Some participants may believe that there is an expectation that they have to do everything you suggest, including talking about sensitive and personal topics.

For instance, you may want to say, *“You seem very upset talking about this. I am very willing to listen to your story and help you talk about it but I want you to know that you can decide what we talk about, and if you need to stop at any point or if you do not want to talk about a particular part of the story, then this is okay.”*

### **C. Physical contact**

In some cultures using physical touch, such as laying a hand on a friend’s knee to offer support, is very acceptable. In other cultures, physical touch is not appropriate. You should be aware of these cultural differences and try to respect them. In general, we would encourage you not to use physical contact or touch to express support and concern to participants. This avoids any problems associated with participants misinterpreting the meaning of this contact or feeling uncomfortable as a result. You may notice that other participants in the group will use physical touch. This is okay if the participants are comfortable with this. You can discuss how participants can tell each other if they are uncomfortable with physical touch during the group guidelines discussion in session 1.

### **D. The setting**

You should try to find a private, comfortable setting in which to carry out the group sessions. Give participants the opportunity to suggest particular settings in which to meet. The chosen setting should be comfortable for all participants in your group.

### **E. Managing your own distress**

Listening to and working with people who have experienced a lot of adversity can be tiring and even distressing for some people. It is not uncommon for facilitators to feel affected by or even overwhelmed by repeatedly hearing about adversity. To prevent feeling overwhelmed or even experiencing excessive feelings of distress (e.g. stress, low mood, anxiety, anger, hopelessness and so on) you should consider the following:

- Speak with colleagues and your supervisor regularly.
- Schedule adequate breaks between groups (breaks might include talking with your colleagues, doing some slow breathing or a similar strategy to manage stress yourself, or doing an enjoyable activity).
- Do not lead too many groups at one time
- Ask for help (e.g. talk to your supervisor) if you are experiencing distress or you find that your work is bothering you when you are doing other tasks (e.g. thinking repetitively about a particular participant when you are trying to sleep).

## Chapter 4: GROUP PM+ ASSESSMENTS

### Why assessments?

Doing assessments before PM+ is very important. They are used to decide if a participant is suitable and ready for PM+ and also used to gather specific information about the practical and emotional problems the person is facing.

Doing informal check-ins to assess how participants are doing during PM+ is helpful to check on their progress and better support their emotional recovery. Participants may not improve immediately. Assessments during PM + sessions will help you and your supervisor decide how to improve the care offered.

### Family Engagement

In some settings it might be helpful for you to talk with family members about Group PM+. The participants may ask for the agreement of parents or spouses to attend the group. In this case it is important that facilitators meet with the participant and their family members before the group starts.

Make sure you talk with family members about,

- what problems Group PM+ addresses
- what benefits you hope the participant would receive from being involved
- What is required of the participant to be involved (i.e. attending 5 sessions for approximately 2 hours each week, practising strategies between sessions)
- that the programme is voluntary
- answer any questions they have about the programme

The following dialogue is a suggestion for how you might engage the family members of a female participant in a conservative society where they may have difficulties gaining agreement to leave the home for their own well-being: (Note: this should be adjusted if the dialogue is about a male participant).

*“Women play an important part in family life. They fulfill many important responsibilities related to children, siblings and elderly family members. Their personal health is vital for a fully functioning family. Their health can be effected by emotional and practical problems of daily life, especially while living in a setting that is exposed to a number of adversities like Insecurity, attacks, violence, death of loved ones and unemployment (say only those relevant to your setting).*

*PM+ is a programme that helps participants to manage these emotional and practical problems in a better way. If she is better able to deal with these problems, she will be able to give more time to family and be happier. Once she learns ways of managing her problems, she can apply these in their daily life, even after the program ends. She can also can tell others around her about these strategies and hopefully improve the life of family as a whole.*

*Your cooperation in this regard is very important. She (use name of the woman) will be coming to the group sessions once a week, for next five weeks. Sessions will take approximately 2 hours. At the beginning, you may feel that her family responsibilities are being affected, but hopefully you will notice a positive change in her mood, and functioning after becoming a part of this programme”.*

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## Chapter 5: UNDERSTANDING PM+ AND MANAGING STRESS (SESSION 1)

Session 1:		
Content	Time	Materials
Arrive and settle into the group	20 minutes	Refreshments
Welcome and Introductions	15 minutes	Name tags if available
Group Guidelines	10 minutes	Large sheet of paper & markers
What is PM+	15 minutes	'What is PM+?' poster Reasons and Challenges table Ball of wool
Individual Goals	10 minutes	Case Example Pictures
BREAK (10 minutes)		
What is Adversity?	20 minutes	4 Adversity posters
Managing Stress	25 minutes	Large sheet of paper & markers Ball of wool, balloons
Ending the session	10 minutes	Individual Action Plans Managing Stress pictorial handout

### Preparing for Session 1

- Make sure the case example is appropriate for the group you are leading and make any necessary changes
- Decide on what introduction activity you will do. This will help everyone get to know a little bit about each other
- Have name tags for participants if available or appropriate
- Make sure you bring:
  - The Group Guidelines Poster (Appendix C)
  - The Posters 'What is PM+?' and '4 Strategies' (Appendix C)
  - Two balls of wool for 'Reasons and challenges for attending' and 'Managing stress'
  - 4 Adversity Posters (for 'What is Adversity?'; Appendix C)
  - Paper and pens for participants in case they want to write down their intervention goals
  - Large sheet of paper, markers and a timer (or watch) for Managing Stress
  - Balloon (or balloons) for Managing Stress
- Read 'Helpful Hints for Managing Stress' (Appendix B)

**Welcome and Introductions**

**15 minutes**

1. **Welcome group**
2. **Group facilitators introduce themselves**
  - Say something about yourself that you feel comfortable sharing with the group
3. **Ask each person in the group to introduce themselves.**
  - Suggest they say their name and something about themselves.  
Participants should only share information they feel comfortable sharing

**Optional introduction activities:**

- a) Have individuals introduce themselves in pairs first. Give pairs 3 minutes to talk about themselves (e.g. name, family, where they come from etc.). Then in the larger group, each person introduces their partner to the group by saying their name and one thing they learned about their partner.
- b) "If I could be..." game: Before activity facilitators decided on the category (e.g. animals, colours, celebrities, cartoon characters) and invite participants to say their name and then say "if I could be an (e.g. animal), I'd be a..." You can also encourage participants to share their reasons for choosing that animal/colour etc.
- c) Have participants form 2 lines. Tell them they have 1 minute to introduce themselves to each other. After 1 minute ring a bell or yell out "change" and one line will move down one place. They will have 1 minute to introduce themselves to their new partner. Continue to do this until everyone has introduced themselves to everyone in the line.
- d) Appropriate ceremonial/cultural activity (e.g., a song or prayer) that you have prepared in advance

4. **Provide name tags if this is appropriate or available**
5. **Provide information about logistics:**
  - Directions to the toilet
  - When break times occur and what will happen (i.e. participants should not leave the room, go home etc.)
  - What food/drinks will be provided
  - Respond to any problems people had in attending today
6. **Provide information about how the sessions will run:**
  - What day and time sessions will occur
  - 15 minutes for everybody to arrive and so that you can start activities
  - 2 sessions of approximately 45 minutes with a 10 minute break in the middle (Note: the break is optional but should only be skipped if all participants agree with this)

**7. Describe today's session plan:**

- To learn about the programme and how it can be helpful for everyone present
- Introduce first strategy that helps manage stress

**8. Provide brief information about your role:**

- To support the group so everyone learns how the PM+ skills can be helpful for them
- As a facilitator you have experience helping people who are having emotional and practical difficulties

**9. Describe today's session plan**

- To learn about the programme and how it can be helpful for everyone present
- Introduce first strategy that helps manage stress

**Group Guidelines**

**10 minutes**

**1. Provide brief introduction to group discussions:**

- Everyone will have the opportunity to discuss their practical and emotional difficulties and to learn some new strategies for managing these
- Helpful for the group to support each other as they try new things and learn from each other
- Sometimes discussions might not focus on problems everyone is experiencing, but it is still important to stay involved
- Important to decide on group rules to help everyone feel comfortable participating in group discussions

**2. Encourage open discussion about group rules/expectations**

- All personal information about participants must stay in the group
- Tell participants the 3 limits to confidentiality:
  - If someone's life is believed to be at risk- e.g. harming themselves or others, being harmed by someone, or at risk of ending their life.
  - The intervention team including your supervisor will know information about participants and what happens in the group. Explain the supervisor is a trained professional and their role is to make sure participants are receiving the best form of PM+
  - The whole group is responsible for keeping confidentiality, including group facilitator(s) and participants (e.g. participants should not talk to each other about participants outside of the group, they should not talk to family or friends about participants in the group)
- Ask participants to suggest rules
  - *"What are other important rules to help you feel comfortable participating in the group?"*

**3. Display rules on large sheet of paper (stick up symbols, draw or write).**

- Show poster each session so you can refer to them at any time (this may be relevant when you believe a rule is being broken)
  - The Group Guidelines Poster (Appendix C) may include many of the rules relevant to your group
- Be sure the following guidelines are included:
  - Support and respect everyone's different experiences with adversity
  - It is OK to get upset in the group
  - Listening and contributing are equally important
  - Attend all the groups on time (or let facilitators know if you cannot attend or will be running late)
  - Practise Group PM+ strategies between sessions
- Discuss what participants should do if they see each other outside of the group
  - Encourage participants to decide on what they all feel comfortable with

### **What is PM+?**

**15 minutes**

#### **Purpose of 'What is PM+?':**

- To help participants (accurately) understand the programme
- To give participants hope that there are good strategies to help them with their problems

#### **Steps to 'What is PM+':**

##### **1. Give overview of PM+**

- Use 'What is PM+?' and '4 Strategies' Posters (Appendix C) as you describe these

#### **Key points to include:**

- PM+ strategies help manage both practical problems (e.g., unemployment, housing problems, family conflict) and emotional problems (feelings of sadness, hopelessness, worry, stress etc.)
  - Give examples you know many participants are experiencing
- 4 strategies are taught in Sessions 1-4
- A case example is read to describe each strategy and how it can help someone in their daily life
- PM+ works best if participants come to every session
- To get the most out of PM+ participants should practise strategies between sessions
- If a participant cannot attend they should tell you in advance

##### **2. Introduce participants to the case example by reading the following script**

- Refer to box below for suggested script
- Ask participants to name the woman in the example
- Encourage participants to change any background information about her to help them identify with her

- e.g., choose what village she comes from, her cultural background, her children's names etc.

*As I mentioned earlier, every session we are going to hear about a woman who has experienced many of the difficulties you are likely experiencing. Whenever we introduce a new strategy we are going to first hear how this woman practiced this strategy. This will help you see how each strategy can be used to deal with your own problems. Before we get to know her, we need to give her a name. Can anyone suggest a name? What village does she come from? And what ethnic background would she have? Any other details you'd like to include so she can be part of our group?*

*Let me tell you a little about her now.*

- Continue reading case example

*[Show Picture 1 (see Annex H)]*

*NAME is a 34-year-old married woman. She has 3 young children.*

*She saw a health worker recently because of severe headaches and she has not been eating well lately- she has been missing meals because she is not hungry. She also tells him she is not sleeping very well and feels tired most of the day. The health worker thinks PM+ might be helpful as she seemed stressed and he thought she might be depressed. She met with a Group PM+ facilitator to assess whether the group would be helpful for her.*

*[Show picture 2]*

*At the assessment, she shares that her 2 main problems are her physical problems, like her headaches, [show picture 3] and her relationships with her others, especially fighting with her husband. Both of these problems have contributed to feelings of stress and sadness.*

*[Show picture 4]*

*She tells that these problems started to get worse after her mother died. She was very close to her mother but was unable to visit her when she started to become unwell because it was too dangerous for her to travel with her baby. Her mother died without her being able to say goodbye. This was almost 2 years ago.*

*It was decided that Group PM+ would be suitable for NAME. She also agreed to attend.*

### **3. Discuss reasons participants have come to Group PM+**

- Discourage too much personal disclosure in this activity, as it is only brief and introductory.
- Be aware that some participants may not feel comfortable disclosing specific information. Encourage participants to share only what they feel comfortable with.
- Be prepared that some participants may express some distress in this activity.



Suggested script:

*"We are all here because we are facing many difficulties in our lives that are causing us to feel stressed, unhappy or maybe hopeless. These reactions are understandable and you do not need to feel ashamed here. Let's talk a little now about some of the reasons we have joined the group. In this activity, we will only share general information, so nothing too specific about our problems."*

- Instructions: Holding a ball of wool the facilitator first says their name and an example of a reason for attending Group PM+ ("So for instance, you might say I am here to reduce my stress and improve my relationships with my family."). The facilitator holds onto the end of the wool, then calls out someone's name and throws the ball of wool to them, without letting go of the end. This forms a connection with the facilitator (holding the end of the wool to the new person. This person repeats their name to the group and says one reason why they have come to Group PM+. They hold onto a section of the wool and then call someone else's name out and throw the ball of wool to this person, while still holding onto the strand of wool. Repeat until everyone has had a turn and there is now a web of wool.
  - Give a clear and brief conclusion to the activity- see suggested script below

Suggested script:

*"While all participants in the group are different and bring unique personalities and experiences, we are all connected by the difficulties we have faced in this life and by our desires to improve our wellbeing by coming to this group."*

**4. Discuss reasons for and challenges to coming to Group PM+ (see table on next page):**

**Discussing participants' reasons for joining Group PM+ is helpful for a number of reasons:**

- You can use these reasons to increase participants motivation and engagement in the programme
  - E.g., if a participant is not putting in effort to practice PM+ you can remind them of the reasons they joined in the first place
- You can correct any wrong expectations a participant might have about the programme (e.g., it will fix all my problems or it will give me a job etc.)

**Discussing the difficulties in committing to coming to Group PM+ is also helpful:**

- These difficulties might be able to be solved
  - E.g., someone with transport problems could travel with another participant; the group could think of solutions to someone's child minding problem
- It is helpful for you as a facilitator to be aware of these difficulties in case they affect participants' motivation
- It helps build a good relationship with participants, if they see that you are trying to understand what they have to give up in order to come to the group

- Read the case example (before asking participants for their reasons and challenges)

Suggested script for starting the discussion:

*“There can be different reasons for and challenges to coming to the Group PM+ for all of us. It is important that we discuss these together and find solutions to the challenges when we can. Let’s look at some of [case example] reasons for and challenges to joining first.”*

**Case example:**

[Show picture 5]

NAME’s main reason for coming to the group is that she believes it will improve her energy, appetite and sleep and hopefully reduce her headaches. She really wants to address the problems of fighting with her husband as well. She also hopes that by coming to the group she will be able to start enjoying playing with her children and seeing her friends again.

There are some challenges to NAME for coming to the group as well. She is concerned that it will be very difficult for her to come to the sessions. This is because she feels very tired in the mornings and finds it difficult to work up the energy to get out of bed and start doing things. The PM+ facilitator believed this was an understandable problem. They discussed it further and her neighbour who is also attending Group PM+ and whom NAME knows, said she would be happy to walk with NAME to the group. So this problem was solved.

She will also need to bring her baby to the group, as she has no one to look after her. They discussed that this might be distracting for her in the group but it was unavoidable.

Through this discussion, NAME felt that the facilitator was aware of and understood some of her challenges to coming to the sessions. However, NAME felt that her reasons for coming far outweighed these challenges and she was very motivated to be part of the group.

- Decide whether the next discussion will be a large group discussion or a smaller one (e.g., with 2 or 3 participants per group)
  - Choose small groups if many participants seem shy (not talking very much)
- Ask the group what their reasons and challenges are for joining Group PM+
- Refer to the Advantages Disadvantages Table below for ideas for questions to encourage discussion
  - **Note:** You only need to choose 1-2 questions from the table.

Suggested script for examples of how to use the questions to encourage discussion:

*“Lots of people have benefited from this program. What do you think you will personally get out of this programme? “*

*“I also understand that it can be challenging for some people to join a programme like this. What are some of the problems for you in joining the programme?”*

Reasons and Challenges Table

Reasons to Join Group PM+ (Advantages)	Challenges to Joining Group PM+ (Disadvantages)
<p><i>"Lots of people have benefited from this programme."</i></p>	<p><i>"I also understand that it can be challenging for some people to join a programme like this."</i></p>
<ul style="list-style-type: none"> <li>• What do you think you will personally get out of PM+?</li> <li>• What might improve in your life if you join PM+?</li> <li>• What do you think you might be able to do that you cannot do now?                             <ul style="list-style-type: none"> <li>○ Household tasks (e.g. cleaning, cooking, doing small repair jobs around the house)</li> <li>○ Self-care (e.g. getting out of bed, taking care of personal hygiene and appearance)</li> <li>○ Pleasant activities (e.g., spending time in nature, relaxing and having quiet time)</li> <li>○ Social activities (e.g. spending time with friends, going to picnics and parks with family)</li> </ul> </li> <li>• If your emotional problems decrease, how might this be good for other areas in your life?                             <ul style="list-style-type: none"> <li>○ E.g. your relationships, your work, your other duties</li> </ul> </li> </ul> <p>How might your everyday life look if your emotional well-being improved?</p>	<ul style="list-style-type: none"> <li>• What are some of the problems for you in joining the intervention?</li> <li>• What will you have to give up or lose if you join PM+?</li> <li>• Will PM+ reduce your time with your family?</li> <li>• Will the intervention take you away from other important duties?</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Time away from housework</li> <li>• Having to organize care for children</li> <li>• Could be doing casual work</li> <li>• Giving up personal time</li> </ul> <p>Have to travel a distance to get to the PM+ sessions</p>

- If participants are shy to give responses you may need to,
  - Ask them to work in pairs
  - Refer back to the case example and ask them if they have any similar advantages or disadvantages
- Optional activities:
  - If participants are literate: Participants think of 1 advantage and 1 disadvantage of attending and write these on a piece of paper you give them
  - If participants are illiterate: Participants think of 1 advantage and 1 disadvantage of attending and share with the group if they feel comfortable.

- Summarise the group's responses and emphasise the reasons for coming to Group PM+ over the challenges

Suggested script:

*"So there may be some difficulties in coming to Group PM+, such as ... (insert common/frequently said "less good things" about joining Group PM+). However, many of you think coming to Group PM+ is good because...(insert common advantages). These reasons are very important. I hope these good reasons will motivate you to continue coming to the group even when it is hard to do so."*

## **Individual Goals**

**10 minutes**

### **Purpose of 'Individual Goals':**

- To help PM+ facilitators understand what participants want to get from the programme
- To help participants commit to Group PM+
- To build group relationships between facilitators and participants

### **Steps to 'What is PM+':**

- **Note:** Participants' goals can be chosen from the reasons for joining Group PM+ that were discussed in the previous discussion.

#### **1. Introduce discussion on individual goals**

- Define goals: they are things participants would like to change (either improve or reduce) by the end of the programme
- Explain to participants that achieving their goals might be a reason for joining Group PM+
- Defining goals is helpful so participants can look at how they are improving throughout the programme
- The group will look at these goals in the last session to see how they have been met

#### **2. Read case example**

##### **Case example:**

[Show picture 6]

*NAME decided on a number of specific goals. These are things she wanted to change by the end of the group. They are,*

- 1. Reduce the frequency and severity of her headaches*
- 2. Improve appetite so she can eat more regularly*
- 3. Improve sleep including being able to stay asleep all night so she can get up easily every morning*
- 4. Reduce arguments with her husband*
- 5. Improve mood- feel happier, enjoy doing activities again, have more energy to do things*

*We are going to follow NAME throughout the group and hear how she uses PM+ to work towards these goals.*

*We will return to the story of NAME later in the session.*

### **3. Invite participants to decide on their personal goals for the group**

- This can be completed as a group discussion
- Limit to 5 goals per participant (it is okay if participants have fewer than 5 goals)
- You may choose to write participants' goals on a large sheet of paper if everyone is comfortable with this
- Goals should relate to participants emotional and practical difficulties
- Goals should be specific
- Goals should be small so they can achieve them in 5 weeks

*Examples of goals that are too general or broad:*

- get back on my feet again
- feel better; not feel sad

*Examples of more specific goals:*

- find time to relax
- walk the children to school each day again
- start to feel more relaxed
- be able to fall asleep more quickly
- not worry as much about things

Questions to help participants make more specific goals:

*"What would be different in your day to day life if you reached this goal? Would your feelings have changed? Would you act differently, like do more things around the house or more enjoyable activities?"*

#### **FACILITATORS' NOTE ON UNREALISTIC GOALS**

Be aware of and incorrect, unrealistic goals and expectations E.g., never feeling anxious or depressed again, solving all my practical problems, not living in poverty anymore. You might say to the participant: *"We will all have things we would like to change in our lives. However, Group PM+ may not be able to change everything. Remember it is a programme to help you manage practical and emotional problems. I do not think PM+ will be able to change this problem."* If a participant has suggested a goal that is unrealistic you might be able to identify a related goal that might help work towards this unrealistic goal. For example, not living in poverty may not be a realistic goal. Learning how to manage financial or employment problems and improving one's emotional well-being might help the participant work towards not living in poverty. However, PM+ will not directly change poverty.

### **4. Summarise common goals**

- Tell participants that Group PM+ is designed to help them reach these goals
- Participants may not completely reach these goals until after the group has finished

- This is because the programme is very brief
- The programme is designed to give them strategies so they can achieve their goals even when the group has finished

## BREAK

Before starting 'What is Adversity?' give a brief summary of the session so far:

- Discussed what is involved in Group PM+
- Identified personal reasons for and challenges to coming to Group PM+
- Chose personal goals- things each person would like to change in their lives by the end of the programme

### What is Adversity?

20 minutes

#### Purpose of 'What is Adversity?':

- To help participants understand common reactions to adversity
- To help participants feel that their reactions are understandable and not a sign that they are crazy or mad
- To give participants hope that these reactions are not permanent (i.e., they can be influenced by them using PM+ strategies)
- To build group relationships by sharing similar stories

#### Steps to 'What is Adversity?':

##### 1. Define 'adversity'

- Adversity = any very difficult, stressful or negative life event
- Examples:
  - Death of a loved one
  - Poverty
  - Unemployment
  - Relationship difficulties- e.g. with partner, family members, friends, in the community
  - Insecurity/attacks/violence
  - Physical problems- traumatic childbirth, illness and disease, injuries and disabilities
  - Caring for a physically or mentally disabled family member
- Tell participants there are many different reactions people have to adversity

#### Optional activity:

- Hang the 4 'What is Adversity?' posters around the room (Appendix C)
- Each poster shows an image of a woman experiencing some problem- practical or emotional
- Ask participants to form pairs- each pair will go to one poster

- Invite pairs to create a story about what they think is happening in this picture. Give them the following questions to answer:
  1. *What problem the woman is facing in the picture- a practical or emotional problem*
  2. *What might have caused this problem?*
  3. *How might this problem cause other problems in her life- e.g. negative feelings, inability to carry out particular tasks, problems with different relationships*
  4. *Is this story something that you have seen other women in your family or community face? Or if you are willing to disclose, is this something you have faced/are facing?*
- Give pairs 5 minutes to create story
- One person from each pair will have 1 minute to tell the story they have created to the rest of the group (i.e. answering the 4 questions above)

## **2. Group discussion on common reactions to adversity**

- Continue to discuss common reactions to adversity (from previous activity)
- Refer to the case example, stories pairs have created, and more personal stories

Suggested prompt questions:

- *“What were some of the problems [case example] was experiencing as a result of adversity?”*
- *“Many of you have said you want to deal with problems of depression and be more involved in activities with your families and community. Do you see that depression and inactivity are problems for many woman in [name of village/area]?”*
- *“How do you see these problems (i.e. identified by participants) affecting people in the community (e.g. high rates of unemployment, people isolating themselves or not caring for themselves, increase in community violence etc.)?”*
- *“Do these problems (i.e. identified by participants) affect everyone in the community or particular groups of people (e.g. men, women, older, younger etc.)?”*

## **3. Summarise information about common reactions to adversity**

- Provide an opportunity for participants to ask questions about this information

### **Key points to include:**

1. By adversity we mean any stressful or difficult life experiences
  - E.g., living in poverty, having someone close to you become sick or die, having relationship difficulties, being affect by natural disasters or war
- People will experience a range of different reactions to adversity
  - E.g., intense fear, hopelessness, extreme sadness, tiredness, severe headaches
- These feelings and reactions cause problems in peoples' lives
  - E.g., unable to get out of bed, unable to take care of themselves, difficulties completing daily routines like housework, conflict with family, not going out or enjoying pleasant activities anymore
- For most people these reactions reduce over time

- For some people these feelings get stuck
- Learning strategies to manage these feelings can be helpful

## **Managing Stress**

**25 minutes**

### **Purpose of 'Managing Stress':**

- To inform participants about how adversity causes stress
- To help participants understand how stress affects the body
- To introduce a basic strategy to manage stress through calming the body

### **Steps to 'Managing Stress':**

- 1. Introduce 'Managing Stress' as the first strategy of PM+**
- 2. This strategy focuses on Managing Stress through our bodies**
- 3. Talk about what stress is and how it affects the body**
  - Ask participants to give their definitions of stress
  - Remind participants of the case example- stress caused NAME to have severe headaches
  - Ask participants how stress affects their body (if they have not said this in their definition previously)
    - E.g., headaches, pain in the body, stomachaches, tingling, dizziness, racing heart, difficulties breathing
  - Ask participants (if comfortable) to share examples of times they felt stressed and what happened
  - Sometimes people experience physical problems and this can increase their stress. Regardless of whether the physical problems are or are not caused by stress, learning ways to reduce stress may also help alleviate the physical problem.



**Key points to include:**

- One of the common reactions to adversity is stress
- Stress can affect our body in the short term (e.g., our breathing and heart rate can quicken in a situation where we feel stressed or scared) and in the long term (e.g., over time stress can cause us to experience headaches, pain or discomfort in the body)
- Option of using a metaphor:

Use a prop when giving metaphor (e.g. a ball of wool)

*-These sensations can be like a tangled ball of wool (show). If we ignore these sensations and continue with life, the wool can become even more tangled (tangle the wool up a little more). This can cause discomfort and other physical problems. The strategy I'm going to teach you today will help you unravel the tangled ball of wool.*

(Alternatives include thread or fishing line)

*- These sensations can be a bit like a spring or coil. Over time the spring gets tighter and tighter and this becomes uncomfortable. The strategy I'm going to teach you today will help you uncoil that tight spring.*

- Alternatives to spring include tangled or knotted wool, thread or fishing line

**4. Breathing activity:**

- Invite all willing participants (including group facilitators) to count the number of breaths they take in one minute (one facilitator will keep time). One breath = breathing in and out. Tell participants not to change their breathing
- Start timer for 1 minute and participants count their breaths in their heads
- After 1 minute, invite participants to tell you their number and write these on a board or large sheet of paper
  - **Note:** do not be concerned about the differences in these numbers or if any seem unusual
- 10-12 breaths per minute is the optimal number for feeling relaxed- you may comment on this given participants' scores

**5. Teach Managing Stress**

**Steps to follow:**

1. Managing Stress helps relax the body and calm the mind to reduce stress
2. Ask participants to stand up to complete this exercise
3. Invite participants to release any tension in body (shake arms and legs, roll shoulders back etc.)
4. You will teach them a slow breathing exercise
5. Imagine a balloon inside the stomach and their job is to blow the balloon up (demonstrate with real balloon)

- That is, when they breathe in the stomach will expand

- We are aiming to *not* breathe with the chest (our breaths are more shallow from the chest)

- Placing one hand on the stomach and one hand on the chest can help participants make sure they are breathing from the stomach and not the chest

6. Group facilitator demonstrates stomach breathing and then asks participants to try for 1 minute
7. Invite participants to focus on slowing breathing down once they can breathe from their stomachs
  - Count 1, 2, 3 (timed with seconds) to breath in and 1, 2, 3 to breath out
8. Practice for 1 minute while counting aloud for the group
9. Continue to practice for 2 minutes without counting aloud (ask participants to count in their heads or follow the sound of a clock or other rhythm)

#### **6. Discuss participants' experiences of trying Managing Stress**

- Read case example first (below)
- Ask the group what they found good about Managing Stress
- Ask them what they found difficult about doing Managing Stress
- Problem solve any difficulties participants had (see helpful hints: Appendix B)

#### **Case Example**

[Show Picture 7]

*After hearing about Managing Stress, NAME is very eager to practise to reduce her physical problems. When she first counted her breaths with the group she was breathing at a rate of 18 breaths per minute. She did not realise how fast she was breathing.*

*When it came time to practise, she had quite a lot of difficulty breathing from her stomach. So she practised just pushing her stomach in and out to get used to this feeling. In the session she still could not breathe from her stomach so this was something she was going to practise over the next week.*

*She was able to slow her breathing down by following the PM+ facilitator's counting. She said this felt very slow and she was worried that she wasn't getting enough air in. However, the group facilitator helped her get used to the feeling and by the end of the session she felt more comfortable breathing at a slower rate.*

#### **Ongoing Practice:**

1. Discuss practicing Managing Stress between sessions:
  - *In Group PM+ we encourage participants to practice strategies between sessions. Why might this be important?*
  - Prompt: *do you encourage your children to practice new things so they can improve in them?*
  - Ask them to think about at what times and in what situations Managing Stress would be helpful:
    - E.g., regular practice every day, in times when they feel stressed, anxious etc.
  - Ask the group to think of ideas of how they can remember to practice Managing Stress daily (discuss using aides to remind themselves, practicing at a regular time)
  - Participants can use music to help them keep slow breathing pace (if needed)
2. Tell participants that at any time in the programme that you notice someone is experiencing strong emotions (e.g., anxiety, stress, sadness etc.) you may lead the group (or participant) in

Managing Stress as the first response. This will help participants notice when to use this strategy and improve their abilities to use it when feeling overwhelmed by distressing emotions.

<b>Ending the Session</b>	<b>10 minutes</b>
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1. Ask participants to say one thing they learned in today's session that has been helpful
  - If you believe an important point has not been raised give a brief summary of this
2. Remind participants to regularly practice Managing Stress
  - Ask participants to call out the days/times they are going to practice Managing Stress
3. Remind them of the next session- time and location- and tell them the topics that will be discussed (i.e. how to manage practical problems)

FOR PILOT TESTING ONLY

## Chapter 6: MANAGING PRACTICAL PROBLEMS (SESSION 2)

### Session 2: Managing Practical Problems

Content	Time	Materials
Arrive and settle into the group	10 minutes	Refreshments
Welcome & general review	5 minutes	Name tags if available
Review Managing Stress	10 minutes	Case example pictures
Managing Problems – Education & Example	30 minutes	Case example pictures Managing Problems chart
BREAK (10 minutes)		
Managing Problems- Participant Problems	50 minutes	Paper and pens (for facilitator and participants)
Managing Stress	5 minutes	
Ending the Session	10 minutes	Individual Action Plans Managing Problems pictorial handout

#### Preparing for Session 2

- For each group discussion, decide whether this will be done as large group, small group or in pairs
- Read through Facilitators' Notes on Managing Problems (Appendix B)
- Bring the Managing Problems chart (Appendix C)
- Decide whether participants will require paper and pens for Managing Problems
- Read the Helpful Hints for Managing Stress (Appendix B)

#### Welcome

5 minutes

1. Welcome the group back
2. Tell participants the plan for today's session:
  - Review of Managing Stress practice
  - Introducing next PM+ strategy to deal with practical problems
  - Practising Managing Stress to end the session

#### Managing Stress Practice Review

10 minutes

1. Begin by reading case example

#### Case Example:

[Show Picture 8]

*NAME said she forgot to practise Managing Stress until she saw her neighbour who asked her about it. She decided that she needed to put some reminders next to her bed to help her. She planned to*

*practise Managing Stress before going to sleep, and she did practise for 2 nights. She still had problems breathing from her stomach but she remembered not to worry about this and just tried to breathe slowly. She noticed that afterwards she was more relaxed and was able to fall asleep a little easier.*

## 2. Review Managing Stress home practice

- Before asking for experiences, educate participants about home practice
  - There are 3 possible experiences people will have with any home practice:
    - 1) Successfully completed their action plan
    - 2) Tried to do action plan but it was unsuccessful
    - 3) Unable to do action plan
  - All experiences are okay and important to share (especially normalize experiences 2 and 3 above)
  - Everyone can learn from other participants' experiences, especially experiences that were unsuccessful
- Then invite participants to share their experiences of practising Managing Stress during the last week
  - This discussion can be done as a large group, in small groups or pairs

- *"How did people go practicing Managing Stress?"*
- *"What happened when you practiced Managing Stress?"*

## 3. Respond to and manage any difficulties participants had in practicing Managing Stress

- **Note:** see 'Helpful Hints for Managing Stress' (Appendix B)
- Encourage other group members to suggest ideas of how to overcome problems

- *"Does anyone else have any ideas about what (name) could do to overcome this problem?"*
- *"Have others had similar problems? And what did you do?"*

## Managing Problems: Education & Case Example

30 minutes

### Purpose of 'Managing Problems':

- To help people better **manage** practical problems (i.e. not all problems will be solved)
- Practical problems include problems with household chores, raising children and caregiving, employment, or conflict with others etc.
- Teach participants the 7 steps to follow to manage a problem
- Managing practical problems can help people feel most positive and hopeful

**NOTE:** Be familiar with Facilitators' notes for Managing Problems (see Appendix B)

## Steps to 'Managing Problems'

### 1. Introduce as the second strategy of PM+, called Managing Problems

### 2. Tell participants Managing Problems focuses on managing practical problems

- Define practical problems by giving 2 examples(e.g., problems with managing household chores, finding a job, with raising children)
- Then ask participants to call out other examples of practical problems
- If a participant identifies an emotional problem (e.g. feeling sad, stressed for which other PM+ strategies are well suited, tell them that this is a problem and one that PM+ will be dealing with but that the Managing Problems strategy is especially good for practical problems.
  - Also mention that emotional problems might improve once practical problems have been solved or managed

### 3. Discuss the differences between solvable and unsolvable problems

- First tell participants that Managing Problems aims to see what parts of the problem can be solved or influenced. This means you might not always be able to solve the whole problem.
- Give an example of a problem that cannot be solved by the participant (e.g. war)
- Invite participants to give other examples of problems that cannot be solved
  - If they give a problem that can partly be solved, help them understand how this problem could be solved:

*"I can see how this problem looks unsolvable but I think you could solve this problem if you were able to..."*

- Participants might say problems that are partly solvable. Discuss the idea that Managing Problems can be used to solve part of a problem or influence it

*"While we cannot completely solve the problem of poverty, we might be able to do things to improve the situation, such as looking for work."*

**Optional Activity:** To make sure participants understand the difference between solvable and unsolvable problems

- Have participants stand up in the middle of the room
- Tell them you will read them a problem
- Participants decide if the problem or part of it is solvable or unsolvable
- If they believe it is solvable they move to the left hand side of the room
- If they believe it is unsolvable they move to the right hand side of the room
- Read the following problems in random order (or 6 problems you have decided are more appropriate):

1. *Solvable:* unemployment, conflict with partner, child refuses to go to school

2. *Unsolvable*: death of a loved one, power outages, family member has cancer (or other well-known disease)

#### 4. Read each of the 'Managing Problems' steps

- Read out Managing Problems chart (do not explain each step in detail)
  - 1) List problems as solvable or unsolvable
  - 2) Choose one problem
  - 3) Define it with as much information as you can
  - 4) Think of all the possible solutions to solve or influence this problem
  - 5) Choose the best solution that is possible to do
  - 6) Make an action plan to carry out (do) the solution
  - 7) After you have completed the action plan, review how successful it was to solving or influencing your problem

#### 5. Read the case example

- Refer to each Managing Problems step as you read the case example (e.g. by pointing to chart)
- For example, Step 4 is only about thinking of all the possible solutions regardless of how good they might be.
- To engage the group, ask them to
  - Think of any additional potential solutions to the case example's list as you read through them (or beforehand);
  - reflect on which solutions they would have chosen if they had this problem;
  - offer alternative ways the participant could remind herself to carry out the action plan

#### Case Example:

*Let's look at NAME's attempt at Managing Problems first.*

[Show Picture 9]

*NAME thought she had many problems she wanted solved. She felt overwhelmed thinking of them all. This is often how she felt in the day. She would think of all her problems and begin to get stressed and tired. Sometimes she would feel so overwhelmed that she would go back to bed to try not to think about it anymore. However, this never made her feel better. So she needed some help doing Step 1- dividing all the problems into solvable and unsolvable problems.*

[Show Picture 10]

*Here is what NAME decided were her main problems.*

[Invite participants to guess what the different problems are from the picture]: *What are the chosen problems you can see in this picture?*

[Show Picture 11]

*At step 2, choosing the problem, she decides she wants to manage the problem of arguing with her husband.*

*NAME's husband recently lost his job and he has been stressed and angry about it. It has put a lot of pressure on their relationship and NAME is beginning to feel extremely hopeless about the situation. They are fighting nearly every day. This makes her feel very sad most days and she has a lot of difficulty doing things she used to do. In particular, she has not been seeing her friends, partly because she just doesn't feel like it, but also because she is embarrassed about the problems she has been having.*

[Group question for discussion]: *Do you notice that practical problems can cause emotional problems in your lives as well?*

*Step 3 is to define the problem as specifically as possible. There are many parts to her problem. She decides to define it as 'arguing with my husband every day'.*

---

[Show Picture 12]

*NAME then begins step 4.*

[Group question]: *Can anyone remember what step 4 is?*

*Right, think of all the possible solutions to her problem.*

*When NAME gets to this step, she gets stuck. She says the problem would be solved if her husband got a job. Her PM+ facilitator asked her what are some ideas for what she could do that might help this happen. She thought of two: 'do nothing and wait for him to get a job' and 'tell him to try harder to look for a job'. Even though NAME did not think either of these solutions would happen, the facilitator wrote them down.*

*Another woman in the group said she was in a similar situation and she found it helpful to talk with others about the problem- it did not solve the problem but it helped the woman feel a little better. NAME thought this could be a solution but she wasn't sure how helpful it would be because it probably would not fix things. The facilitator reminded her that this strategy is about managing the problem better, not fixing it with one solution. Managing the problem better can lead to solving the problem.*

*The facilitator asked NAME to think about different people she could talk to. Although she said she felt embarrassed talking to her friends about it, she came up with the following ideas: 'Talk with my friends about the problems – ask for their advice'; and 'Talk with people in Group PM+'.*

---

[Show Picture 13]

*Sometimes when it is hard to think of possible solutions it can be helpful to ask yourself what you suggest to a friend in a similar situation or what have you done in the past to manage similar problems.*



*NAME asked herself what she would advise a friend in a similar situation. She said 'talking to the husband'. So her PM+ facilitator wrote this down- 'talk to her husband about how she feels'. As she started coming up with more ideas, she began to feel more confident about dealing with the problem. She thought of a couple more ideas- 'Encourage him to look for a job at the nearby construction site' and she could 'sell her knitting'. Another woman in the group joked that she could leave her husband. Although everyone believed this to be a silly idea, the facilitator wrote it down anyway because the whole idea of step 4 is to come up with as many solutions as possible regardless of how effective or possible they are.*

*NAME thought about all the possible solutions and remembered that the aim was not to solve the problem with one solution but begin to manage the problem better. So at step 5 [point to chart], choosing a solution, she decided on the best solution she thought she could do,*

*Ask my friend for advice. Explain the problem briefly and ask what she would do.*

*Tell my husband I am not happy about fighting so often.*

*She then decided to schedule in times when she would do each of these tasks. This formed step 6- her action plan.*

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[Show Picture 14]

*She was nervous about the last task of talking to her husband so she decided to practise what she would say with one of the facilitators. By the end of group, she was feeling more confident about talking with him.*

**Note:** If you have time remaining, decide whether to go to the break early or start the next section.

## **BREAK**

Before starting 'Managing Problems' give a brief summary of the session so far:

- Reviewed Managing Stress
- Introduced Managing Problems (test participants' knowledge about this strategy by asking the group questions- e.g. what problems are dealt with by Managing Problems, how many steps are there to Managing Problems? etc.)

### **Managing Problems: Participant Problems**

**50 minutes**

**Note:** Make sure there is a visual reminder of each of Managing Problems' steps, and that it is visible to all participants (see chart in Appendix C). To deliver Managing Problems well you must be familiar with the Facilitators' notes (Appendix B).

Options for leading the following discussion (decide before the session what you plan to do):

- *When all participants are literate:* They can write down their problem, the possible solutions, and action plan. Provide them with paper and pens to do so.

- *When there are any illiterate participants:* Keep the following as a verbal discussion. As the facilitator you might wish to write down the problem, solutions and action plan. You should repeat these so participants can remember what has been discussed.

### **1. Large group discussion (20 minutes):**

**Note:** There is limited time to cover everything in Managing Problems. If you find that you are running out of time just complete Managing Problems as a large group. It is important that you do this well so participants understand Managing Problems. If participants do not get the chance to go through Managing Problems with their problem, make sure you allow time to do this next week.

- As a large group work through the first 6 steps to Managing Problems- show them chart as a reminder of each step
  - See the Facilitator's Note for Managing Problems
- Select a problem to work through as a group
  - Try to choose a problem that is common to many participants (e.g. difficulty finding work, a small argument with neighbour) if possible
  - Note: make sure the problem is small so participants have an opportunity to solve it quickly
- Before moving on to the next step, ask participants to tell you what the next step is (e.g., *"Okay, so we have just chosen the problem which is step 2. What is the next step?"*)
  - This will help all participants understand the steps for Managing Problems
- **Note** for Step 4:
  - First ask the participant to think of as many possible solutions to their problem
  - Then invite the rest of the group (as well as facilitators) to suggest any other solutions for this problem

Suggested script:

*"Can you think of any solutions that might solve or influence this problem? Remember, at this stage, it doesn't matter how good or bad the solution is. We decide that later."*

- **Note** for Step 6:
  - Be sure to break the action plan down into very small, manageable steps (the smaller the steps, the more likely the participant will complete them)
  - The action plan can be completed in one attempt or over days

*"What about if you all close your eyes and imagine carrying out this action plan. What would you be doing in order to carry it out?"*

### **2. Smaller group discussions (20 minutes):**

- Decide beforehand the size of small groups (e.g., split the group into 2, have participants work in groups of 2 or 3 etc.)
  - Put participants who have similar problems into the same group
  - If you can't, the group will work on one problem together at a time
    - Ask one participant to volunteer their problem or choose which participant's problem the group can start with. Make sure this

participant is comfortable talking about their problem in front of the group.

- The group can help with a particular step- e.g. defining the solvable problem; thinking of possible solutions to the problem; choosing the best solution/s etc. This might be helpful if some participants have similar problems.
- Tell groups to work through the first 6 steps of Managing Problems, like you just did, with their chosen problem
- Tell groups they only have 20 minutes. Be sure to regularly tell them how much time is remaining
- The problem should be one that a participant in that group is experiencing
  - Ask one participant to volunteer their problem or choose which participant's problem the group can start with. Make sure this participant is comfortable talking about their problem in front of the group.
- Walk around to each group and help individuals complete each step
- If the group finishes working on the first problem tell them to start again with another participant's problem
- Return to the larger group and review each groups' Managing Problems and if participants feel comfortable ask them to share their attempts at Managing Problems
  - Only ask participants to tell you what problem they chose (step 2), what solutions they chose (step 5) and the action plan (step 6)

If there is time, encourage smaller groups that were unable to complete Managing Problems to share so the larger group can help them finish or overcome problems they had.

- *"Would someone like to share their Managing Problems with the group?"*
- *"Managing Problems is not always easy to do. Is there a group that got stuck or had difficulties completing Managing Problems? Would you please share what you have been able to do and we can help you finish it as a group?"*

### **3. Discuss each participant's Action Plan (10 minutes)**

- Go around the group and ask participants to tell the group what they plan to do in the next week
- The facilitator should write these down so they can remember what each participant is doing- this will help when you review their action plans in the next session
- If you believe an action plan is not detailed enough work as a group to make it more specific. See suggested script below:

*"That's a great attempt at writing an action plan, but I think we can make it more detailed. This will make it much easier for you when you come to carrying it out. Does anyone in the group have any suggestions for what (name) can include in the action plan?"*

*"What about if you all close your eyes and imagine carrying out this action plan. What would you be doing in order to carry it out?"*

- Ask participants to suggest ways they can remind themselves to complete the steps of their plan
  - E.g., setting phone alerts, using meal times as a reminder, reminding each other if they feel comfortable doing this
- Refer back to the case example throughout the session to help you emphasise a point

### **Managing Stress**

**5 minutes**

#### **1. Remind participants why this strategy is helpful**

- It helps the body relax which can help participants feel less stressed; remind participants of the tight coil (metaphor) that this strategy is aiming to loosen.

#### **2. Lead the group in Managing Stress**

##### **Steps to follow:**

1. Participants relax their bodies (move arms and legs, rock head side to side, roll shoulders back)
2. Instruct participants to breath from their stomach (balloon in their belly)
3. Once everyone is comfortable with step 2, begin counting 3 seconds for the in-breath and 3 seconds for the out-breath. Continue for a minute
4. Stop counting and encourage participants to count themselves or keep the rhythm of slow breathing going (if you have a clock you could encourage participants to follow the ticking of the seconds to keep the rhythm slow)
5. Continue for several minutes

### **Ending the Session**

**10 minutes**

1. Ask participants to say one thing they learned in today's session that has been helpful
2. If you believe an important point has not been raised give a brief summary of this Remind participants to regularly practise Managing Stress
3. Remind participants to complete their Managing Problems action plan (this will be reviewed in the next session)

## Chapter 7: TIME TO GET GOING AND KEEP DOING (SESSION 3)

### Session 3: Time to Get Going and Keep Doing

Content	Time	Materials
Arrive and settle into the group	10 minutes	Refreshments
Welcome & general review	5 minutes	Name tags if available
Review Managing Stress	10 minutes	Case Example pictures
Review Managing Problems (& continue with same or new problem)	30 minutes	Case Example pictures Managing Problems Chart
Get Going Keep Doing- Education & Example	25 minutes	Case Example pictures Large sheet of paper and marker Inactivity Cycle poster
BREAK (20 minutes)		
Get Going Keep Doing- Participant Activity	35 minutes	
Managing Stress	5 minutes	
Ending the Session	10 minutes	Individual Action Plans Get Going Keep Doing pictorial handout
<b>Preparing for Session 3</b>		
<ul style="list-style-type: none"> <li>List of participants' problems you wrote down in the last session</li> <li>Read the Helpful Hints for Managing Problems (Appendix B)</li> <li>Decide where smaller groups can sit and not disturb each other for Managing Problems review</li> <li>Hang up Inactivity Cycle poster (Appendix C)</li> <li>Decide the group sizes for Get Going Keep Doing discussions</li> </ul>		

**Welcome  
minutes**

**5**

1. **Welcome the group back**
2. **Tell participants the plan for today's session:**
  - Review of Managing Stress practice
  - Review Managing Problems and continue with the same or a new problem
  - Introduce next PM+ strategy to deal with feelings of low mood and inactivity
  - Practice Managing Stress to end the session

**Managing Stress Practice Review**  
**minutes**

**10**

**1. Begin by reading the following case example**

**Case Example:**

[Show picture 15]

*NAME remembered to practise Managing Stress every night before going to bed. Some nights it helped her fall asleep sooner, but even when it did not, she felt more relaxed. She noticed that she was beginning to breathe from her stomach too.*

[Show picture 16]

*NAME also tried to start practising Managing Stress whenever she noticed she was about to get a headache or when she was feeling stressed. She said it was harder to slow her breathing when she was feeling very stressed but if she started Managing Stress early enough she would not become as stressed as she might have normally.*

[Show picture 17]

*She was noticing that most of the day she was very tense. She started to relax her body throughout the day which she said helped her feel better. She was also teaching her children Managing Stress to practise when they also felt frustrated or upset.*

**2. Review Managing Stress home practice**

- Invite participants to share their experiences of practising Managing Stress during the last week
- This discussion can be done as a large group, in small groups or pairs

- *“How did people go practicing Managing Stress?”*
- *“What happened when you practiced Managing Stress?”*

**3. Respond to and manage any difficulties participants had in practicing Managing Stress**

- **Note:** see Help Hints for Managing Stress to assist you (Appendix B)
- Encourage other group members to suggest ideas of how to overcome problems

- *“Does anyone else have any ideas about what (name) could do to overcome this problem?”*
- *“Have others had similar problems? And what did you do?”*

**Managing Problems Review**  
**minutes**

**30**

**1. Read case example**

**Case Example:**

[Show picture 18]

NAME did not completely solve her problem (fighting with her husband) however, she reduced the problem to some extent. She did manage to speak with her husband as planned though. He also said he did not like arguing with her, they did not discuss how to solve this problem. She also thought she improved her mood and stress by talking to her friend.

In the same session, NAME and her PM+ facilitator discussed how she could continue to manage the conflict with her husband. They looked at the previous potential solutions from step 4 of Managing Problems they had thought of to see if any of those might be helpful to do the following week. NAME decided she would talk with her husband more about the fighting. She decided that it would be a good idea if she and her husband practised the Managing Problems strategy together. Together they could try and think of all the possible solutions to their problem of arguing too much. This way they were sharing the problem, rather than NAME trying to manage it on her own. She planned when she would do this for the following week.

**Note:** Remember to give attention to any participants who did not get to focus on their problem last week. One of the facilitators might sit with them individually to work through their problem while the group continues. Alternatively you might help have the whole group help the participant as part of the Managing Problems review.

**2. Invite participants to share their experience of completing their Managing Problems Action Plan during the week**

- Before asking for experiences, educate participants about home practice
  - There are 3 possible experiences people will have with any home practice:
    1. Successfully completed their action plan
    2. Tried to do action plan but it was unsuccessful
    3. Unable to do action plan
  - All experiences are okay and important to share (especially normalize experiences 2 and 3 above)
  - Everyone can learn from other participant’s experiences, especially from experiences that were unsuccessful
- If possible, review at least 3 participants’ action plans in the larger group

- *Did anyone solve all or part of their problem by completing their Action Plan this week?*

- *Of those of you who completed their Action Plans for Managing Problems, would you like to share what happened?*

Be sure to watch the time so ask participants to be brief so everyone can have a turn at sharing

### **3. Respond to and manage any difficulties participants had in completing their Action Plan**

- See Helpful Hints for Managing Problems (Appendix B)

- *“At some point in this program you will probably all encounter a problem in completing your action plan. Perhaps the action plan was unsuccessful in managing your problem or maybe you were unable to carry out your plan. These experiences are okay and do not mean you have failed in anyway. They are also important learning opportunities for us all. So did anyone have any problems doing their action plan in the last week?”*
- *“What kinds of difficulties did people have completing their Managing Problems Action Plan over the last week?” “Of those of you who had difficulties completing your Action Plans, would you like to share what happened so we can work through the problems as a group?”*

### **4. Small groups continuing Managing Problems**

- You have 2 options for this section: a) splitting the group into 2 groups or b) pairs<sup>7</sup>
- Be sure to have the Managing Problems Chart visible to participants

#### **A. Split the group into 2 groups:**

- Decide beforehand where these 2 groups can sit so they do not disturb each other.
  - If you have 2 facilitators, make sure one of you sits with each group to support participants
- If you have a large number of participants you can divide participants into smaller groups of 3 or 4 people. Be sure to only split these groups up after you have given them instructions on what to do.
- Be aware of limited time because participants can often be slow to move into smaller groups
  1. Group 1 could include participants who wish to continue managing the *same* problem
  2. Group 2 could include participants who wish to start managing a *new* problem (i.e. the first problem has been solved or managed, or the participant has decided the first problem is not solvable)

Suggested script:

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<sup>7</sup> Options to be tested in trials. This may be altered for the generic manual



*"We are going to work in small groups now. Those participants who would like to continue Managing Problems with the same problem from last week will sit (say place/area). Those of you who would like to start Managing Problems with a new problem can sit over (say place/area). Please begin to move to your areas now so we can start straight away."*

## **B. Pairs**

As an alternative to splitting the groups into 2, you could put participants into pairs. One partner could be someone whose action plan was discussed in the larger group and the other partner will be someone whose action plan has not been discussed yet. The former could work with and support the latter to review their action plan and either continue to solve the same problem or begin Managing Problems with a new problem.

### **5. Lead each group or pairs as follows:**

#### **Group 1: Managing the Same Problem**

- Help participants continue with managing this problem. Begin by reviewing steps 2 and 3 of the Managing Problems strategy
  - Ask each participant to say aloud the problem they have chosen to solve
  - Remember you should have written these down the previous week
  - Check that participants are happy with their responses here
  - Check whether these problems are still considered solvable
- Start Step 4 of Managing Problems:
  - You will need to choose one participant to talk through their problem first. Make sure this participant is comfortable with the group hearing about their problem.
  - Ask the participant to remember any solutions from the week before
  - Then ask the participant to first think of as many new solutions
  - Then invite the group to suggest more possible solutions
  - Some of the old solutions (from last week) might be kept and some new solutions might be added.
- Continue with Step 5 of Managing Problems of the same participants' problem:
  - Ask the participant which solution/s they think would be the most helpful and practical
- Step 6 of the same participants' problem:
  - Help the participant develop an action plan for the next week

*"What would be the first step to carrying out this solution?"*

*Sit quietly and imagine as vividly as you can, that you are completing this solution now. Tell me in as much detail everything you do in order to carry it out.*

- Repeat steps 2 to 4 of the Managing Problems strategy (i.e. choose a problem, define the problem, possible solutions) with the next participants' problem

### **Group 2: Managing a New Problem**

1. Go through Managing Problems from the beginning:
  - Begin with Step 1- review the problems they categorized last week and either keep these problems or add new ones to the list
  - Move to Step 2- ask each participant in the group to say aloud the problem they would like to choose
    - Before moving to the next participant help each person do step 3 (define as specifically as possible the problem)
    - Make sure you write the problem down so you can remember the problem every participant selected
  - Choose one participant's problem you can start working on as a group. Make sure that person is comfortable talking about their problem in front of the group
  - Continue with Step 4:
    - Ask the participant to first think of as many possible solutions to the problem
    - Then invite the group to suggest more possible solutions
  - Before moving on to the next step, ask participants to tell you what the next step is (e.g., "Okay, so we have just chosen the problem which is step 2. What is the next step?")
    - This will help all participants understand the steps for Managing Problems
  - Step 5 of the same participants' problem:
    - First ask the participant which solution/s they think would be the most helpful and practical
  - Step 6 of the same participants' problem:
    - Help the participant develop an action plan for the next week

*What would be the first step to carrying out this solution?*

*Sit quietly and imagine as vividly as you can, that you are completing this solution now. Tell me in as much detail everything you do in order to carry it out.*

- Repeat steps 2 to 4 of the Managing Problems strategy (i.e. choose a problem, define the problem, possible solutions) with the next participants' problem

**Get Going Keep Doing: Education & Case Example**  
minutes

**25**

#### **Purpose of 'Get Going Keep Doing':**

- Teach participants that adversity can cause people to become stuck in low mood and inactivity
- Reassure participants that problems with low mood and inactivity is not uncommon (not a sign they are going crazy etc.)
- Teach participants that becoming active (e.g. engaging in hobbies, doing things that the person finds pleasurable) through Get Going Keep Doing, can break this cycle of low mood and inactivity

- Get Going Keep Doing improves mood which can also help people feel more confident in solving their practical problems

### Steps to 'Get Going Keep Doing':

#### 1. Read case example

##### Case Example:

[Show picture 19]

Ever since NAME's mother died she has not felt like herself. She used to be a very happy and social person. She liked seeing her friends in the village [point to image] and visiting her elderly neighbours [point to image]. She loved knitting and spending time with her children. She even enjoyed the feeling of completing all her household jobs. However, she had stopped knitting and spending time with other people after her mother died. As the year went on her mood worsened and she found it harder and harder to do these things again. She was only just able to manage doing the things she had to do, but sometimes she found these jobs difficult, like cleaning the house or washing the dishes.

By the time she was coming to Group PM+, NAME was beginning to feel hopeless about being able to feel happy again. She also felt very ashamed that she could not do things she believed everyone else could do without difficulty.

#### 2. Introduce Get Going Keep Doing as the 3<sup>rd</sup> PM+ strategy

##### Key points to include:

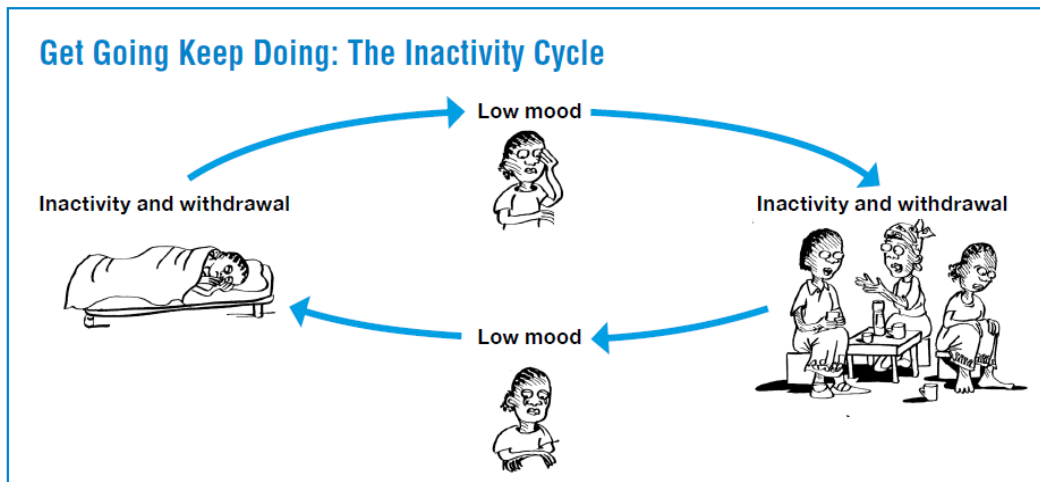
- Adversity can cause change in people's mood- they can feel very sad and hopeless
- Over time, if this mood does not improve people can feel a lack of energy and motivation to do things
- People might find they do not enjoy things they used to enjoy
- This can start a cycle, called the inactivity cycle

#### 3. Show and explain the Inactivity Cycle

- Show participants the large picture of the Inactivity Cycle (stick this on the wall)
- Slowly explain each part as you point to the picture: low mood leads the person to stop doing things they used to do that causes their mood to worsen more. When the mood worsens, it makes it harder to do things so they withdraw more.
- Go through the Inactivity Cycle again using the case example

*"NAME felt sad after her mother died [point to top image], so she started to withdraw from activities like embroidery and housework [point to image on right]. Over time her mood worsened [point to bottom image] and she found it harder to do things again [point to image on left]."*

## Inactivity Cycle:



- Invite participants to share stories of their low mood, lack of motivation, being stuck in this cycle etc.

*“Does this cycle or what I described about (case example’s name) sound familiar to any of you? Would anyone like to share their experiences of feeling sad (or depressed) and not being able to do activities?”*

Prompt questions to emphasise the inactivity cycle in the person’s story:

- *“So when you felt sad, what specific activities<sup>8</sup> did you find hard to do or no longer enjoyed doing?”*
- *“Were you still able to do as much of the housework or see your friends and family when you felt this way?”*
- *“When you stopped doing these things what happened to your mood?”*

#### 4. Discuss how the inactivity cycle can be broken

- If there is time you can invite participants to suggest ideas of how this cycle can be broken

Suggested discussion questions:

- *“Does anyone have any ideas of how the inactivity cycle can be broken?”*
- *“Has anyone been stuck in this cycle themselves and been able to break it?”*
- *“Or have you seen someone close to you stuck in this cycle?”*

- Summarise the common themes or points to participants’ stories. Look for the following points to emphasise:
  - It is hard to do things when your mood is low
  - Many people do not enjoy things as much when their mood is low

<sup>8</sup> In Swat, the term “hobbies” was preferred over “specific activities”.

- When you do not do things, like chores, work or pleasant activities your mood doesn't improve (or worsens)
- Tell participants being active breaks the cycle

Suggested script:

*Often many people will think, 'I will start doing things again when I feel better'. Or, they think that one needs to feel energetic first to be active. Actually, the reverse is true: being active makes one feel energetic. So, many people do not start feeling better until they get active. To break this cycle you need to start doing things again, even though you may not feel like it.*

5. Read case example

**Case Example:**

[Show picture 20]

*NAME listened to the education about Get Going Keep Doing and recognised that she was stuck in the inactivity cycle. However, she did not know how she could begin doing activities because she felt so tired all the time and her headaches often stopped her from doing things.*

[Show picture 21]

*NAME and one of the facilitators talked about some of the activities NAME used to do that she no longer does because of the tiredness and headaches. NAME listed a number of things, such as knitting, visiting her elderly neighbour, walking the children to and from school, and preparing lunch every day. The facilitator encouraged her to think about pleasant activities too and she mentioned she used spend time in nature, have tea with her neighbour and meet with her friends which she hasn't done in a long time.*

[Show picture 22]

*In Session 3, we choose a pleasant activity first. NAME chose one that will not require a lot of energy to do, and is unlikely to cause headaches. At first NAME believed she did not deserve to do a pleasant activity because she was not doing enough around the house already. Her facilitator explained that in Session 4, they would choose a task like housework. It is better to improve her mood a little before trying these activities. NAME agreed to this and they agreed that if her husband was annoyed by this the facilitator would talk with him about it.*

*NAME did not want to do anything that involved seeing other people yet. She still felt too embarrassed and said she would be too nervous to meet with others. So they decided that each day NAME could make herself some tea and sit in the public park nearby and look at the nature. She thought this would be something enjoyable she could do.*

**BREAK**

Before starting 'Get Going Keep Doing', give a brief summary of the session so far:

- Reviewed Managing Stress
- Reviewed Managing Problems (specify any points that were taught while doing review)
- Introduced Get Going Keep Doing (test participants' knowledge by asking questions about Get Going Keep Doing)

**Get Going Keep Doing: Participants' Activities**  
**minutes**

**35**

**1. Briefly review the education for Get Going Keep Doing**

- Use above case example to help you

**Key points to include:**

- Get Going Keep Doing, helps people start doing activities again
- Being active will improve mood
- We choose 1 simple activity participants would like to start doing again
- This week the activity is a pleasant one
- In the next session the activity chosen will be a task or chore

**2. Large group discussion: Help participants to select an enjoyable activity they would like to start doing**

- Invite participants to suggest one enjoyable activity they would like to start doing again
  - Enjoyable activities are those that give them pleasure or make them feel happy, relaxed or content
  - The activity should be something they are not currently doing or something they would like to do more often
  - Give participants time to think about an activity and invite them to raise their hand to share it with the group
  - Begin to select participants to share their activity if it is taking too long for people to respond
  - Help participants who are unsure of what to do

- *"Is there anything you would like to do that others have already mentioned?"*
- *"Tell me what you used to enjoy doing a year ago?"*

- Only as a last resort, invite everyone to give examples of things the participant might enjoy. Ask the participant to think about these things and come back to them at the end of the discussion and ask them to choose one activity.

Suggested script:

*“Thinking about the things you used to do before you were feeling this way, what is one pleasant or enjoyable activity that you could start doing again or do more often?”*

**Note:** The activity chosen can be something the participant completes as part of attending PM+ Group. For example, talk to someone in the break time, walk to the group with one of the other participants who live nearby, invite one of the other participants for tea after the group.

- It is recommended that you begin with 1 activity that is not too big and easier to complete (as shown in the case example)
  - Ask participants what they would need to do in order to complete this activity (i.e., all the steps involved)
    - E.g., meeting with a friend might mean getting dressed, getting baby ready to take out, and walking to meet her etc. before actually doing the activity. This might be too hard for someone to do who is feel very depressed and an easier activity should be chosen first
  - Simple and easier activities might include those that can be done in the home or that do not need a lot of resources or other people.
  - Examples:
    - Listening to music, playing with young child, walking around the neighbourhood, going to parks, looking at nature, taking a bath, brushing one’s hair etc.
- If participants really want to complete a task rather than an enjoyable activity remind them that this will happen next week

### **3. Help participants to break down the selected activity into small, manageable steps**

- This discussion can be done as a large group or if you have enough facilitators in smaller groups

Prompt Questions:

- *“Sit quietly and imagine when you last did this activity. Can you tell me in as much detail all the things you did and I will write these down? These will be the steps you need to take to complete the activity.”*
- *“What are the material things you will need in order to complete the activity?”* (E.g. shoes, furniture, people, food etc.)



#### **FACILITATORS’NOTES ON GET GOING KEEP DOING**

Given the participant’s low mood, lack of energy or stress, it is important to break the overall task down into smaller and more manageable steps. Remember, this is so the participant does not feel overwhelmed with the task and to make sure they experience some success in completing it. This will encourage self-confidence and begin to improve their mood.

For example, ‘doing crafts’ might feel overwhelming for a participant. So you can break this task down and start with just getting all your materials out and putting them in a place where you would feel comfortable to do your crafts. The participant does not need to start doing any craftwork yet.

Then on another occasion, they might just spend 10 minutes on the craftwork and build up from there.

Another example with the task, 'cleaning your apartment'. Breaking this task down by choosing small sections of the apartment to clean (for example, cooking area, bedroom and so on) is more manageable and achievable for the participant.

#### **4. Help participants schedule in the steps to complete the activity**

- Discuss what each participant can do, on what day and at what time (get participants to be as specific as possible)
  - You can write these plans down so you can remember for the review in the next session
- As with Managing Problems, discuss with the group how participants can remind themselves to complete the steps over the next week

#### **5. Remind participants that it might be difficult starting the activity**

- Encourage them to keep going with it even if they do not feel like it
- Let them know that their mood might not improve straight away but that it will if they keep doing

*"For many people it is starting the activity that is the hardest. However I can assure you that many people find that once they start doing activities it gets easier to keep going."*

#### **Optional Activity: Slap, Clap, Click, Name Game**

This game demonstrates how it can be difficult to start an activity. When you get going it is easier to keep doing!

**Step 1:** Practice clapping rhythm, which should follow this sequence:

- 1) Slap your knees with both hands
- 2) Clap your hands together
- 3) Click fingers of right hand
- 4) Click fingers of left hand
- 5) Practice until the entire group can follow the rhythm

**Step 2:**

- 1) The facilitator of the game (one of trainers) begins the game
- 2) They call out their own name when clicking fingers of right hand, followed by the name of someone in the group when clicking fingers of left hand
- 3) The 2<sup>nd</sup> name is called at random



- 4) The person whose name has been called follows the same sequence- i.e. they call out their own name when clicking fingers of right hand, followed by the name of someone in the group when clicking fingers of left hand
- 5) The sequence is followed until a mistake is made. Begin a new game by practicing the rhythm again for a little while and then add name-calling.

Be sure to end the game by relating it back to Step 5 of Get Going Keep Doing:

*“Starting an activity can be challenging when you feel depressed or without energy. It can be helpful to break the activity down into small steps and start with the easy steps until you feel comfortable to add more steps, just like we did in this game. Then you can get into a rhythm and continue without difficulty. Get Going Keep Doing is just like this.”*

### **Managing Stress minutes**

**5**

#### **1. Remind participants why this strategy is helpful**

- It helps the body relax which can help you feel less stressed; remind participants of the tight coil that this strategy is aiming to loosen.

#### **2. Lead the group in Managing Stress**

#### **3. Steps to follow:**

1. Participants relax their bodies (move arms and legs, rock head side to side, roll shoulders back)
2. Instruct participants to breath from their stomach (balloon in their belly)
3. Once everyone is comfortable with step 2, begin counting 3 seconds for the in-breath and 3 seconds for the out-breath. Continue for a minute
4. Stop counting and encourage participants to count themselves or keep the rhythm of slow breathing going (if you have a clock you could encourage participants to follow the ticking of the seconds to keep the rhythm slow)
5. Continue for several minutes

### **Ending the Session minutes**

**10**

1. Ask participants to say one thing they learned in today's session that has been helpful
  - If you believe an important point has not been raised give a brief summary of this
2. Remind participants to regularly practise Managing Stress
3. Remind participants to complete their Managing Problems action plan (this will be reviewed in the next session)
4. Remind participants to complete their Get Going Keep Doing activity (this will be reviewed in the next session)

5. Remind them of the next session- time and location- and tell them the topics that will be discussed (i.e. how to seek social support)

FOR PILOT TESTING ONLY

## Chapter 8: STRENGTHENING YOUR SOCIAL SUPPORT (SESSION 4)

### Session 4: Strengthening Your Social Support

Content	Time	Materials
Arrive and settle into the group	10 minutes	Refreshments
Welcome & general review	5 minutes	Name tags if available
Review Managing Stress	10 minutes	Case Example pictures
Review Managing Problems (& continue with same or new problem)	20 minutes	Case Example pictures Managing Problems Chart
Review Get Going Keep Doing (& continue with same or new activity)	20 minutes	Case Example pictures Inactivity Cycle poster
BREAK (10 minutes)		
Strengthening Social Support- Education & Example	20 minutes	Case Example pictures
Strengthening Social Support- Participant Support	25 minutes	
Managing Stress	5 minutes	
Ending the Session	10 minutes	Individual Action Plans Strengthening Social Supports pictorial handout

#### Preparing for Session 4

- Hang Managing Problems Chart on wall
- Hang Inactivity Cycle poster on wall)
- Read Helpful Hints for Get Going Keep Doing (Appendix B)

**Welcome  
minutes**

**5**

1. Welcome the group back
2. Tell participants the plan for today's session:
  - Review of Managing Stress practice
  - Review Managing Problems & Get Going Keep Doing
  - Introduce final PM+ strategy to improve supports
  - Practice Managing Stress to end the session

**Managing Stress Practice Review**  
minutes

10

**1. Read the case example**

**Case Example:**

[Show picture 23]

*NAME was using Managing Stress more regularly throughout the day, and particularly before stressful times. Such as in the mornings getting everyone ready to go to school, when her children got home from school, cooking dinner, when her husband was feeling frustrated. She was feeling less stressed generally and noticed she was not getting as easily irritated with her children or her husband as a result. Her sleep was slightly improving and she was not having as many headaches during the last week.*

**2. Invite participants to share their experiences of practising Managing Stress during the last week**

- This discussion can be done as a large group, in small groups or pairs

- *How did people go practicing Managing Stress?*
- *What happened when you practiced Managing Stress?*

**3. Respond to and manage any difficulties participants had in practicing Managing Stress**

- **Note:** see Helpful Hints for Managing Stress to assist you (Appendix B)
- Encourage other group members to suggest ideas of how to overcome problems

- *“Does anyone else have any ideas about what (name) could do to overcome this problem?”*
- *“Have others had similar problems? And what did you do?”*

**Managing Problems Review**  
minutes

20

**1. Read the case example**

- Encourage group to think of potential solutions for the case example’s new problem

**Case Example:**

[Show picture 24]

*NAME feels confident continuing with the original problem.*

[Group question]: *Who can remind me what NAME's original problem was?*

*So she decides to choose another problem to work on. She has found that some of her problems, such as her low mood and headaches are beginning to improve with Get Going Keep Doing and Managing Stress. However, she is still finding it hard to fall asleep at night. So she chooses this problem to work on. She thinks of 2 possible solutions: go to bed earlier and listen to some relaxing music.*

[Group question]: *Can you think of any possible solution that might be helpful?*

- Possible solutions you can suggest to encourage discussion:
  - Practise her slow breathing before going to sleep
  - Listen to relaxing music
  - Read a book

## **2. Review Managing Problems home practice**

- Invite participants to share their experience of completing their Managing Problems Action Plan during the week
- Before asking for experiences, educate participants about home practice
  - There are 3 possible experiences people will have with any home practice:
    - 1) Successfully completed their action plan
    - 2) Tried to do action plan but it was unsuccessful
    - 3) Unable to do action plan
  - All experiences are okay and important to share (especially normalize experiences 2 and 3 above)
  - Everyone can learn from other participant's experiences, especially from experiences that were unsuccessful
- If possible, review each participant's Action Plan in the larger group

- *Did anyone solve all or part of their problem by completing their Action Plan this week?*
- *Of those of you who completed their Action Plans for Managing Problems, would you like to share what happened?*

- Be sure to watch the time so ask participants to keep their stories short so everyone can have a turn at sharing

**3. Respond to and manage any difficulties participants had in completing their Action Plan**

- See Helpful Hints for Managing Problems (Appendix B)

- *“At some point in this program you will probably all encounter a problem with doing your Action Plan. Perhaps it was unsuccessful in managing your problem or maybe you were unable to carry out your plan. These experiences are okay and do not mean you have failed in anyway. They are also important learning opportunities for us all. So did anyone have any problems doing their action plan in the last week?”*
- *“What kinds of difficulties did people have completing their Managing Problems Action Plan over the last week?”*
- *“Of those of you who had difficulties completing your Action Plans, would you like to share what happened so we can work through the problems as a group?”*

**4. Small groups continuing Managing Problems**

- You have 2 options for this section: a) splitting the group into 2 groups or b) pairs
- Be sure to have the Managing Problems Chart visible to participants

**A. Split the group into 2 groups:**

- Decide beforehand where these 2 groups can sit so they do not disturb each other
  - a. If you have 2 facilitators, make sure one of you sits with each group to support participants
- If you have a large number of participants you can divide participants into smaller groups of 3 or 4 people. Be sure to only split these groups up after you have given them instructions on what to do.
- Be aware of time as participants can often be slow to move into smaller groups
  1. Group 1 includes participants who wish to continue managing the *same* problem
  2. Group 2 includes participants who wish to start managing a *new* problem (i.e. the first problem has been solved or managed, or the participant has decided the first problem is not solvable)

Suggested script:

*“We are going to work in small groups now. Those participants who would like to continue Managing Problems with the same problem from last week will sit (say place/area). Those of you who would like to start Managing Problems with a new problem can sit over (say place/area). Please begin to move to your areas now so we can start straight away.”*

**B. Pairs**

As an alternative to splitting the groups into 2, you can put participants into pairs. One partner will be someone whose action plan was discussed in the larger group and the other partner will be someone whose action plan has not been discussed yet. The former will work with and support the latter to review their action plan and either continue to solve the same problem or begin Managing Problems with a new problem.

**5. Lead each group or pairs as follows:**

**Group 1: Managing the Same Problem**

- Help participants continue with managing this problem Begin by reviewing steps 2 and 3 of the Managing Problem strategy
  - Ask each participant to say aloud the problem they have chosen to solve
  - Remember you should have written these down from last week
  - Check that participants are happy with their responses here
  - Check these problems are still solvable
- Start Step 4 (possible solutions):
  - You will need to choose one participant to talk through their problem first. Make sure this participant is comfortable with the group hearing about their problem.
  - Ask the participant to remember any solutions from the week before
  - Then ask the participant to first think of as many new solutions
  - Then invite the group to suggest more possible solutions
  - Some of the old solutions (from last week) might be kept and some new solutions might be added.
- Continue with Step 5 of the same participants' problem:
  - Ask the participant which solution/s they think would be the most helpful and practical
- Step 6 of the same participants' problem:
  - Help the participant develop an Action Plan for the next week

*"What would be the first step to carrying out this solution?"*

*"Close your eyes and imagine as vividly as you can, that you are completing this solution now. Tell me in as much detail everything you do in order to carry it out."*

- Repeat steps 2 to 4 of the Managing Problems strategy (i.e. choose a problem, define the problem, possible solutions) with the next participants' problem

**Group 2: Managing a New Problem**

2. Go through Managing Problems from the beginning:
  - Begin with Step 1- review the problems they categorized last week and either keep these problems or add new ones to the list
  - Move to Step 2- ask each participant in the group to say aloud the problem they would like to choose

- Before moving to the next participant help each person do step 3 (define as specifically as possible the problem)
- Make sure you write the problem down so you can remember the problem every participant selected
- Choose one participant's problem you can start working on as a group. Make sure that person is comfortable talking about their problem in front of the group
- Continue with Step 4:
  - Ask the participant to first think of as many possible solutions to the problem
  - Then invite the group to suggest more possible solutions
- Before moving on to the next step, ask participants to tell you what the next step is (e.g., "Okay, so we have just chosen the problem which is step 2. What is the next step?")
  - This will help all participants understand the steps for Managing Problems
- Step 5 of the same participants' problem:
  - First ask the participant which solution/s they think would be the most helpful and practical
- Step 6 of the same participants' problem:
  - Help the participant develop an Action Plan for the next week

*What would be the first step to carrying out this solution?*

*Close your eyes and imagine as vividly as you can, that you are completing this solution now. Tell me in as much detail everything you do in order to carry it out.*

- Repeat steps 2 to 4 of the Managing Problems strategy (i.e. choose a problem, define the problem, possible solutions) with the next participants' problem

**Get Going Keep Doing Review**  
**minutes**

**20**

### 1. Read case example

**Case Example:**

[Show picture 25]

*NAME completed her Get Going Keep Doing exercise for the week.*

[Group question]: *Can anyone remind the group what pleasant activity NAME was going to do?*

*NAME found the pleasant activity difficult to do for the first few days because she did not feel like it. However, she tried to keep doing it anyway. Then she noticed it began to change her mood and she stopped worrying about all the other things she should be doing. The pleasant event also helped her do a little bit of housework, like sweeping the floor for a few minutes.*

[Show picture 26]



*NAME said she would continue sit outside and have tea but that she would like to do some more house work. So NAME and her group facilitator decided to choose a household task she could begin this week. Remember that the activity of doing all the housework involves too many tasks so NAME will have to choose one small household task that is easy enough for her to start doing again.*

*NAME decides to wash the dishes after having her tea each day during the coming week. To break this task down she decides she needs to fill a bucket with water and get the detergent out first. Then she will just start with washing the plates. If she has the motivation to continue, she will then wash the cutlery and finally the cups. She decided she will leave the dishes to dry on their own.*

## **2. Review Get Going Keep Doing home practice**

- Invite participants to share their experience of completing their Get Going Keep Doing activity during the week

- *“Did anyone start or complete their Get Going Keep Doing Action Plan this week?”*
- *“Of those of you who completed their Get Going Keep Doing activity, would you like to share what happened?”*
  - Be sure to watch the time so ask participants to keep their stories short so everyone can have a turn at sharing

- Respond to and manage any difficulties participants had in completing their activity
  - See Helpful Hints for Get Going Keep Doing below (Appendix B)

- *“What kinds of difficulties did people have completing their Get Going Keep Doing activity over the last week?”*
- *“Of those of you who had difficulties completing your activities would you like to share what happened so we can work through the problems as a group?”*

- Make sure those participants who had difficulties completing their activities have a clear idea of what they are going to try differently this week (i.e., their new action plan)
  - Ask participants to share aloud what they are going to try differently this week to help them complete the activity (i.e., a new first step that is smaller, a new activity entirely). You repeat this back to the participant or discuss any parts they may have missed or are unsure about
  - Write down participants new plans for the week so you can review them in the next session

- Encourage participants who could complete their activities to continue doing them this week
  - Participants can also introduce new pleasant activities if they feel confident doing this by themselves

### **3. Introduce Get Going Keep Doing for a task-oriented activity**

- This is a large group discussion
- Explain that it will follow the same structure as in Session 3 (i.e., when completed with a pleasant activity)
- Tell participants you are now going to practise Get Going Keep Doing with tasks and chores

#### **Key points to include:**

- Remind participants Get Going Keep Doing, helps people start being active again
- When we feel low we often lose motivation to do chores, work, self-care activities and other tasks we have to get done
- Being active with these tasks helps people feel a sense of achievement which can improve mood
- Today participants will choose one task-oriented activity to start doing again

### **4. Large group discussion**

- Help participants to select a chore, self-care or work-related activity they would like to start doing
- Invite participants to suggest one task they would like to start doing again
  - Give participants time to think about an activity and invite them to raise their hand to share it with the group
  - Begin to select participants to share their activity if it is taking too long for people to respond
  - Help participants who are unsure of what to do

Prompt questions:

- *“Is there one thing that is not too hard, that you could do around the house, for your family or yourself or to do with work?”*
- *“Is there anything you would like to do that others have already mentioned?”*
- *“Tell me what you used to do a year ago?”*

- Only as a last resort, invite everyone to give examples of things the participant might enjoy. Ask the participant to think about these things and come back to them at the end of the discussion and ask them to choose one activity.
- Examples:
  - Cleaning one small area of house, apartment
  - Washing clothes

- Washing oneself
- Cooking a meal
- Washing the dishes
- Helping a relative

Suggested script:

*“Thinking about the things you used to do before you were feeling this way, what is one task, chore or self-care activity that you could start doing again or do more often?”*

**Note:** The activity chosen can be something the participant completes in the group time. For example, help clear up the cups or glasses at the end of the group

- It is recommended that you begin with 1 activity that is not too big and easier to complete (as shown in the case example)
  - Ask participants what they would need to do in order to complete this activity (i.e., all the steps involved)
    - E.g., getting up on time and getting dressed, going to work might mean organising childcare, and organising transport to get to work. This might be too hard for someone to do who is feel very depressed and an easier activity should be chosen first
  - Simple and easier activities might include those that can be done in the home or that do not need a lot of resources or other people.
  - Examples:
    - Washing only some of the laundry, sweeping the area in the kitchen, cleaning the kitchen bench etc.
- Help participants to break down the selected activity into small, manageable steps
  - Use one participant’s activity as an example to remind participants how to break down their activity into smaller steps.
  - Then ask participants to break down their activity into smaller steps, on their own

Prompt Questions:

- *“Close your eyes and imagine when you last did this activity. Can you tell me in as much detail all the things you did and I will write these down? These will be the steps you need to take to complete the activity.”*
- *“What are the material things you will need in order to complete the activity?”* (E.g. shoes, furniture, people, food etc.)

## **BREAK**

Before starting ‘Strengthening Social Supports’ give a brief summary of the session so far:

- Reviewed Managing Stress
- Reviewed Managing Problems (specify any points that were taught while doing review)
- Reviewed Get Going Keep Doing (specify any points that were taught while doing review)

**Strengthening Social Supports: Education & Case Example  
minutes**

**20**

**Purpose of 'Strengthening Social Supports':**

- Having good support helps people cope better in adversity
- Can help people not become as stressed, depressed etc.
- Can help people better manage practical problems
- Helps people feel they are not alone in the problems they are experiencing

**Steps to 'Strengthening Social Supports':**

**1. Give brief definition of Strengthening Social Supports**

Suggested script:

*"Strengthening Social Supports is all about connecting with others to be more supported and able to manage problems better."*

**2. Read case example**

**Case Example:**

[Show picture 27]

*Because of NAME's depression (low mood), she had stopped seeing of her friends. She was beginning to feel very lonely. After hearing about the final PM+ strategy, Strengthening Social Support, she commented that many of her problems had seemed so much bigger because she was trying to deal with them all on her own. She could remember times she had problems with her husband or her children and she would speak to her friends or mother about these problems and it was a lot easier to manage them. Sometimes they were able to give her practical support, such as looking after her children for short periods of time. She also said talking with people in the group helped her feel more confident to deal with these things.*

**3. Introduce Strengthening Social Supports as the final PM+ strategy**

- Refer to previous discussions of other strategies that included social supports (e.g. a solution for Managing Problems may have included getting support from someone or an organization; Get Going Keep Doing activity may have involved socialising with others)

**4. Encourage discussion about what social support is and how it can be helpful**

- Ask participants to give examples of times when social support has been helpful for them

*Suggested prompt questions:*

- *“When you think about social support what comes to mind (what do you think of)?”*
  - *“Would anyone like to share a time they received support from someone or an organization to deal with a problem? And did it help? How so?”*
  - *“What has been people’s experience coming to this group and sharing their problems with others? Have people found it helpful? How so?”*
  - *“How did (case example’s name) say seeking supports helped her in the past?”*
- Name said that it helped her feel that her problems were not as big. She said she was feeling more confident from getting support from the group.
- *“Are there other ways you think strengthening social supports might help people affected by adversity?”*
  - *“How do you think it might help you?”*

**Key points to include:**

- There are many forms of social support:
  - Having a friend or family member listen and validate the person’s concerns and emotions rather than be dismissive and not show any care
  - Connecting with an agency that is providing needed and appropriate information and support to the person
  - Getting help to complete a difficult task or providing a way of completing a task (for example, driving them somewhere, borrowing something from them and so on)
  - Spending time with others but not necessarily talking about problems (for example, sharing a meal)
  - Helping other people (while not forgetting to take care of oneself)
- People feel more confident and hopeful about dealing with problems and adversity when they are supported
- Problems can feel more manageable when people are supported
- Sharing problems with others can help them feel less burdened
- Hearing other people’s problems can help people feel they are not alone in their suffering

Consider sharing a proverb that reflects the idea of social support:- *United we stand, divided we fall; If my neighbour is ok I am ok; One hand alone cannot clap; A problem shared is a problem halved; Shared joy is a double joy; shared sorrow is half a sorrow*

**5. Discuss obstacles to strengthening social support**

- Tell the group that it can be difficult to seek out support for different reasons
- Read case example that highlights some of these obstacles

**Case Example:**

[Show picture 27 again]

*NAME said she felt guilty that she had stopped seeing her friends and family. She was concerned that they would be angry or disappointed with her if she began to seek support from them again.*

- Ask the group what was (case example name's) difficulties to strengthening her social support
- Invite participants to share their personal difficulties in seeking support

Suggested question:

- *"What has made it hard for you to get support from others in the past?"*
- *"What do you think might make it hard for you to strengthen your social supports this week?"*

- Give examples to help participants identify personal obstacles if needed:
  - Personal feelings: shame, embarrassed, low mood, anxiety or worry
  - Negative expectations: It won't work; There's no point; I'll just burden others
  - Isolation: some participants might not have many people they can get support from
  - Difficulties trusting others (this is likely to be an obstacle for people who have experienced intimate forms of trauma, such as sexual assault and torture)

Suggested dialogue if a participant is very unsure about strengthening their social supports:

*"Many people feel unsure about talking with others about their problems or asking others for help. One reason is because they are worried they will burden the other person with their problems. However, this is often not true. People will often share problems when they hear their friend also tell them about their own problems. Or they might ask for help in return. This might be because that friend is also experiencing similar problems. Rarely will one person only talk about their problems or ask for help. It can also be helpful hearing other people's difficulties so you get a perspective about your own issues especially if you think you are the only one experiencing a problem.*

*"Another reason people do not get support from others is because they have no one they can trust. If you think you do not have anyone you can trust, shall we discuss more together on finding someone that you can trust?"*

**6. Return to reading the case example to show participants how these obstacles can be overcome**

[Show picture 27 again]

*NAME's obstacles to strengthening social support were thinking 'others would be angry with her for asking for help'. The PM+ facilitator reminded NAME that her aunty was not angry with her when she visited her as part of her Action Plan for Managing Problems. Also, her friend gave her some very helpful advice about talking to her husband. NAME agreed and said it was possible that other family members may also not be angry with her. So she and her PM+ facilitator decided to choose someone that NAME would feel comfortable talking to again. She decided to meet her cousin and share stories with her.*

**Strengthening Social Supports: Participants' Supports  
minutes**

25

1. Tell participants the next ½ hour will be spent helping them plan to strengthen their social support
2. Read the case example

[Show picture 28]

*NAME decided she wanted to meet her cousin. The group helped her break this task down into small steps:*

- *Visit the cousin on Friday morning after the children have gone to school*
- *Ask to come in and have tea together*
- *Talk about what is happening in both of their lives*

[Group question for discussion]: *How would you suggest she start this conversation?* (Invite participants to role-play or act out this scene of talking to the cousin).

*If NAME felt comfortable she would, share with cousin my problems with husband not having any work*

[Show picture 29]

*NAME also wanted to do more to help her husband find a job. Remember helping others is another example of Strengthening Social Support?*

*She said they had discussed that he would talk with people in the community who might know of jobs, like the head teacher at the local school. They planned for NAME to do the following in the next week:*

*Encourage her husband to go and see the headteacher so he could ask him for advice about finding employment*

*Ask her friends if anyone knew of other places her husband might be able to find work.*

[Group question for discussion]: *Do you have any ideas about what questions NAME could ask her friends when enquiring about work for her husband?*

*[Some examples might include: "Do you know of any work available?" or "Do you have any advice on where my husband could go and ask for work?"]*

**3. Large group discussion**

- Invite participants to choose one way they can strengthen their social support in the next week
- Remind participants of the different ways they can strengthen social supports (see key points in box above)

Suggested questions:

- *“Does anyone have an idea of how they would like to strengthen their social support?”*
- *“Is there a social support you had in the past that you could start to strengthen again?”*
- *“Is there someone or an organisation you could get support from?”*

**4. Begin helping participants plan exactly what they are going to do**

- To make this discussion easier, discuss actions for each different type of social support:
  - You can begin by just talking about participants who wish to strengthen support by talking to someone
  - Then talk about plans for those participants who wish to strengthen support with an organisation
  - Then talk about plans for those participants who wish to ask for practical help
- Be sure to break this plan down into small, manageable steps as you have done with Managing Problems and Get Going Keep Doing

Suggested questions:

- “What would be the first step to strengthening your support?”*
- “Close your eyes and imagine as vividly as you can, that you are completing this action now. Tell me in as much detail everything you do in order to carry it out.”*

**5. Rehearsing (role playing) what to do:**

- Participants form pairs and practise what they are going to say to the person or organisation
- If you do not have time, encourage participants to meet with each other to practise what they are going to say or do this on their own
- Tell participants the more confident they feel in completing the task, the more likely they will achieve it
- For example role play;
  - Talking about a practical problem and how that makes them feel
  - Talking about being involved in this program
  - Talking about any specific problem
  - Asking to meet with a friend/family member/person
  - Asking for help with a practical problem

**6. Help participants schedule in the steps to complete the social support activity**

- Discuss what each participant can do, on what day and at what time (get participants to be as specific as possible)
  - The facilitator should write these plans down for the review in the next session



As with Managing Problems and Get Going Keep Doing, discuss with the group how participants can remind themselves to complete the steps over the next week

<b>Managing Stress</b> <b>minutes</b>	<b>5</b>
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**1. Remind participants why this strategy is helpful**

- It helps the body relax which can help you feel less stressed; remind participants of the tight coil that this strategy is aiming to loosen.

**2. Lead the group in Managing Stress**

**Steps to follow:**

1. Participants relax their bodies (move arms and legs, rock head side to side, roll shoulders back)
2. Instruct participants to breath from their stomach (balloon in their belly)
3. Once everyone is comfortable with step 2, begin counting 3 seconds for the in-breath and 3 seconds for the out-breath. Continue for a minute
4. Stop counting and encourage participants to count themselves or keep the rhythm of slow breathing going (if you have a clock you could encourage participants to follow the ticking of the seconds to keep the rhythm slow)
5. Continue for several minutes

<b>Ending the Session</b> <b>minutes</b>	<b>10</b>
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1. Ask participants to say one thing they learned in today's session that has been helpful
  - If you believe an important point has not been raised give a brief summary of this
2. Remind participants to regularly practice Managing Stress
3. Remind participants to complete their Managing Problems action plan (this will be reviewed in the next session)
4. Remind participants to complete their Get Going Keep Doing activity (this will be reviewed in the next session)
5. Remind participants to complete their Strengthening Social Supports action plan (this will be reviewed in the next session)
6. Remind them of the next session- time and location- and tell them the topics that will be discussed (i.e. reviewing the strategies and preparing for the future)

## Chapter 9: STAYING WELL AND LOOKING FORWARD (SESSION 5)

### Session 5: Staying Well and Looking Forward

Content	Time	Materials
Arrive and settle into the group	10 minutes	Refreshments
Welcome & general review	5 minutes	Name tags if available
Review Managing Stress, Managing Problems, Get Going Keep Doing, Strengthening Social Support home practice (& help set up continuation of strategies)	25 minutes	Case Example pictures Managing Problems Chart Inactivity Cycle Poster
Review PM+	15 minutes	PM+ Cases for 'Helping Others'
BREAK (10 minutes)		
Staying Well	20 minutes	Case Example pictures Materials for PM+ reminders
Looking Forward	20 minutes	
Closing Ceremony	15 minutes	Meal (or other materials)

#### Preparing for Session 5

- Read Helpful Hints for Strengthening Social Supports (Appendix B)
- Have the 'Helping Others' case examples ready to read (you might choose to have these on a separate piece of paper so you do not have to keep flipping to the back of this manual)- Appendix D
- Bring materials (posters, cards, makers etc.) for making PM+ reminders
- Closing Ceremony materials and food (depending on what you have organised)

#### Welcome minutes

5

1. Welcome the group back
2. Congratulate participants for reaching the end of the program
  - Give a positive message about participants' achievements and efforts
3. Tell participants the plan for today's session:
  - Review of Managing Stress practice
  - Review participant practice of Managing Problems, Get Going Keep Doing & Strengthening Social Supports
  - Review the aims of all PM+ strategies

- Discuss how to stay well and plan for the future
- Closing ceremony/meal

**Review of Home Practice Tasks**  
**minutes**

25

**1. Read case example**

**Case Example:**

[Show picture 30]

Picture 1: Managing Stress - NAME was now practicing this regularly before bed to help her fall asleep and whenever she noticed she was beginning to feel stressed.

Picture 2: Managing Problems - NAME was eating more regularly. She was beginning to notice that her appetite was slowly returning. Her husband was speaking to a number of different people in the community and was getting some casual work as a result.

Picture 3: Get Going Keep Doing - NAME was regularly taking time to sit quietly and have a cup of tea and look at the nature. She still finds chores difficult to complete and often feels tired after 20 minutes. However, she felt she was improving. She was at least partly doing chores and this made her feel a sense of achievement, even though she rarely could finish them.

Picture 4: Finally, looking at Strengthening Social Support - NAME organised to meet with another friend of hers. They talked about what was going on and NAME shared some of her difficulties. She found this very hard. However, her friend did not say anything to make her feel guilty about being withdrawn or ashamed of her problems. They organised to meet again in 2 weeks.

**2. Review all home practice tasks for all strategies**

- Managing Stress (if haven't already reviewed this), Managing Problems, Get Going Keep Doing and Strengthening Social Support
- Review the practice of each of these strategies separately- be sure to manage time spent on each (e.g. 10 minutes for each strategy or 5 minutes for Managing Problems, 10 minutes for Get Going Keep Doing and 15 minutes for Strengthening Social Support)

Suggested questions:

*"Would people like to share what steps they were able to complete for Managing Problems this week?"*

-Ask the same question for each strategy separately

- Be sure to watch the time so ask participants to keep their stories short so everyone can have a turn at sharing

### **3. Respond to common problems participants experienced and ways to overcome these**

- *“What kinds of difficulties did people have completing their (name PM+ strategy) action plan over the last week?”*
- *“Of those of you who had difficulties completing your activities would you like to share what happened so we can work through the problems as a group?”*

- See Helpful Hints for each strategy (Appendix B)
  - Managing Stress
  - Managing Problems
  - Get Going Keep Doing
  - Strengthening Social Supports

**PM+ Review  
minutes**

**15**

#### **Purpose of the ‘PM+ Review’ session:**

- Helps participants confirm and strengthen what they have learned in Group PM+
- The more participants talk about the PM+ strategies, the more likely they will be able to remember them after the group has finished.
- Opportunity for facilitators to correct any misunderstandings about PM+ strategies

#### **Steps to ‘PM+ Review’:**

##### **1. Tell participants we are going to review PM+ strategies**

- So they can remember them all when the group has finished
- So they feel confident in knowing how to practice each strategy

Suggested script:

*“What we are going to do now is work together as (imaginary) PM+ facilitators so you can feel confident that you understand all the strategies in this programme and when it is best to use them. So, I have some examples of different people here and I want you to imagine this is a close friend or family member of yours. Once I have read the example, we will spend some time talking about how you might help them deal with their problems using any of the strategies you have learnt in Group PM+.”*

##### **2. Read ‘Helping Others’ case examples (Appendix D)**

- 1) Facilitators read the first case example to the whole group
  - Facilitators tell group how the PM+ strategies would be helpful for this person (read the responses below the case example to help you)

- Ask participants if they agree with the suggestions made for this person
- 2) Read case examples 2, 3 and 4 and invite the whole group to decide how each PM+ strategy would be helpful for this person
- *“Does anyone want to suggest a PM+ strategy that would be helpful for this purpose? Can you explain how this strategy would be helpful?”*
  - Ask participants to give a reason for their choice of strategy (i.e. *“How might this strategy be used to help this person?”*)
- 3. Allow for time to correct any incorrect beliefs about each of the strategies or answer any questions**
- Be sure you are familiar with the purpose of each PM+ strategy and how it is completed so you can identify any incorrect beliefs
  - Examples of common incorrect beliefs:
    - Managing Stress is only used when you feel scared or stressed
    - Managing Problems helps to solve emotional problems
    - Get Going Keep Doing is only about doing more things around the house
    - Strengthening Social Supports is only about telling other people about your problems

## BREAK

**Staying Well**  
minutes

**20**

### **Purpose of ‘Staying Well’ session:**

- Participants can look back and feel proud of their achievements
- Opportunity to tell participants what to expect when finishing the group
- Help participants to continue to stay well after Group PM+ finishes by preparing the best response to future problems

### **Steps to ‘Staying Well’:**

- 1. Begin by again congratulating participants for their efforts and achievements**

Suggested script:

*“As you are aware, today is our last session and I wanted to start by congratulating you on reaching this stage. You have shown a lot of courage and effort to talk about some difficult topics and face these head on. Are there areas that you think have improved since starting the program?”*

- 2. Review participants original goals for the program**

Suggested script:

*“Can anyone remember what they hoped to get out of Group PM+ at the very beginning?”*

*“What you wanted to change in your mood, your behaviour, your life etc.?”*

- If you had written participants’ goals down in session 1 you can read their goals out to them
- Discuss goals participants have achieved (whether they are ones they suggested in session 1 or not)

Suggested script:

*“Have you been able to achieve these goals, either partly or completely?”*

*“Can you tell me what has changed in your life as a result of Group PM+?”*

**3. Emphasise the importance of practising strategies even when participants are not having problems**

**Key points to include:**

- Group PM+ is like learning a new language- you need to practise it every day if you want to speak it fluently
- The more you practise PM+ strategies, the more likely you will stay well
- If you face a difficult situation in the future you will have a better chance of managing it well if you have been practising PM+ strategies regularly
- Participants have all the information to use PM+ strategies on their own
- Sometimes putting reminders of the PM+ strategies around one’s house can be helpful (you can invite the group to suggest ideas on how to do this)
- Many participants will face problems in the future

**4. Read the case example:**

- The case example is about a time when NAME faces a difficulty a few months after completing Group PM+ and how she manages it

**Case Example:**

[Show picture 31]

*We will fast forward to 3 months after NAME has finished Group PM+. She missed coming each week to the group and meeting with the other ladies. She found the support very helpful. She also found it more difficult to keep up the PM+ activities when she did not have to report back to the group or the group facilitator. So she decided to use Managing Problems to address this. She got in contact with the PM+ facilitator from her group and talked with them about meeting regularly with the other ladies from the group to socialise and support each other. They meet once a month to share a meal and talk about how they were all going.*

[Show picture 32]

*About 4 months after NAME finished Group PM+ her husband was in an accident at his new job. He broke some bones in his arm, which meant he had to be off work again. As a result both NAME and her husband's mood worsened. NAME noticed that she was unable to sleep and that she was beginning to lose her appetite again. Once she noticed these symptoms she decided to think about Group PM+ and plan how she and her husband can use some of the strategies to manage these difficulties.*

[Show picture 33]

*NAME's reactions to this very big stressor are understandable and not uncommon. However, she managed to prevent her emotional health from worsening and impacting on her daily life by returning to the PM+ strategies. Within a few months her mood improved as did her sleep and appetite. This helped her and her husband to respond to their practical problems. NAME decided to look for work at a child care centre nearby to help with financial difficulties. This also helped her feel more worthwhile as a person and her mood continued to improve. She did still worry about her husband and their living difficulties but she was managing and feeling better.*

**5. Invite participants to discuss this case example**

- *"Does anyone have any thoughts about this case example and how NAME managed her problems after the group?"*

**6. Discuss potential future stressors or problems participants might face**

Suggested questions:

- *"What are some difficulties or problems you can imagine facing in the future?"*  
- Prompts: *"...such as money problems, problems with your physical health, problems with family?"*
- *"What kinds of problems have you faced in the past that you might have to face again?"*

- Give examples to prompt them if needed
  - anniversary of the death of a loved one
  - family conflicts
  - physical health problems
  - emotional health problems, such as depression or stress
  - droughts or floods in the next seasons
  - community violence or war
  - problems with employment or money
  - problems with the surrounding environment
  - being forced to leave one's home

Suggested script:

*"It is not uncommon for participants to experience difficulties in the future. In fact, we will all experience some kind of stress or difficulty in life. However, it is important to respond to these*

*difficulties in helpful ways so they do not become overwhelming. Let's hear about NAME and what she did to manage future problems."*

**7. Help participants identify which strategies they could use for each potential future stressor they might face**

- Refer to examples of future stressors participants have already identified
- For example:
  - Feelings of stress, anger, anxiety and physical problems suited to Managing Stress
  - Unemployment problems suited to Managing Problems
  - Feelings of depression, low motivation or hopelessness, or inactivity suited to Get Going Keep Doing
  - All problems are suited to Strengthening Social Support
- Also make sure you mention that if problems continue even after they have tried to practise PM+ strategies they should seek help.

Suggested script:

*"What do you think you can do if you experience a very difficult situation or notice negative feelings in the future?"*

**8. Suggest the group as ongoing support for participants**

- Suggest that relationships formed in the group can be helpful for participants afterwards
  - Help them remember PM+ strategies
  - A good source of social support
  - Other participants can help watch out for symptoms that someone is not staying well
- Tell participants that if they want to continue to meet with others from the group, they should organise this at the end of today's session

**9. Discussion: How to remember to practice PM+ strategies**

- Discuss what participants can do after the group to remind them to continue practicing PM+
- As a group spend some time designing and making PM+ reminders that participants can take home with them (optional)
- If there is not enough time, you can do this activity during the closing ceremony
- Provide participants with posters, small cards, markers etc.
- Alternatively, you can give each participant a copy of the PM+ pictorial handouts (Appendix I) to act as reminders of the strategies

**Looking Forward**  
**minutes**

**20**

**Purpose of this 'Looking Forward' session:**

- Help participants prepare for the future



- Help participants review old personal goals not achieved in Group PM+
- Help participants think in what ways they would like to keep improving (i.e., name new goals)

### Steps to 'Looking Forward':

#### 1. Review participants' goals that were **NOT** achieved during Group PM+:

- Consider whether these goals are realistic
  - Think about whether the goals can be achieved in a short timeframe?
  - Think about whether the goals could have been achieved through this program? Or are they goals that are not suited to PM+ strategies?
    - Many medical/physical problems cannot be helped with Group PM+  
Some goals that require another person to change their beliefs or behaviours cannot be achieved if this person does not want to change

#### 2. Ask participants if they have any new goals they would like to set for themselves

- Help participants identify which strategies would be helpful to achieve all goals (i.e., those not achieved in Group PM+ and new ones)
  - *"Which PM+ strategy would be best suited to dealing with this problem?"*
  - If you disagree with their response, suggest the strategy you think is better and give reasons for this
- Consider what steps the participant could take to begin to achieve these goals

#### Suggested questions:

- *"When can you start completing this (name of PM+ strategy) to help achieve your goal?"*
- *"What resources do they need? For example people you need to talk to, equipment or information?"*
- *"What is the first thing you can do to starting to achieve this goal and when can you do this?"*

**Closing ceremony  
minutes**

**15**

As a way of celebrating the end of the program is to share a meal and have a certificate ceremony.

## APPENDIX A: ASSESSING AND RESPONDING TO THOUGHTS OF SUICIDE IN PM+

### Guidance when assessing thoughts of suicide in participants

#### 1. Two types of suicide risk:

*Plans to end their life in the near future.* These participants should not participate in PM+ and be brought to specialist care immediately, if possible.

*No plans to end their life in the near future, but still at risk.* These participants may have thoughts of suicide but indicate that they do not plan to act on these thoughts in the near future. They may or may not have a history of thoughts, plans or attempts of suicide. These participants can be included in PM+. In case of doubt, talk to your supervisor.

#### 2. How to ask questions:

- Ask questions about suicide to all participants who are currently depressed or feel hopeless.
- Avoid using less direct words that could be misunderstood by the participant.
- If participants feel uncomfortable with the questions, tell them you have to ask everyone these questions because it is very important that you clearly understand their level of safety.

#### 3. Responding to a participant with a plan to end their life in the near future:

- Always contact your supervisor.
- Create a secure and supportive environment.
- Remove means of self-harm if possible.
- Do not leave the person alone. Have carers or staff stay with the person at all times.
- If possible, offer a separate, quiet room while waiting.
- Attend to the participant's mental state and emotional distress (i.e. with basic helping skills).

Levels of risk	Facilitators' response
1. <i>No risk:</i> someone who does not have thoughts of ending their life	<ul style="list-style-type: none"> <li>• Do not have to do anything</li> </ul>
2. <i>Low risk:</i> people who have thoughts of ending their life but do not want to act on these thoughts	<ul style="list-style-type: none"> <li>• Tell your supervisor during supervision</li> <li>• Monitor their thoughts in every session (ask them if they are continuing to have these thoughts and whether they want to act on them)</li> </ul>
3. <i>Medium risk:</i> people who have thoughts of ending their life, do not want to act on these thoughts, but have tried to end their life in the past	<ul style="list-style-type: none"> <li>• Tell your supervisor as soon as possible after the session (i.e. contact them after the session or tell them during supervision)</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor their thoughts in every session (ask them if they are continuing to have these thoughts and whether they want to act on them)</li> </ul>
<p>4. High risk: people who have thoughts of ending their life and either do want to act on these thoughts or are undecided if they want to act on these thoughts, and they may have (or have not) tried to end their life in the past</p>	<ul style="list-style-type: none"> <li>• Contact your supervisor immediately</li> <li>• Do not leave the person on their own or let them go home alone</li> <li>• Use your basic helping skills to give them support while you wait for instructions from your supervisor</li> </ul>

### Managing participants with suicidal thoughts in PM+

During PM+, some participants might have thoughts about ending their life, but have no plans to act on these thoughts in the near future. The “Good and Less Good Reasons” table (see Chapter 5 of the manual) is a good way of helping the participant manage these thoughts and think about the reasons for staying alive. Here the focus should be on discussing reasons to live and reasons not to live. Your task will be to gently help the participant come up with important reasons to stay alive and realize that their reasons to die are most likely only temporary (e.g. their depression, which is causing them to want to die, can improve).

Begin by asking the participant the reasons they think it would be better if they were dead. Then discuss their reasons for living.

Example questions:

- What is keeping you alive at the moment?
- Are there any family members or friends you are staying alive for?
- Are there some things that you have enjoyed in life? Recently? Long ago?
- Have you always felt this way? If not, what did you used to enjoy in life?
- What are some hopes that you have for your future? (Help them to think about solving their practical problems, reducing their emotional problems, etc.)
- What if you did not have the problems you are experiencing at the moment, would that change your thoughts about not being alive?

PM+ is designed to help you better manage and reduce these problems. If you stayed in the intervention and these problems decreased, would this be a good reason to stay alive now?

After hearing the participant’s responses, summarise the main reasons to live and not to live, emphasizing their reasons to live. You can then repeat the participant’s reasons for joining PM+ from the first “Good and Less Good Reasons” table you completed. Remember that this table can be referred to at any time throughout the intervention.

## APPENDIX B: HELPFUL HINTS & FACILITATORS' NOTES



### Helpful Hints for Managing Stress

Participants might have a range of different problems when trying to practise Managing Stress on their own. Below is a list of common problems and possible solutions you can try.

Always discuss how to manage any problems or complaints a participant raises with practising any strategy in your supervision sessions.

Problem	Solution
The participant is too concerned about breathing correctly (e.g. keeping to the three seconds in and out, breathing from their stomach).	<ul style="list-style-type: none"> <li>• Encourage the participant not to be worried about following the instructions exactly.</li> <li>• Help them to understand that the main aim is simply to slow their breathing down in the way that best suits them, even if it means that they are not keeping to the counts of three or even if they are not breathing from their stomach.</li> <li>• Once they have mastered how to slow their breathing down, they can try to use the counting or breathe from their stomach</li> </ul>
The participant cannot slow their breathing down when they are at the peak of their anxiety or stress.	<ul style="list-style-type: none"> <li>• Say to the participant that this would be very hard for anyone to do straight away, even a helper.</li> <li>• Spend some time helping the participant to identify early signs that they are beginning to feel anxious or stressed so they can start slow breathing earlier.</li> <li>• If this is too difficult, help them to schedule specific times throughout the day to practise slow breathing so they learn how to use it before they get too anxious.</li> </ul>
Focusing on breathing makes the participant speed up their breathing and feel more anxious.	<ul style="list-style-type: none"> <li>• Help them to focus on a ticking clock and breathe to the count of the clock rather than focus only on the breathing (or a musical beat in a song).</li> </ul>
They might also experience feelings of light-headedness or dizziness, or feel they are losing control.	<ul style="list-style-type: none"> <li>• Remind them that these sensations are safe and they are not losing control.</li> <li>• Encourage them to focus just on blowing all the air out (just the breathing out) and letting the in-breath come naturally (or by itself).</li> </ul>

- Then they can return to focusing on the whole process of breathing (in and out).



## FACILITATOR NOTES ON MANAGING PROBLEMS

### Step 1: Listing problems

The first step of Managing Problems involves exploring what problems the participants have, and deciding whether these are solvable or unsolvable problems.<sup>9</sup>

Beware of participants who feel very hopeless! They may think all their problems cannot be solved so you may have to tell them why you think a problem is actually solvable.

*Unsolvable problems* are those that you cannot change or have any influence or control over, such as living in a slum or having an untreatable physical illness or disability. However, sometimes there are parts of an unsolvable problem that can be changed, such as how the participant views the problem.

- E.g., someone with cancer may not be able to change their illness but there might be things they can do to help with their pain, or problems relating to accessing medical treatments. Your role is to explore with participants whether there are any parts of the problem that can be changed or influenced.

### Step 2: Choose a problem

The second step of Managing Problems is to **choose** which problem the participant would like to focus on.

The participant should choose an *easy or small problem first*. Choosing a small problem will give the participant the opportunity to experience early success in the program.

However, you should try to help participants use 'Managing Problems' to tackle a bigger or more difficult problem as you progress with the programme. This is because it may be more challenging for them to properly use 'Managing Problems' without your support after completing PM+.

However, as with other decisions, you should discuss this with your supervisor – as this may not be appropriate decision to make with some participants who feel very hopeless or due to the group setting.

### Step 3: Define the problem

Next, you will help participants to **define** the problem as specifically as you can.

There are a few reasons for this:

- More specific problems are easier to solve (because it is easier to think of solutions that will help solve the problem)

<sup>9</sup> Source: Bowman, D., Scogin, F. & Lyrene, B. (1995). *The efficacy of self-examination therapy and cognitive bibliotherapy in the intervention of mild to moderate depression*. *Psychotherapy Research*, 5, 131–140.

- The person can better judge whether their problem has been solved or influenced
- More specifically defined problems do not seem so large and overwhelming for the participant (e.g. compare “problems with my marriage” to “being irritable with my husband when he gets home from work”)

Problems that are best suited to Managing Problems are those that are practical and that can be changed or influenced to some degree. A participant might say that ‘poverty a problem they want to change. This problem is too big and vague. You need to help the participant make it more specific and practical. Getting more information about the problem is a good way of doing this. Suggested questions to help define the problem:

- *When is this a problem for you? In what situations does this problem happen?*
- *If I were to watch you when this problem happened, what would I see, what would you look like, what would you be doing or not doing?*
- *How would your life (for example, daily living) be different if you did not experience this problem?*
- *If you did not have this problem, how would you or I know? What would be different in the way you felt, behaved etc.?*

This step can be the most challenging for a facilitator. It is also very important to do this well, as it affects how you will teach the rest of the strategy. Therefore, we encourage you to prepare, between session 1 and 2, how you might define some of the problems participants have identified. It is useful to discuss this during supervision. For many problems, a participant might not choose the problem that you have practiced defining but at least you have had some practice defining problems as specifically as you can.

#### **Step 4: Possible Ways of Managing the Problem**

Once the problem is defined, encourage the participant to think of as many solutions as possible to solve or manage, all or parts of this problem. Also help participants to think about their personal strengths, resources and support they might be able to use.

1) This step is *not* about giving advice:

Many participants will need some help thinking of possible solutions, particularly if they are feeling hopeless. The temptation for you will be to tell participants different solutions, especially if you are feeling impatient because you are concerned about time.

However, since PM+ acts like a training program for participants, it is important that you guide the participant by suggesting general ideas that can help them generate more specific solutions. This will help empower participants so they are not dependent on you to manage problems in the future. This would become a problem once Group PM+ ends.

- E.g., a participant is feeling overwhelmingly stressed about a problems with her children. The facilitator encourages her to think about seeking support from with someone she trusts. This would be a preferred method of encouraging the participant to think of people she can get support from instead of telling her to talk with a specific person, such as her

mother, about the problem. The aim of this step is to help the participants come up with their own ideas. (See 'Feelings of Hopelessness' below for more ideas to encourage possible solutions.)

2) Be aware of personal values:

This is also a time when you need to be careful that you are not allowing your personal values to interfere.

For instance, you may disagree with the values of the possible solutions participants are considering (for example, talking with a specific religious facilitator, cheating to complete a work-related task, refusing to help someone), or you might want to suggest a solution that is based on your value system and not the participant's.

It is very important that during the programme you put aside your personal values and help the participant to make decisions based on their personal values and beliefs. Be reassured that this is difficult to do for facilitators! However, it is very important for you to respect participants and not argue with their personal values.

When you find yourself disagreeing with a participant's solutions it is okay to talk about this in supervision.

3) Solutions that fix the entire problem

At this stage, it is also important that the participant does not become too concerned about only coming up with solutions that will completely fix the problem. This is often when many participants get stuck when they try to deal with an issue by themselves. The aim at this stage is to think of any solution, no matter how effective such solution is in solving the entire problem or even just part of it.

Remind participants they are not deciding if the solutions are good or bad in this step. Participants are only required to think of as many solutions as possible regardless of how good they are. You might even use humour and offer silly suggestions to show this point.

Feelings of hopelessness:

Participants who are depressed or who are feeling excessively hopeless may have a lot of difficulty thinking of possible solutions. This is because they often think nothing will get better and they have a lot of doubt about their abilities to change their situation. You can use a number of questions to encourage responses from the participant, including:

- Asking them to think of solutions that might work for a friend in a similar situation, but who does not feel depressed.
- Asking them what they have tried in the past (regardless of whether it has worked or not)
- Give broad or vague ideas – e.g. *"Some people have found talking to others can be helpful. Does this sound like a solution you could use? Who could you talk to? What could you say or ask that might help solve part of the problem?"*

**Step 5: Decide and choose**

Once you have exhausted all the possible solutions with participants, this is when you help them **evaluate** each solution. This means considering how effective and helpful each solution might be. You will help the participant choose only those solutions that are helpful in managing the problem.

Short- and long-term consequences:

In evaluating solutions, think about both the short- and long-term consequences of different ideas. For instance, choosing to not go out (isolate oneself) to deal with difficult memories of a loved one who has died might help with their emotions in the short-term. However, this is an unhelpful long-term solution as it can cause other problems, such as depression.

Unhelpful solutions:

When the participant chooses a solution that is clearly unhelpful, you can be more direct with them. An unhelpful solution would be one that causes significant problems for their physical and/or emotional wellbeing, for their friends and family members, or for their work and/or social life. For instance, getting regularly drunk to manage stress is likely to cause more difficulties (e.g., it keeps people feeling depressed; it can lead to liver and kidney problems). And, it might upset family and friends. It might also affect their ability to work (e.g., having to take a day off work because of drinking, poor concentration at work because of a hangover).

Other examples of unhelpful solutions:

- Isolating yourself
- Breaking things
- Beating your children
- Becoming physically aggressive
- Using drugs
- Carrying out illegal or very dangerous activities

Achievable solutions:

You should help participants consider how achievable it is to carry out each solution. While one solution might be very effective, if the participant cannot complete it due to lack of resources, it is not a good solution.

- E.g., a participant identified not having a job as their major problem. At step 5, he mentioned that he was offered a job recently with a good wage. Although this would have been a very good solution in solving his problem, after further discussion he realised the job was actually very risky – he would have to work in the night in a very dangerous area of the city. The participant decided that because he had a young family, he did not want to risk his life to get the job. Because of this, he decided that this particular job was an unhelpful solution to his problem. However, the facilitator and participant decided that he could speak with the manager and ask whether there were other jobs in less dangerous areas of the city.

The participant will then **choose** the best solution (one or a combination of them).

**Step 6: Action plan**

Spend a good amount of time helping participants design an **action plan** to carry out the solution. This includes:



- breaking the solution into small steps
  - E.g., finding work might involve getting information about what work is available, learning about what is needed for different jobs, reviewing and, for some jobs, updating letters of recommendation
  - *What would be the first step to carrying out this solution?*
  - *Close your eyes and imagine as vividly as you can, that you are completing this solution now. Tell me in as much detail everything you do in order to carry it out.*
- helping participants choose a specific day and time to carry out each task
  - suggesting reminders to help make sure participants complete the desired tasks (this can be a group discussion as other participants may have some good ideas)
  - E.g., using alerts on a mobile phone, coinciding tasks with community activities, meal times, or having a friend or family member remind them, are all good ways of helping the participant complete the tasks

If a solution involves talking to someone else and the participant does not feel confident about this, role play (or practise) this interaction with the participant. This can be a good way of helping them practise what they would say if their plan is to ask for something or talk to someone. It can improve their confidence and the chances of them carrying out the plan.

### **Step 7: Review**

In the next session of the programme, you will spend time **reviewing** how things went in completing the planned tasks. Discuss and manage any difficulties that arose in completing the tasks so participants can spend the following week trying to carry out the desired tasks again. If participants managed to complete the tasks, you may talk about what next steps they need to carry out to continue managing the problem if applicable.

Reviewing is also important in increasing the participant's self-confidence as well as showing them that you believe completing these tasks is important and that you care about whether the participant can get them done. This helps build the relationship and keeps participants responsible for making efforts to practise the strategies outside of the group sessions.

It is important for facilitators to know that not all problems will be solved through Managing Problems. If a participant's problem has not been solved it might be due to several reasons (e.g. the problem is not solvable, the problem is too big, Managing Problems is not the right strategy for this problem).

### **Helpful Hints for Managing Problems**



Participants might have a challenge when trying to carry out their Action Plan for Managing Problems.

During supervision, always discuss how to manage issues a participant raises with practising any strategy.

Problem	Solution
<p>The participant forgot to carry out their plan or they were unable to for other reasons (e.g., they became busy, they got work, other problems came up)</p>	<p>This is probably the most common difficulty that participants will have.</p> <p>Invite the group to suggest ideas for remembering to do Action Plans.</p> <ul style="list-style-type: none"> <li>• What did participants who did complete their Action Plans do to remind themselves?</li> <li>• What has worked in the past if they have had to remember to do something?</li> <li>• What might they suggest to a friend who needs to remember to do something?</li> </ul> <p>If other things distracted the participant from doing their Action Plan, tell them the following in a gentle but firm way:</p> <ul style="list-style-type: none"> <li>• This is normal and happens to many participants</li> <li>• Distractions will often come up</li> <li>• Remind them that in Session 1 they discussed the good and less good things of joining PM+ and they decided to do their best to engage in PM+</li> <li>• In order to improve they will have to do their best to practise as much as possible between sessions</li> <li>• Discuss ways they might be able to make practising PM+ important in their daily life</li> </ul>
<p>The participant was unable to talk to someone because they did not know what to say or felt nervous</p>	<p>Help the participant decide exactly what they want to say to the person. Invite the group to help them decide what to say if they are unsure.</p> <p>Then have the participant rehearse this with you or another participant. You may have them do this several times until they feel confident.</p>
<p>The participant's problem did not change or worsened after they carried out their Action Plan</p>	<p>In this situation, first let them know that sometimes this can happen but it might not be because they did anything wrong or because Managing Problems does not work</p> <p>Then do the following,</p>

	<ul style="list-style-type: none"> <li>• Get as much information about what the participant did (their Action Plan) and what happened                         <ul style="list-style-type: none"> <li>○ You might be able to identify what went wrong from listening to details</li> <li>○ You might find out that the problem they are wanting to solve is not solvable and they need to choose another problem (e.g., if the solution to the problem relies on another person changing their behaviour, such as drinking)</li> </ul> </li> <li>• Invite the participant to first guess what they think went wrong</li> <li>• Then invite other participants to suggest what might have gone wrong</li> <li>• Decide whether the problem is still solvable or unsolvable</li> <li>• If still solvable, go back to step 3 and make sure the problem has been defined as specifically as possible</li> <li>• Go to step 4 and ask the group to think of as many possible solutions to the problem</li> <li>• Ask the participant and the group to choose the best solution (step 5)</li> <li>• Have everyone help the group to develop a new Action Plan (step 6)</li> <li>• Help the participant decide when they will carry it out</li> </ul> <p>Sometimes Managing Problems is not the best strategy to address the problem. It can be helpful to wait and see if any of the other PM+ strategies help to manage the problem.</p>
<p>The chosen problem was too big</p>	<p>Big problems are hard to manage!</p> <p>It is important to help participants choose a problem that is manageable. Sometimes this means breaking down the problem into smaller parts and just choosing one of these parts to work on.</p> <p>Big problems that should be broken down further include:</p>

	<ul style="list-style-type: none"><li>• Time management can be broken down into, for example, scheduling time, regular lunch breaks, and not bringing work home</li><li>• Relationship with husband may be broken down to reducing arguing with husband, planning for quality time, etc.</li><li>• My child's behaviour can be broken down to reducing the child's hitting, reducing the child's yelling, etc.</li></ul> <p>See Facilitators' notes for Step 2 (above) for more information</p>
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### **FACILITATOR NOTES ON GET GOING KEEP DOING**

Given the participant's low mood, lack of energy or stress, it is important to break the overall task down into smaller and more manageable steps. Remember, this is so the participant does not feel overwhelmed with the task and to make sure they experience some success in completing it. This will encourage self-confidence and begin to improve their mood.

For example, 'doing crafts' might feel overwhelming for a participant. So you can break this task down and start with just getting all your materials out and putting them in a place where you would feel comfortable to do your embroidery. The participant does not need to even start doing any embroidery yet. Then on another occasion they might just spend 10 minutes on the embroidery and build up from there.

Another example with the task: 'cleaning your apartment or hut'. Breaking this task down by choosing small sections of the apartment or hut to clean (for example, cooking area, sleeping area and so on) is more manageable and achievable for the participant.



## Helpful Hints for Get Going Keep Doing

Participants might have a range of different problems when trying to carry out their Action Plan for Get Going Keep Doing.

During supervision always discuss how to manage any problems or complaints a participant raises with practising any strategy.

Problem	Solution
<p>The participant did not feel like doing the activity when it came time to</p>	<p>This is probably the most common difficulty that participants will have.</p> <p>First let participants know that this is a very common problem for people to have when they first start Get Going Keep Doing.</p> <p>Then do the following,</p> <ul style="list-style-type: none"> <li>• Show them the inactivity cycle poster</li> <li>• Remind them that they will probably never feel like doing the activity while they feel depressed, but this is what keeps the inactivity cycle going</li> <li>• Remind them that they have to start doing some activity in order for their mood to improve. Once they do this they will start to feel like doing these things again but this takes time</li> <li>• Review the activity that was chosen                             <ul style="list-style-type: none"> <li>○ Ask the participant what was difficult about starting this activity. Listen for clues that tell you it is too big an activity or that it wasn't broken down into small enough steps</li> </ul> </li> <li>• You can either break this activity down into smaller steps to help them get started</li> <li>• Or you can choose an easier activity they can do</li> <li>• <b>NOTE:</b> The pleasant activity can be something that is completed during the group (e.g. talk to someone in the break time)</li> </ul>

<p>The participant forgot to carry out their plan or they were unable to for other reasons (e.g., they became busy, they got work, other problems came up)</p>	<p>This is probably the second most common difficulty that participants will have.</p> <p>Invite the group to suggest ideas for remembering to do Action Plans.</p> <ul style="list-style-type: none"> <li>• What did participants who did complete their Action Plans do to remind themselves?</li> <li>• What has worked in the past if they have had to remember to do something?</li> <li>• What might they suggest to a friend who needs to remember to do something?</li> </ul> <p>If other things distracted the participant from doing their Action Plan, tell them the following in a gentle but firm way:</p> <ul style="list-style-type: none"> <li>• This is normal and happens to many participants</li> <li>• Distractions will often come up</li> <li>• Remind them that in Session 1 they discussed the reasons for and challenges to joining PM+ and they decided to do their best to engage in PM+</li> <li>• In order to improve they will have to do their best to practise as much as possible between sessions</li> <li>• Discuss ways they might be able to make practising PM+ important in their daily life</li> </ul>
<p>The participant was unable to talk to someone because they did not know what to say or felt nervous</p>	<p>Help the participant decide exactly what they want to say to the person. Invite the group to help them decide what to say if they are unsure.</p> <p>Then have the participant rehearse this with you or another participant. You may have them do this several times until they feel confident.</p>
<p>Participants complain that their mood has not improved</p>	<p>This is very normal. Participants should not expect their mood to change dramatically in one week.</p> <p>Tell participants that feelings often take time to change. However, they will eventually change with Get Going and Keep Doing</p>

	It is important that you encourage participants to not give up because this will certainly cause their mood to stay the same or worsen
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### Helpful Hints for Strengthening Social Supports

Participants might have a range of different problems when trying to carry out their Action Plan for Strengthening Social Supports.

Always discuss how to manage any problems or complaints a participant raises with practising any strategy in your supervision sessions.

Problem	Solution
The person or organisation the participant tried to seek support from was not available or not helpful	<p>Sometimes this will happen. It is important that participants do not feel hopeless about this and that they do not give up on seeking support.</p> <ul style="list-style-type: none"> <li>• If availability is an issue: Try to get as much information from the participant about why the social supports were not available                             <ul style="list-style-type: none"> <li>○ You might decide together that if the participant keeps trying at different times the person might be available</li> </ul> </li> <li>• If helpfulness is an issue: Try to get as much information from the participant about why the social supports were not helpful                             <ul style="list-style-type: none"> <li>○ Was it because the participant did not communicate clearly what they wanted? If so, rehearse a better way of saying what they need</li> <li>○ Was it because the support person was unable at that time to give them support? If so, the participant might be able to try again at a different time</li> <li>○ Was it because the support person is not able to provide that kind of support. If so, decide on someone else the participant can seek support from. Also, this person might be able to offer a different</li> </ul> </li> </ul>

	<p>kind of support. (e.g., someone might not be able to give support about emotional problems but can be very helpful with practical problems)</p> <ul style="list-style-type: none"> <li>• From the information you have gathered decide with the participant (and group) what the new action plan is for strengthening social support</li> </ul>
<p>The participant forgot to carry out their plan or they were unable to for other reasons (e.g., they became busy, they got work, other problems came up)</p>	<p>This is a common difficulty that participants will have.</p> <p>Invite the group to suggest ideas for remembering to do Action Plans.</p> <ul style="list-style-type: none"> <li>• What did participants who did complete their Action Plans do to remind themselves?</li> <li>• What has worked in the past if they have had to remember to do something?</li> <li>• What might they suggest to a friend who needs to remember to do something?</li> </ul> <p>If other things distracted the participant from doing their Action Plan, tell them the following in a gentle but firm way:</p> <ul style="list-style-type: none"> <li>• This is normal and happens to many participants</li> <li>• Distractions will often come up</li> <li>• Remind them that in Session 1 they discussed the good and less good things of joining PM+ and they decided to do their best to engage in PM+</li> <li>• In order to improve they will have to do their best to practise as much as possible between sessions</li> <li>• Discuss ways they might be able to make practising PM+ important in their daily life</li> </ul>
<p>The participant was unable to talk to someone because they did not know what to say or felt nervous</p>	<p>Help the participant decide exactly what they want to say to the person. Invite the group to help them decide what to say if they are unsure.</p>

FOR PILOT TESTING ONLY



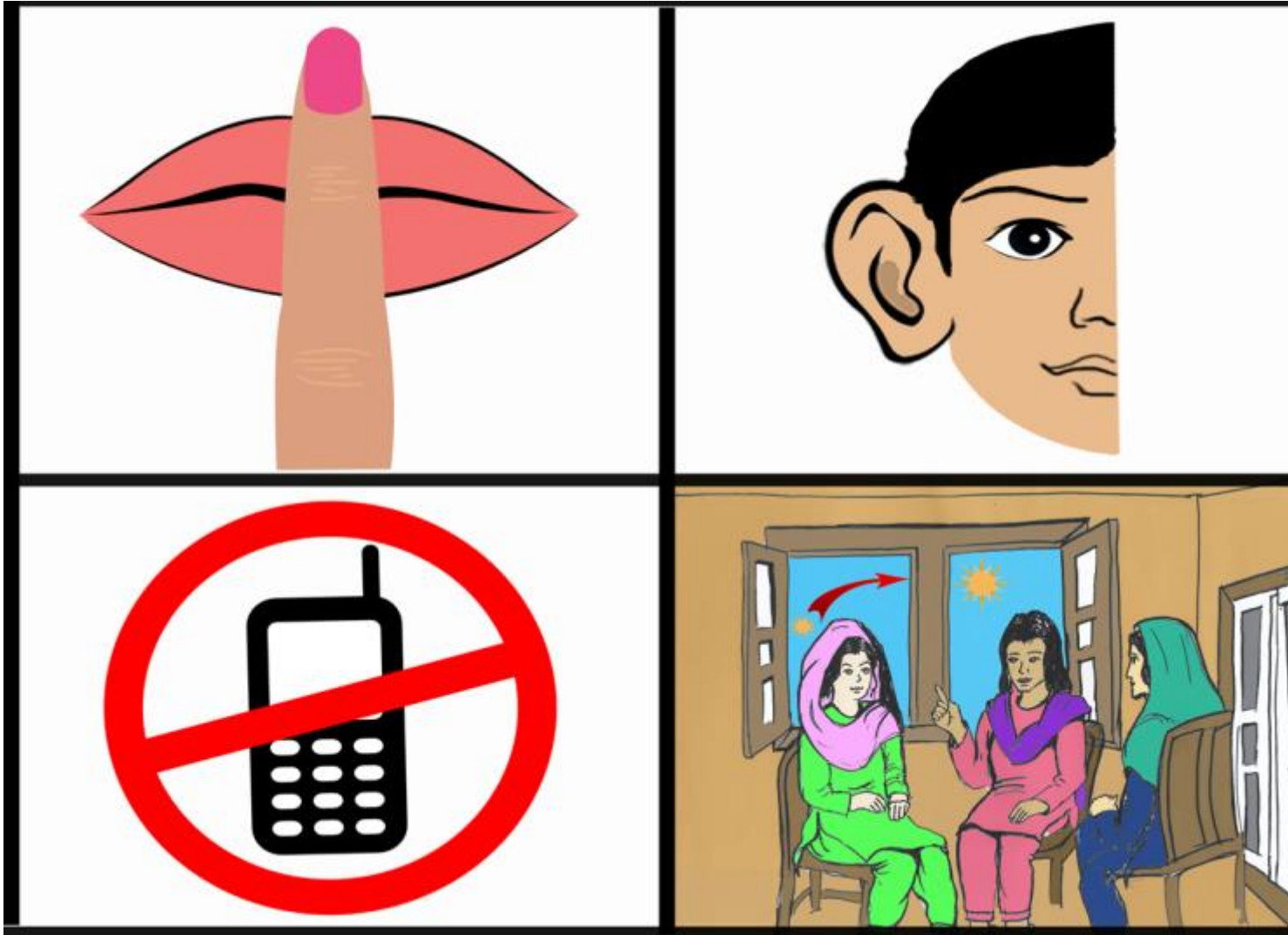
	Then have the participant rehearse this with you or another participant. You may have them do this several times until they feel confident.
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FOR PILOT TESTING ONLY

## APPENDIX C: GROUP PM+ POSTERS

The following are posters to be displayed in different sessions to help participants understand specific concepts. Please refer to materials needed for each session to see when each poster is required.

GROUP GUIDELINES POSTER<sup>10</sup>



<sup>10</sup>Facilitators can develop their own poster that includes the rules their group has decided upon

'WHAT IS PM+?' POSTER

5x










پیر	منگل	بدھ	جمعرات	جمعہ	ہفتہ	اتوار

FOR PILOT

4 STRATEGIES POSTER



ذہنی دباؤ پر قابو پانا

مسائل سے نمٹنا	
	1. مسائل کی فہرست بنانا
	2. مسئلے کا انتخاب کرنا
	3. مسئلے کی وضاحت کرنا
	4. سوچ بچار
	5. بہترین حل کا انتخاب
	6. لائحہ عمل
	7. جائزہ

مسائل سے نمٹنا



چلتے رہیں،  
کچھ کرتے رہیں



سماجی روابط کو بہتر بنانا



WHAT IS ADVERSITY? (POSTER 2)



FOR PILOT

WHAT IS ADVERSITY? (POSTER 3)



FOR PILOT

WHAT IS ADVERSITY? (POSTER 4)



FOR PICO










INACTIVITY CYCLE POSTER



FOR PILL

MANAGING PROBLEMS CHART<sup>11</sup>

	<p><b>SOLVABLE &amp; UNSOLVABLE</b></p>
	<p><b>CHOOSE A PROBLEM</b></p>
	<p><b>DEFINE THE PROBLEM</b></p>
	<p><b>POSSIBLE SOLUTIONS</b></p>
	<p><b>DECIDE</b></p>
	<p><b>PLAN</b></p>
	<p><b>REVIEW</b></p>

<sup>11</sup>Culturally appropriate images are recommended and should be completed at the cultural adaptation phase.

## APPENDIX D: HELPING OTHERS CASE EXAMPLES

The following are case examples and answers for the Helping Others component of Session 5. These case examples can be adapted according to the context and culture (including the names) during cultural adaptation phase.

- 1) Facilitators read the first case example to the whole group
  - Facilitators tell group how the PM+ strategies would be helpful for this person (read the responses below the case example to help you)
  - Ask participants if they agree with the suggestions made for this person
  
- 2) Read case examples 2, 3 and 4 and invite the whole group to decide how each PM+ strategy would be helpful for this person
  - *“Does anyone want to suggest a PM+ strategy that would be helpful for this purpose? Can you explain how this strategy would be helpful?”*
  - Ask participants to give a reason for their choice of strategy (i.e. *“How might this strategy be used to help this person?”*)

FOR PILOT TESTING ONLY

1. NAME is a woman in her 30s and lives in a very dangerous village with a lot of violence. Her husband was killed in a fight 6 months ago and she is now left to care for her three children on her own. Her mother has recently moved in with her because NAME is refusing to leave the house and is not caring well for her children. She no longer sees her friends. Most days she doesn't get out of bed and has lost a lot of weight from not eating regularly. She cries most days and feels very lonely. However, she doesn't know how to go about helping herself.

Remind participants that 'Get Going Keep Doing' is a strategy suited for problems of low mood, feeling very tired and inactivity. In this case NAME is experiencing these emotional problems and 'Get Going Keep Doing' will be most effective for her.

Ask participants to tell you as much as they know about 'Get Going Keep Doing'. Listen for the following:

- Increasing people's activity by doing more of the things they are already doing or introducing new activities.
- Different types of activities – enjoyable and task-oriented.
- Examples of different activities.
- Breaking activities down into small tasks.
- Starting with only one or two activities and building up their activity over time.

If they do not mention a point above, try and prompt them by asking them something like, "And can you remember whether we started with getting you to do all the housework or just small specific tasks?"

'Strengthening Social Support' is the second main strategy that would be helpful for NAME.

Ask participants to think about why this might be a helpful strategy (in other words, because she has isolated herself and is not coping with her problems very well on her own).

Ask participants to tell you as much information about that strategy as they can. Listen out for the following.

- Choosing someone they trust.
- Building trust by sharing small pieces of information first.
- Asking for practical help.
- Connecting with a specific agency to get support or information.
- Spend time with others not necessarily talking about problems.

If participants do not mention a point above, try and prompt them by asking them something like, "And how might NAME know if she can trust that person?"

Remind participants that Get Going Keep Doing and Strengthening Social Support are the two main strategies that would be most helpful for NAME. Add that she is likely to also have practical problems

as a result of isolating herself and not leaving the house I. You may discuss the 'Managing Problems' strategy in this case as well.

2. NAME is a 50-year-old man, complaining of an ongoing fight with his co-worker about sharing work between them. He is fearful of losing his job as a result and has started to become very stressed. He complains of pain throughout his body and that he cannot sleep. He says he can't stop thinking about the problem and he doesn't know what to do.

The two main strategies that are most helpful to address NAME's main problems are 'Managing Problems' and 'Managing Stress'.

Encourage participants to think about why these strategies might be helpful or remind them of the reasons behind both strategies.

Ask the participant to explain each of the strategies in as much detail as they can. Listen for the following:

Managing Problems:

- Any of the steps to managing a problem:
  - Decide if problem is solvable, unsolvable or unimportant.
  - Define the (solvable) problem as specific as possible.
  - Think of as many possible solutions as possible.
  - Choose the most helpful solutions.
  - Plan what to do.
  - Review how effective the chosen solutions were and go through steps again to continue solving the problem.

Managing Stress:

- Any of the steps to slow breathing:
  - Relaxing the body if it is tense (shake the body and limbs, roll shoulders, gently move head from side to side).
  - Breathing from the stomach (pushing it in and out as breathing).
  - Slowing the rate of breathing (three seconds in and three seconds out).

3. NAME, a woman in her 50s, was attacked by a gang of youths while visiting her elderly mother. Violence is very rare in this area and the police told her she was “just very unfortunate”. However, the woman was feeling very frightened of being attacked again and for the last month had avoided visiting her mother. She is also starting to isolate herself and not see her friends.

Managing Stress may be helpful for her anxiety, especially when NAME starts to go out again (or while doing her Managing Problems action plan). This will help her to stay clam in situations. Encourage participants to identify any of the following steps:

- Relaxing the body if it is tense (shake the body and limbs, roll shoulders, gently move head from side to side).
- Breathing from the stomach (pushing it in and out as breathing).
- Slowing the rate of breathing (three seconds in and three seconds out).

Since NAME is isolating herself ‘Strengthening Social Supports’ would be a helpful strategy for her. Ask participants to think about why they believe this might be a helpful strategy.

Ask participants to tell you as much information about that strategy as they can. Listen out for the following.

- Choosing someone they trust.
- Building trust by sharing small pieces of information first.
- Asking for practical help.
- Connecting with a specific agency to get support or information.
- Spend time with others not necessarily talking about problems.

If participants do not mention a point above, try and prompt them by asking them something like, “And how might NAME know if she can trust that person?”

Managing Problems would be helpful for addressing NAME’s problem of visiting her mother. Encourage participants to identify any of the following steps:

- Decide if problem is solvable, unsolvable or unimportant.
- Define the (solvable) problem as specific as possible.
- Think of as many possible solutions as possible.
- Choose the most helpful solutions.
- Plan what to do.
- Review how effective the chosen solutions were and go through steps again to continue solving the problem.

When discussing managing the problem of visiting her mother, participants might suggest NAME strengthen her social supports (e.g. have a trusted friend visit her mother with her). This would be very helpful.

4. NAME is a young man who was imprisoned for several years. Since he got released his mood has been low. He feels sad most days and finds it difficult to go to work. He doesn't spend time with his family and friends as much anymore and he doesn't enjoy the things he used to, like playing soccer. He feels very hopeless about his situation and doesn't know what to do to improve it.

In this example you should remind participants that the 'Get Going Keep Doing' strategy is suited for problems of low mood, feeling very tired and inactivity. NAME is experiencing these emotional problems and so 'Get Going Keep Doing' would be a good strategy to introduce.

Ask participants to tell you as much as they know about 'Get Going Keep Doing'. Listen for the following:

- Increasing people's activity by doing of the things they are already doing or introducing new activities.
- Different types of activities – enjoyable and task-oriented.
- Examples of different activities.
- Breaking activities down into small tasks.
- Starting with only one or two activities and building up their activity over time.

If participants do not mention a point above, try and prompt them by asking them something like, "And can you remember whether we started with getting you to do all the housework or just small specific tasks?"

'Strengthening Social Support' might also help NAME manage his problems. Ask participants to think about why they believe this might be a helpful strategy.

Ask participants to tell you as much information about that strategy as they can. Listen out for the following.

- Choosing someone they trust.
- Building trust by sharing small pieces of information first.
- Asking for practical help.
- Connecting with a specific agency to get support or information.
- Spend time with others not necessarily talking about problems.