

Booster Session #1

CLASS OUTLINE

I. Welcome and catch up (10 min)

II. Review of the course (70 min)

- A. The path that leads to a healthy mood (5 min)
- B. Quick Mood Scale (10 min)
- C. Activities and your mood (15 min)
- D. Thoughts and your mood (15 min)
- E. Contact with others and your mood (15 min)
- F. Summary (10 min)

III. Relaxation exercise (10 min)

Goals for instructors:

- Review course content.
- Help participants identify ways they have successfully integrated concepts from the course into their lives.
- Help participants identify challenges to integrating concepts from the course into their lives and problem solve around overcoming those challenges.
- Identify topics participants would like to learn/talk about during booster session #2.

Materials needed:

1. Participant manuals
2. Pens or pencils and paper for the “snowball fight” activity
3. Dry erase board, or flip chart to present material to class
4. Copies of CES-D or other mood questionnaires (optional)
5. Evaluation/feedback forms (optional)

I. WELCOME AND CATCH UP (10 min)



Overview

Welcome group members and lead the “snowball fight” activity.



Key Points

- Welcome participants and reinforce their coming to the group.
- Have participants do an activity that involves identifying something positive that has happened to them in the last 3 months and **interacting with each other**.



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Information

Directions for the “snowball fight” activity: Give each participant a piece of paper and a pen or pencil. Ask them to write down one positive thing that has happened to them between the end of the group and today, but not to put their name on the paper. Once everyone has finished writing, tell the group to crumple up their papers, that they are going to have a snowball fight and that on the count of three they should start throwing. Count to three. After a few minutes, yell “stop,” and ask each participant to pick up one snowball. Gather the group together and have the participants take turns reading the paper that they ended up with to the group. Have participants guess which person wrote each snowball.



Step by Step

Step 1: Welcome group members and give an overview of the session.

Suggested Wording

Welcome back everyone! I'm glad you were able to make it tonight; it's good to see you!

We're going to spend the majority of our time together tonight reviewing the concepts you learned during the course. We don't want this to be repetitive or boring for you though so please let me know when I should speed up and move on to the next topic or when I should slow down and spend more time on something. This is also a really good time for you to ask questions about things that are not totally clear. After the review we are going finish up by doing a relaxation exercise.

Step 2: Lead the “snowball fight” activity.

Suggested Wording

First we're going to spend some time talking a little bit about what's been going on in your lives since the last time we met.

Pass out the paper and pens/pencils.

Please write down one positive thing that has happened in your life between the end of the group and today but don't write your name. [Wait for women to finish writing.] Okay, now crumple up your paper into a ball, we're going to have a snowball fight. On the count of three, start throwing your snowball [Count to three and then let women throw the paper balls around for a minute or two before telling them to stop.]

Stop! Everyone pick up a snowball. Each person will read their snowball to the group and the rest of us will guess who wrote that snowball. Who wants to start?

The participant who starts should read what is written on the paper and then she and the others can guess who wrote that snowball. When someone guesses correctly, ask the woman whose snowball it was to tell the group a little bit more about the positive event.

Step 3: Highlight the importance of the positive event and help women see the connection between the event and their mood (and if applicable, their relationship with their baby).

Suggested wording

That's great [participant's name]! How did that affect your mood and what else was going on in your life? [If applicable...] How did that affect your baby and your relationship with your baby?

Continue until all of the snowballs are read.

II. COURSE REVIEW (70 min)

II.A. THE PATH THAT LEADS TO A HEALTHY MOOD (5 min)



Overview

Review the concept of personal reality and conduct an exercise to review how managing our personal reality can change our mood.



Key Points

- Review the concept of personal reality.
- Our personal reality is shaped from moment to moment.
- We can choose what we will do and how we will think.
- Even seemingly unimportant choices affect mood directly and indirectly by making it more likely that another event or thought will occur.



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Step by Step

Step 1: Review the concept of personal reality.

Suggested Wording

[Refer to the large dry-erase copy of the “my personal reality” graphic.] *Does everyone remember this graphic? What does it mean to you?* [Elicit responses.]

Highlight that the graphic shows that our thoughts, activities, and emotions are interrelated, which means that how we feel affects the way we think and what we do. This also means that if we can change the way we think or the things we do, we can also change our mood, and that changing what we do also affects how we think and vice versa.

Step 2: Discuss the graphics shown on pages 1 and 2.

Suggested Wording

Let's talk a little bit more about managing our mood and how we can shape our mood through

a series of seemingly small choices. Please turn to the first page in your manual. In this graphic there are a series of dots. Each dot represents a single moment in time and that each thought or action we have from that point onwards can move us up, down, or sideways. Going up means that the thought or action improves our mood, sideways means it has little or no effect on our mood, and down means it has a negative effect on our mood.

Step 2: Talk about how the choices Keisha and Tamika made affected their mood.

Suggested Wording

Do you remember Keisha and Tamika? Let's look at how the choices that each of them make in the course of a day affect their mood. First, let's go through Keisha's day. Can someone please walk us through the choices Keisha made?

Have a participant lead the group. **Highlight how each decision Keisha made caused her to feel a little bit worse, which eventually caused her to be in a really bad mood and cry.**

Can someone else please take us through Tamika's day and the decisions she made?

Have another participant lead the group. Highlight how the decisions Tamika made led her to engage in more activities and to gradually feel much better. Remind participants how activities are linked with one another, so that one pleasant activity is more likely to lead to another pleasant activity.

II.B. QUICK MOOD SCALE (10 min)



Overview

Review the Quick Mood Scale.



Key Points

- Reintroduce the Quick Mood Scale.
- Go through some examples to remind participants how it works.
- Emphasize that participants should use the whole range, not just 1, 5, or 9 and that there is no right answer; only they can determine how they have felt each day.
- Emphasize that by learning to use the scale they can achieve the goal of improving their personal reality.



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Step by Step

Step 1: Reintroduce and explain the Quick Mood Scale.

Suggested Wording

Now let's see how the things we do affect our mood using the Quick Mood Scale. Does everyone remember the Quick Mood Scale? [Refer to the large dry-erase copy of the scale.] Just to remind you, the scale goes from 1 to 9, with a 1 being the worst you might feel, a 5 being average, and a 9 being the best you might feel. 9s include things like the day your baby was born, the day you got married, and winning the lottery. Examples of 1s include losing your job and losing someone you loved. 9s and 1s are very rare throughout our lives, most of the time

our moods fluctuate between 2 and 8. For example, if I were feeling bad, but I knew that it wasn't the worst mood I'd ever had, I would figure out how bad I was feeling, and I would pick maybe a three or a four. There are no right or wrong answers. It's just how I think I'm feeling.

Step 2: Demonstrate how to use the Quick Mood Scale: Ask one of the participants to go through her past week and rate her mood each day on the Quick Mood Scale.

Suggested Wording

Will someone tell us about their week and rate their mood using the Quick Mood Scale? [If no one volunteers, ask Karen or Darius to go through their week.]

Thanks [participant's name]. Let's start a week ago, last [day of the week]. What did you do last [day of the week]?

Help the participant remember what they did each day by asking questions about work, pleasant activities, contacts with others, if anything unusual or good happened, etc. **As she goes through each day, emphasize how each thing she did or decision she made affected her mood.** When the participant has finished going through her day, repeat the things she did that day and ask her to rate her overall mood for the day on the Quick Mood Scale.

"So on [day of the week], you went to [school/work/church], saw your [mother/baby's father/home visitor/friend], and took your baby [shopping/to the pediatrician/to his grandmother's house]. Overall, how would you rate your mood that day?"

Repeat the same process for each day of the week. **Help group members make the connection between the things they do and their mood** by pointing out how the participant's mood rating went up on the days when she did one or more pleasant activities or had one or more positive contacts with others and how her mood went down on days that she didn't do any pleasant activities or had one or more negative contacts with others.

Step 3: Pass around blank copies of the Quick Mood Scale and suggest participants use it at home. Let women know that this is a helpful way for them to check in with themselves.

II.C. ACTIVITIES AND YOUR MOOD (15 min)

HOW DOES WHAT WE DO AFFECT HOW WE FEEL?



Overview

Review the idea that what we do affects how we feel.



Key Points

- Help participants see that what they do affects how they think and feel about themselves, others, and the world.
- Help participants see that what they do affects their relationship with their baby.



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Step by Step

Step 1: Review how pleasant activities affect how we feel.

Suggested Wording:

We just talked a little bit about how the things we do each day affect how we feel and that when we do pleasant activities, we often feel happier, are more likely to have positive thoughts about our lives, and are more likely to have positive contacts with others. Doing pleasant activities also affects our relationships with our babies.

Highlight the following points:

- It may be difficult to get the energy to do pleasant activities when we feel down or tired, but if we do them, we may feel better and less tired. If we think about how we will feel after doing a pleasant activity, it may make it easier for us to gather the energy to do one.
- Many activities are pleasurable because they offer us the chance to experience a sense of mastery or a sense of meaning.
- You can do pleasant activities on your own, with your baby, with friends or family members.

WHAT DO YOU LIKE TO DO?



Overview

Reinforce the connection between pleasant activities and mood and help participants link pleasant activities to their personal reality.



Key Points

- Reinforce the connection between doing pleasant activities and mood.
- Help participants recognize successes and challenges to doing pleasant activities.
- Help participants identify ways to overcome challenges to doing pleasant activities.
- Help participants identify new pleasant activities they might enjoy doing.
- Remind participants that pleasant activities do not always have to be “special” activities - they do not need to involve money, can be brief, and can be done throughout the day.
- Pleasant activities can be done with one’s baby and doing so can strengthen the mother-child relationship.



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Step by Step

Step 1: Assess whether or not group members have continued to do pleasant activities.

Suggested Wording:

Have you continued to do pleasant activities since the course ended? Take a minute to write down some of the pleasant activities you have done since the last time we met in the table on the top half of p. 5.

Give participants a few minutes to fill out the top of p. 5, then bring the group back together.

Step 2: Help participants recognize the relationship between pleasant activities and their mood and identify new pleasant activities that they may enjoy.

Suggested Wording:

Telling the group about pleasant activities that you have been doing may give others ideas for activities that they might enjoy. What activities have you done recently that affected your mood? [Elicit responses.] What pleasant activities have you done with your babies? [Elicit responses.] How did that affect your relationship with your baby? [Elicit responses.]

Have participants share their responses and write them down on the board. As participants write their responses, highlight:

- How successful they have been at doing pleasant activities
- How doing pleasant activities affects your mood and your personal reality.
- The difference between activities you do by yourself and activities you do with others and the importance of having both types of activities on your list.
- How doing pleasant activities with their babies may affect the babies' mood and can help build a strong mother-child relationship.

Step 3: Help participants identify any challenges they faced to doing pleasant activities and develop strategies to overcome the challenges.

Suggested Wording:

Did anyone face challenges to making pleasant activities part of their life? [Elicit responses.]

If participants faced challenges and were able to overcome them, emphasize their success. If they were not able to overcome them, have the group brainstorm strategies for doing so.

Did anyone else deal with that same challenge? [If yes...] How did you get around it? [If no...] What are some ways that [participant's name] could overcome this challenge and do more pleasant activities in the future?

II.E. THOUGHTS AND YOUR MOOD (15 min)

WHAT ARE THOUGHTS? DO DIFFERENT THOUGHTS AFFECT OUR MOOD?



Overview

Review how thoughts and are related to mood and help participants link their thoughts with their personal reality.



Key Points

- Review how our thoughts can affect the way we feel and what we do.
- It is possible to change the way we think.



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p. 6



Step by Step

Step 1: Review how thoughts affect how we feel.

Suggested Wording

What are thoughts? [Elicit responses.] How do thoughts affect our mood? [Elicit responses.]

Highlight the following points:

- Thoughts are things we tell ourselves.
- Thoughts can be positive or negative.
- We can have many thoughts at the same moment and that we pay more attention to some thoughts than to others.
- If we pay attention to our negative thoughts our mood tends to get worse but if we pay attention to our positive thoughts, our mood tends to improve.
- The reciprocal relationship between thoughts and mood, i.e., thoughts affect our mood and then our mood, in turn, affects our thoughts.

HELPFUL THOUGHTS AND HARMFUL THOUGHTS



Overview

Review the difference between helpful and harmful thoughts and how they affect mood.



Key Points

- Helpful thoughts help improve mood, harmful thoughts worsen mood.



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Step by Step

Step 1: Have participants think about harmful and helpful thoughts they have had recently.

Suggested Wording

Take a minute to fill out the table on p. 7. The top section of the table is labeled “helpful thoughts.” In that section write down thoughts you have had recently that made you feel good, happy, or hopeful. In the bottom section of the table, write down harmful thoughts you’ve had recently - thoughts that made you feel stressed, drained, worried, sad, scared, or angry.

Give participants a few minutes to fill out the first table then bring the group back together.

Step 2: Review the relationship between thoughts and mood.

Suggested Wording

Does anyone want to share some of the thoughts they’ve had recently? [Elicit responses. Remind participants to share only those thoughts that they are comfortable sharing.]

As participants share their thoughts ask why they categorized thoughts as helpful vs. harmful and how the thoughts affected their mood. Emphasize that harmful thoughts affect mood in a negative way while helpful thoughts affect mood in a positive way in the same way that doing pleasant activities can lead to having a better mood.

HARMFUL THOUGHT PATTERNS AND STRATEGIES TO CHANGE HARMFUL THOUGHTS THAT AFFECT MY BABY & ME



Overview

Review harmful thought patterns and how to challenge harmful thoughts. Review how women's thoughts affect their babies and strategies to change harmful thoughts and to teach children to have a healthy mood.



Key Points

- Review the list of harmful thought patterns and the strategies for talking back to their harmful thoughts.
- Review the list of strategies to reduce harmful thoughts and teach our children how to have a healthy mood.
- Assess whether or not participants have used the strategies to challenge their thoughts.



Participant Manual

pp. 8, 9



Step by Step

Step 1: Review harmful thought patterns and the strategies for talking back to harmful thoughts.

Suggested Wording

Now let's review how to deal with harmful thoughts. Please turn to p. 8. Do any of the thoughts that we just talked about or that you wrote down in your manual fit into one of these harmful thought pattern categories? [Elicit responses.]

Once a participant has shared a thought, ask the group to identify the harmful thought pattern that the thought falls into (remind them that thoughts may fall into more than one category) and how the thought fits into that category.

Step 2: Review strategies that women can use to help reduce harmful thoughts and teach their baby how to manage harmful thoughts and have a healthy mood.

Suggested Wording

Let's turn to the next page and review strategies that can be used to help you reduce harmful thoughts AND teach your baby how to manage harmful thoughts and have a healthy mood.

For each strategy on p. 9 ask for one volunteer to explain the strategy in their own words and another to explain how the strategy can be used to teach a baby how to have a healthy mood.

Highlight the following points:

- Thought interruption is basically telling your mind to STOP thinking the harmful thought. To use this strategy you need to catch yourself when you are thinking something harmful and either tell yourself "There's that harmful thought again. I've had that thought before, and I know it's a harmful thought. I'm going to STOP thinking that now" OR think of a more helpful thought instead, like "I'm not a bad mother, I'm just feeling really tired right now, and I need to try to get some rest so I have more energy for my baby."
- You can teach thought interruption to your baby. When your baby is feeling frustrated and stuck, you can help get them "unstuck" by labeling what they're feeling and then helping them do something different.

- If you are overwhelmed by worrisome thoughts, give yourself worry time - a specific time in the day when you can worry so that you don't need to worry the rest of the day. This strategy often works because you know you'll have time to think about what's on your mind, but it doesn't need to take up ALL your time.
- Giving yourself worry time will also help your baby because your baby won't see you worrying, anxious, and distracted when you're with him or her. Your baby will see that you can enjoy life and can solve life's problems.
- Time projection reminds you to have hope for the future when you're feeling really down. Sometimes imagining the things we want for the future can give us hope and motivate us.
- Just like the other skills, time projection is something we can pass along to our baby as they grow up so that they can imagine good things for the future and work toward them.
- Self-instructions can remind you to do the things that you want to say or do.
- The things we say to our babies directly shape how they think about themselves and how they solve problems. We can have a large positive impact on our babies by talking to them with love, hope, and optimism.

Step 3: Go through at least two examples of thoughts and strategies to make sure that the women understand the strategies to change their harmful thoughts.

Step 4: Discuss whether or not participants have been able to incorporate these strategies into their lives.

Suggested wording

Ask the following or similar questions to elicit discussion:

- *Has anyone been able to use any of these skills recently? Can you tell us about that?*
- *Which of the strategies have you used?*
- *Did any of the strategies work? Which ones? How do you know that they worked?*
- *Did any of the strategies not work? Which ones?*
- *Are there other strategies you have been using to help you manage your thoughts?*

II.F. CONTACT WITH OTHERS AND YOUR MOOD (15 min)

THE RELATIONSHIP BETWEEN MOOD AND CONTACT WITH OTHERS



Overview

Review the connection between mood and contact with others (interpersonal relationships).



Key Points

- Review how spending time with people affects how we feel and vice versa.
- Review the reciprocal nature of the relationship between contact with others and mood.



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Step by Step

Step 1: Review the relationship between contact with others and mood.

Suggested Wording

Let's talk a little bit about the connection between mood and contacts with others. What kind

of interactions do we typically have with people when we are feeling down? [Elicit responses.]
How does feeling down affect our contact with other people? [Elicit responses.]

Key points to note include that when people are feeling down they often:

- Have less contact with others, avoid others
- Have lower tolerance, feel more irritable
- Feel more uncomfortable around people
- Act quieter and be less talkative
- Are more sensitive to being ignored, criticized or rejected
- Trust others less

When you isolate yourself from others, how does that affect your mood? [Elicit responses.]
How does having more conflict or tension with others affect your mood? [Elicit responses.]

Highlight that when people have fewer positive contacts or more negative contacts they may:

- Feel alone
- Feel sad
- Feel angry
- Feel like no one cares
- Be more depressed

Step 2: Review the reciprocal nature of the relationship between mood and contact with others.

Suggested Wording

So it seems that the relationship between mood and contacts with others goes both ways: How we feel affects how we act with others and how we act with others affects how we feel. So when we are feeling down or depressed, we often get caught in a vicious cycle. Can anyone give an example of how their contact with others affected their mood or how their mood affected their contact with others recently? [Elicit responses.]

THE PEOPLE IN MY LIFE



Overview

Review the relationship between social support and mood. Have participants identify and evaluate their current social support system.



Key Points

- Having a strong social support system is related to having a healthier mood.
- Participants can identify and evaluate their own social support system.
- Participants can choose who they spend time with.



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p. 11



Step by Step

Step 1: Review the concept of social support.

Suggested Wording:

Please turn to p. 11. Do you remember this graphic? What does it represent? [Elicit responses.]

Highlight that following points:

- The circles in the graphic represent the people who are close to us, with whom we share moments of our life, both positive and negative
- In general, the stronger your support system, the better you will be able to face tough situations and the better your and your baby's health will be.
- Your social support system may include family, friends, neighbors, co-workers, your home visitor, and/or health care providers.

Step 2: Break the group into pairs and have participants identify their social support systems.

Suggested Wording:

We are going to break into pairs. [Assign pairs.] Tell your partner about the people who make up your social support network. Go through the categories on the lower half of p. 11 and tell your partner about the people in your life who fit into those categories.

Step 3: Bring the group back together and elicit general group discussion.

Suggested wording

Ask the following or similar questions to elicit discussion:

- *In general, who makes up your social support network?*
- *Have you been able to spend time with the people in your social support network recently? [If applicable, discuss challenges or barriers to spending time with others and strategies to overcome those challenge/barriers.]*
- *Has anyone's social support network changed in the last 3 months? How so? Does that surprise you?*
- *How has spending time with the people in your social support system affected your mood?*

PEOPLE IN MY LIFE WHO PROVIDE SUPPORT FOR ME AND MY BABY



Overview

Have participants identify the people in their life who provide support for them and their baby.



Key Points

- There are different kinds of support.
- Not all people can be good at providing all of the kinds of support so it is important to identify whom you can expect to provide specific kinds of support.
- Participants can identify and evaluate their own social support system.



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p. 12



Step by Step

Step 1: Review the different kinds of support.

Suggested Wording

Now that you have identified the people who make up your social support network, the next step is to figure out the type of support that each person can give you and your baby. Please

turn to p. 12. Take a minute to go through the four types of support and write down who in your social support network might provide you and your baby these different types of support. Remember that some people provide only one type of support whereas others provide multiple types of support. For example, a person may be very understanding but won't help with chores while another person may give you a ride when you need one but won't spend an afternoon in the park with you. Not all people are good at all types of support.

Give participants 2-3 minutes to fill out p. 12.

Step 2: Elicit group discussion to help participants evaluate the adequacy of their social support system.

Suggested wording

Ask the following or similar questions to elicit discussion:

- *What did you notice?*
- *Where do you have plenty of support?*
- *Do you have gaps in any areas?*
- *Who can you count on to provide support for your baby?*
- *How does receiving support from these people affect your mood?*

II.G. SUMMARY (10 min)



Overview

Help participants “pull it all together” and plan how to use the methods learned with their baby, themselves, and in their relationship with their baby.



Key Points

- We've learned three methods to manage our mood: changing our activities, thoughts, and contacts with others
- You can use these methods with yourself, your baby, and you and your baby together.



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Step by Step

Step 1: Review the key strategies for improving mood using the summary worksheet in the participant manual.

Suggested Wording

Now that we've reviewed ways you can manage your personal reality and improve your mood, we're going to wrap up today by pulling together what we've learned and seeing how you can put the skills to use to help you and your baby until the next booster session. So what are the three key strategies we've learned for how to improve mood? [Elicit responses.]

Highlight the following:

- Doing pleasant activities
- Improving thoughts
- Reducing negative contacts and increasing positive contacts with others

The trick is using these skills both for you AND your baby so that you're improving your own mood and also teaching your baby how to enjoy life. Go ahead and turn to page 13 of your manual. This worksheet can help you identify ways to apply the three methods you learned for improving your mood. There is one column for each of the three skills, and there are three rows—for how to use the skills with your baby, with yourself, and with you and your baby together.

For example, in the activities column, you may want your baby to play with toys that are fun and also teach your baby about colors or shapes. That's an activity your baby could do even if your mother or someone else were babysitting and you weren't home. A pleasant activity for you and your baby together might be you singing to your baby or reading your baby a story. And finally, a pleasant activity for you might be taking walk on a nice day, doing your nails, or taking a relaxing bath.

Take a few minutes to start filling in this sheet. Let me know if you have any questions.

Step 2: Discuss ideas from the worksheet and how to use them after the booster session.

Suggested Wording:

Would anyone like to share what you wrote? [Go through the worksheet and ask for a few volunteers to share their answers for each column.]

Is anyone having trouble filling one of the boxes in the worksheet? [If anyone is having trouble filling in a box, ask the group brainstorm ideas.]

Now, we all know that filling in a worksheet is one thing, but actually using these strategies day to day is another. Sometimes life gets in the way, we might have challenges to using the skills—or even forget to try. What are some of the challenges you think might get in your way for any of these columns and rows? [Elicit responses.]

What are some thoughts you have about ways to overcome those challenges? [Elicit responses. You can also suggest ideas, which may include using the mood scale to check in with yourself, keeping the worksheet next to your bed or on your fridge as a reminder, and getting in touch with a “buddy” from the group to motivate each other.]

III. RELAXATION EXERCISE (10 min)



Overview

Conduct a relaxation exercise with participants.



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Step by Step: Relaxing with distraction

Step 1: Lead an exercise where participants use distraction techniques to relax.

Specific instructions for this exercise can be found on p. 14 in the Relaxation Manual (Ramos, Diaz, Muñoz, & Urizar, 2007) and p. 14 in the participant manual.