INTRODUCING MOTHERS & BABIES PLEASANT ACTIVITIES MODULE

> *Mothers & Babies training can be completed in nine hours, including opportunities to practice curriculum components and breaks. This facilitation guide is for use by master trainers in the Mothers & Babies intervention.*

Introductions of Trainers & Participants *(15 mins)*

MB's Conceptual Background: CBT, attachment theory & mindfulness *(15 mins)*
- The curriculum is based on three principles of cognitive-behavioral therapy: a) encouraging pleasant activities, b) promoting healthy thought patterns, and c) promoting social support.
- Mothers and Babies also uses attachment theory to promote interaction between caregivers and their child, and psychoeducation to help clients understand how CBT concepts affect their mood.
- Mindfulness helps clients notice what is happening inside and around us.

Implementation Logistics: Who should receive MB? Who can implement & how? *(15 mins)*
- Discuss client selection recommendations as appropriate for your organization.
- Trained clinicians and non-clinician providers can implement with equal efficacy and are encouraged to create fidelity-consistent adaptations to the curriculum (see *MB Adaptation Guide* on website).
- Standardized format of curriculum: 9 sessions, 20-25 minutes each, ideas build upon each other and should be delivered in order.

Intro to MB (Session 1): The connection between thoughts, behaviors, contact with others, and mood *(30 mins)*
- Identify common life stressors in participants' lives, and how they impact their emotional health and relationship with baby.
- The Mothers and Babies Course will discuss helpful ways to manage stress, specifically via a) pleasant activities, b) modifying thoughts, and c) increasing positive social support.
- Explain the concepts of inner and outer reality and how both affect our mood.
- Explain the Quick Mood Scale and the importance of monitoring our mood.

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Small Group Activity 1: Practice the Quick Mood Scale (QMS) *(15 mins)*

- In groups, one individual plays the role of 'provider' and a second plays as a 'client.' Practice engaging the 'client' in discussing the QMS.
- After completing the activity, have a large group discussion using the following questions:
  - What did those who played 'clients' notice about their mood from completing the Quick Mood Scale?
  - What did those who played 'providers' notice about successes/challenges in getting their 'client' to talk about their Quick Mood Scale?
  - What are anticipated challenges to doing this activity with actual clients?

Break *(15 mins)*

Introduction Module Review *(15 mins)*

Pleasant Activities and Your Mood (Session 2): What we do affects how we feel *(30 mins)*

- Review the Quick Mood Scale and reinforce its purpose.
- Have volunteers read through the Violet and Mary vignette to help introduce the concept of pleasant activities. Key takeaways:
  - We all have both Violet days and Mary days.
  - When people do pleasant activities, they often feel happier, are more likely to have positive thoughts about their lives, and are more likely to have positive contacts with other people.
  - Pleasant activities tend to chain—doing one activity can start a chain so you are more likely to do other pleasant activities.

Mindfulness Practice and Personal Project *(15 mins)*

- Introduce the Personal Project (Worksheet 2.4): Client identifies activities she enjoys doing alone, with other people, and with her baby.
  - Trainees are encouraged to complete one pleasant activity prior to the next training session.
- End session by practicing the Body Scan mindfulness exercise: read aloud and invite trainees to close their eyes and participate.

Day 1 Wrap Up: Questions and Review *(15 mins)*

PLEASANT ACTIVITIES MODULE, THOUGHTS MODULE

Personal Project Review, Reflections, Questions *(10 mins)*

Pleasant Activities and Your Baby, Overcoming Obstacles (Session 3) *(25 mins)*

- Help participants identify activities that babies enjoy doing (alone, with a parent, and with other people/other babies).
- Discuss how babies learn by observing and imitating their parent and following what their parent teaches them.
- Discuss whether client completed the pleasant activity they scheduled.
- Discuss ways they might overcome obstacles to completing pleasant activities.

Small Group Activity 2: Practice overcoming obstacles, pleasant activities list, or QMS *(15 mins)*

- In groups, one individual plays role of 'provider' and a second plays as a 'client.' Practice engaging client in discussing some part of the Pleasant Activities module.
- After completing the activity, have a large group discussion using the following questions:
  - What did the 'client' notice about their list of pleasant activities?
  - What did the 'provider' notice about successes/challenges in getting the 'client' to talk about their list of pleasant activities?
  - What are anticipated challenges and opportunities to doing this activity with actual clients?

Pleasant Activities Module Review *(10 mins)*

Relationship between Your Mood, Thoughts, and Future (Session 4) *(15 mins)*

- There is a relationship between our thoughts and our mood. Thoughts are part of our inner reality, and our inner reality is related to our mood. We have some control over thoughts and can manage our inner reality.
- Helpful thoughts help improve mood, while unhelpful thoughts worsen mood, both impacting outer reality.
  - Read through Mary and Violet vignette to demonstrate.
- Identifying unhelpful and helpful thoughts about your pregnancy and how they affect your mood is an important step toward improving your mood.

PLEASANT ACTIVITIES MODULE, THOUGHTS MODULE

Identifying Thoughts and Ways to Change Our Thoughts (Session 5) *(25 mins)*

- Introduce four thought pattern types:
  - All or nothing thinking
  - Overgeneralization
  - Blaming oneself
  - Negative fortune telling
- Introduce ways to change thoughts:
  - Thought interruption
  - Talking back
  - Worry time
  - Time projection

Break *(15 mins)*

Small Group Activity 3: Practice delivering and using thought strategies *(15 mins)*

- In groups, one individual plays role of 'provider' and a second plays as a 'client.' Practice engaging the 'client' in discussing unhelpful thoughts and how to address them.
- After completing the activity, have a large group discussion using the following questions:
  - What did the 'client' notice about their list of helpful and unhelpful thoughts?
  - What did the 'provider' notice about successes/challenges in getting the 'client' to talk about their thoughts?
  - What are anticipated challenges and opportunities to doing this activity with actual clients?

Decreasing Unhelpful Thoughts and Increasing Helpful Thoughts, Goals for My Future and My Baby's Future (Session 6) *(30 min)*

- Children learn patterns of thinking from their parents. Parents play an important role in shaping their babies' thoughts and inner reality, which can have an impact on both the client's and the baby's mood.
- It is important to envision the type of future you'd like for your child so you can plan for your ideal future.

Day 2 Wrap Up: Questions and Review *(10 mins)*

CONTACT WITH OTHERS, MB GROUP, IMPLEMENTATION RECOMMENDATIONS

Personal Project Review, Reflections, Questions *(15 mins)*

Contact with Others and My Mood (Session 7) *(15 mins)*
- There is a reciprocal relationship between contact with others and one's mood.
- Emphasize that we can break the cycle between negative mood and fewer positive contacts by either reducing unhelpful contacts with others or increasing positive or helpful contacts.
- Violet and Mary vignette helps to illustrate.

Navigating the Support System (Session 8) *(15 mins)*
- Identify the client's current support system, using four categories of supportive individuals: the people closest to me, close friends, friends, and acquaintances.
- Examine how the current support system provides support in four different ways:
  - Practical support
  - Advice/information
  - Companionship
  - Emotional support
- Emphasize that people can make choices about who they spend time with (i.e., helpful contacts vs. unhelpful contacts).
- Emphasize the importance of expanding one's support network, especially by performing pleasant activities.
- Role changes such as having a new baby affect relationships you have with other people, and often these changes can be stressful and result in conflicts/disagreements that impact your mood.

CONTACT WITH OTHERS, MB GROUP, IMPLEMENTATION RECOMMENDATIONS

Small Group Activity 4: Types of social support *(15 mins)*
- In groups, one individual plays role of 'provider' and a second plays as a 'client.' Practice engaging the 'client' in Worksheet 8.1 and 8.2: discussing the client's support network and how their contacts provide support.
- After completing the activity, have a large group discussion using the following questions:
  - What did the 'client' notice about their support network?
  - What did the 'provider' notice about successes/challenges in getting the 'client' to talk about their support network?
  - What are anticipated challenges and opportunities to doing this activity with an actual client?
  - What are some opportunities for forming new connections in your clients' community?

Communication Style and Getting Needs Met *(15 mins)*
- Communication style can affect mood as well as relationships with others.
- There are three main types of communication styles: aggressive, assertive, and passive.
- Using an assertive style can increase the chance that one's needs will be met.

Break *(15 mins)*

Contact with Others Module Review *(15 mins)*

Discuss MB Group format and manuals, recommendations (virtual vs.in-person) *(30 mins) - if group delivery is relevant to your organization*

MB Delivery, Supervision, and Evaluation Recommendations *(15 mins)*
- Discuss how Mothers & Babies will be delivered, tracked, and supervised in your specific organizational context.

MB Resources and Next Steps *(15 mins)*
- Walk through the Mothers & Babies library of Implementation Resources.
- Set goals for implementation of Mothers & Babies.