

5. GROUP MEMBER WORKBOOK

5.1 SESSION 1

5.1.1 Goals of the Group Program

The group program is designed to help members maintain their improved sense of well-being as well as continue to make improvements in well-being.

1. The group program is intended to help members recover from a heart attack.
2. Learn and use a menu of coping skills (e.g., communication skills, assertion, problem solving, relaxation, and engaging in pleasant activities) effectively to cope more adequately with feelings, physical condition, and recovery from the heart attack.
3. Groups are powerful modalities. Active participation has been associated with long-term survival for CHD and other major medical conditions. The program is designed to utilize the power of the group to help members improve quality of life.
4. Develop trust and mutual respect for each other and foster a sense of group cohesiveness.

5.1.2 What Makes For An Effective Group?

1. What's expected from each member?
 - a. Active and full participation in the group is important .
 - i). An effective group is one in which members cooperate and are actively involved in their own care.
 - ii). The group is a setting that promotes making behavior changes that are under the members' control.
2. What's expected from the leader?
 - a. The leader will serve as a consultant to the group members.
 - i). As in individual sessions, the leader will actively collaborate with the members by providing didactic information, guidance, and assistance with problem solving.

- ii). The leader will encourage understanding of how skills learned in the group (as well as individually) can be applied to various situations during and following treatment.

3. Confidentiality

- a. Remember that individual sessions were confidential.
 - i). No one other than the individual, the counselor, and the counselor's supervisor (who monitors the counselor's behavior not the individual's) is privy to the content of the individual sessions.
- b. As in the individual sessions, the group sessions will be "recorded" so that the supervisor can monitor the activities of the group and provide the leader with feedback. This allows for the member to be better served. Tapes will be treated with the strictest confidence.
- c. Strict confidentiality is an important condition of group process.
 - i). It is permissible to discuss your own experiences and what you are learning in the group, but that it is inappropriate to discuss the experiences of others.

4. Attendance

- a. Attendance is important for the group to function effectively.
 - i). If the member misses an appointment, the leader will immediately contact the member by phone.

5. Between session activities

- a. Homework/practicing of skills needs to be done between sessions.
 - i). Research shows that those who practice skills make the most progress and derive the most benefit.
 - ii). It will be important to report back to the group regarding progress (e.g., success and failure) with assignments.

6. Making and maintaining commitment

- a. Maintaining commitment is essential.

- i). Member behavior as reflected by attendance, promptness, homework completion, and active participation will provide evidence of commitment level.
- ii). It may be difficult to maintain level of commitment at all times.

5.1.3 Cognitive Review Questions

The following questions need to be addressed during the cognitive review:

- a. What has gone well for you?
- b. What problems arose? How did you handle them? Was there a better way of handling them?
- c. What problems could arise between this session and the next time we do your review ?
Imagine the problem in detail?
- d. What automatic thoughts might you have? What beliefs might be activated? How will you deal with the automatic thoughts and beliefs? How will you problem solve?
- e. What cognitive work did you do? What cognitive work would you like to do between now and your next review? What automatic thoughts might get in the way of doing the cognitive work? How will you answer these thoughts?
- f. What further goals do you have for yourself? How will you achieve them? How can the things you learned in the individual program help?

5.2 SESSION 2

5.2.1 Types Of Negative Thinking

- a. All- or-nothing thinking (aka Black and White Thinking). You appraise things in black-and-white categories. There are no in between or gray areas. All-or-nothing thinking forms the basis of perfectionism. It causes you to fear any mistake or imperfection because if your performance falls short of perfect, you see yourself as a total failure. Then you may feel inadequate and worthless. This type of thinking is unrealistic because life is rarely completely one way or the other
- b. Over-generalization. You see a single negative event as a never-ending pattern of defeat. You conclude that one thing that happened to you once will occur over and over again. Since what happened is usually unpleasant, you feel upset.
- c. Mental filter: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened, like the drop of ink that discolors the entire beaker of water. When you are depressed you see the world through special glasses that filter out anything positive. All that you allow to enter your conscious mind is negative and because you are unaware of this filtering process, you conclude that everything is negative.
- d. Disqualifying the positive. You reject positive experiences by insisting they "don't count" for some reason or other. This way you can maintain a negative belief that is contradicted by your everyday experiences. An everyday example of this is the way that some people tend to respond to compliments. We are conditioned to respond to compliments and when someone praises your work, clothes or appearance you might automatically tell yourself, "They are just being nice." Disqualifying the positive is one of the most destructive examples of negative thinking since what you are telling yourself that you are second-rate and not worth it.
- e. Jumping to conclusions. You make a negative interpretation even though there are no definite facts that convincingly support your conclusion. There are two types of this jumping to conclusion errors: "mind reading" and the "fortune teller error."
 - 1) Mind reading. You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out. For example, you make the assumption that other people are looking down on you and you are so convinced about this that you don't even bother to check it out.
 - 2) Fortune teller error. You anticipate that things will turn out badly and you feel convinced that your prediction is an already-established fact. It is like having a crystal

ball that foretells only misery for you. You imagine that something bad is going to happen and you take this prediction as a fact even though this is unrealistic.

Magnification (aka Catastrophizing) or minimization. You exaggerate the importance of things (such as your goof-up or someone else's achievement) or you inappropriately shrink things until they appear tiny (your own desirable qualities or the other fellow's imperfections). This is also called the "binocular trick." Magnification commonly occurs when you look at your own mistakes and exaggerate their importance: "I made a mistake, now everyone will know and my reputation will be ruined!" You are catastrophizing your mistakes as if you were looking through binoculars to that make them look larger than they really are. Minimizing occurs when you look at your strengths and good points and minimize their significance as if you were looking through the wrong end of the binoculars.

Emotional reasoning. You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true." For example: "I feel guilty, therefore I deserve this." "I feel depressed, therefore I'm a loser." This kind of thinking is misleading because your feelings reflect your thoughts and beliefs. If they are distorted, as is often the case, your emotions will have little validity. Emotional reasoning plays a role in keeping some people depressed. Because things feel so negative to you, you assume they truly are.

Should statements: You try to motivate yourself with shoulds and shouldn'ts, as if you had to be whipped and punished before you could be expected to do anything. "Musts" and "oughts" are also offenders. The emotional consequence is guilt. When you direct should statements toward others, you feel anger, frustration, and resentment. When you tell yourself that you should do this or that you are putting pressure on yourself and start to get resentful. Common examples are "I should be able to do this all by myself." "I should not ask for help." or "I shouldn't have to ask for help (people should be able to read my mind and, if they don't, they don't care about me.)"

Labeling and mislabeling. This is an extreme form of over-generalization. Personal labeling means creating a completely negative self-image based on your error. Instead of describing your error ("I made a mistake") you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him: "He's a louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded. Alternative "I did something stupid," not "I am stupid."

Personalization. You see yourself as the cause of some negative external event which in fact you were not primarily responsible for. You arbitrarily decide that what happened is your fault or reflects your inadequacy. Personalization causes you to feel guilt.

5.2.2 Understanding Thinking

How a person interprets situations determines how the person feels about situations. Use this technique to understand thoughts that are associated with various situations. While this technique is simple enough, it does take lots of practice to use it effectively. Several steps are involved:

Step 1. IDENTIFY thinking patterns

Step 2. EVALUATE thoughts/interpretations

Step 3. RESPOND by considering alternative interpretations

These steps can lead to positive changes in mood and behavior.

5.3 SESSION 3

5.3.1 Identifying Feelings

The Log that you first used in your individual sessions and that you are currently using in the group program is an important tool to increase your ability to identify negative and positive thoughts and feelings.

As you know by now, record keeping is a very effective means of becoming more aware of one's thoughts and feelings. All the skills you will be learning build upon the base of being aware of your own thoughts and feelings. By now, most of you have learned this skill well. You know that thoughts are whatever you are thinking at any moment -- the words that are "playing" in your mind at any point in time. You will need to be aware of a whole range of feelings.

The following are thought to be universal emotions:

1. anger
2. fear
3. joy
4. disgust
5. sadness

Possibly universal emotions are:

1. contempt
2. surprise
3. interest

Very widespread emotions are:

1. shame
2. love

Chronic negative emotional states powerfully relate to CHD-related processes. A growing body of research has documented associations between psychological/psychosocial variables and cardiac recurrences and mortality post heart attack. Research indicates that depression, lack of social support, and distress are important predictors of negative CHD-related processes.

Feelings may be based on faulty thinking about a given situation. It is important to develop an awareness of this as a base for evaluating negative thoughts and negative feelings, to decide whether to act or to try to overcome the feeling. Using the Cognitive Flowchart may be useful in this regard.

5.3.2 “What’s The Evidence?”

- What is the evidence?
- What is the evidence that supports this idea?
- What is the evidence against this idea?
- Is there an alternative explanation?
- What is the worst thing that could happen? Could I live through it?
- What is best thing that could happen?
- What is the most realistic outcome?
- What is the effect of my believing the automatic thought?
- What could be the effect of changing my thinking?
- What should I do about it?
- What would I tell _____ (a friend) if he or she were in the same situation?

5.3.3 Procedures For Using The Cognitive Flowchart

Use the following questions to evaluate a situation after you have completed “What’s the evidence?”

- Iimportant: Is the situation and my thoughts/feelings worth my continuing attention? How you rated intensity of the feeling on the Log serves as a marker for importance.
- Appropriate: Are my thoughts/feelings appropriate, given the objective facts (not my interpretation of them) of the situation? (versus--Do my thoughts represent cognitive distortions that lead to negative emotional states?)
- Modifiable: Are there actions I can take that will fix the situation so that I don’t continue to have the negative thoughts/feelings? (or, Can I modify my thoughts/interpretation of the events?)
- Worth It: Will taking action (changing my thoughts or changing my behavior) lead to a net gain, weighing both my and the other person’s needs?

If you note the first letter of the first three questions above and the two words of the fourth question, you will note that they spell out a statement that will help you to remember these four important questions for evaluating your negative thoughts and feelings: “I AM WORTH IT!”

If you simply remember, “I AM WORTH IT!” every time you become aware of a negative thought or feeling, it will help you to remember the four questions you need to answer about any situation in which you are experiencing negative thoughts or feelings.

5.4 SESSION 4

5.4.1 Benefits of Social Connectedness

Feeling connected with others has been associated with increased sense of well-being, quality of life, and improved health outcomes.

Types of Social Connectedness and Benefits

Informational (e.g. doctors and nurses)

1. Promotes healthier behaviors
2. Facilitates one's ability to obtain necessary medical care
3. Provides advice leading to solutions

Tangible (e.g. friends and family)

1. Helps accomplish chores
2. Provides money to pay bills
3. Provides assistance to meet various obligations

Social/Emotional (e.g., spouses, family, friends, church, community)

1. Someone who really listens to you
2. Helps you feel better about yourself
3. Feel more secure knowing someone is ready to be with you
4. Increases positive self-evaluations

5.4.2 Modifying Coping Strategies to Obtain Support

1. Seek out information (as relates to their medical condition).
2. Seek out tangible aid (money, advice, instructions).
3. Communicate needs and feelings (good and bad) more effectively to friends, family, and supportive others (e.g., medical personnel).
4. Allow yourself to rely on trusted friends.

5. Enjoying nurturance, expressing feelings assertively.
6. Finding a central confidant and increasing connection (e.g., spouse, close friend, religious leader, etc.).
7. Increase involvement in the community (lending support).
8. Get a pet!

5.5 SESSION 5

5.5.1 Communicating Effectively

1. Most communication is nonverbal. What clues do you use to determine what the other person is feeling, aside from the content of what is said? To be an effective communicator, you need to appear as calm, in control, interested in the other person, and nonagitated as possible (Body language handout).
2. Speaking and listening are both necessary and best in equal doses, so that talk becomes conversation, not a monologue on either side. (Exception: With children, and with some troubled adults you will need to listen most of the time.) Some of you may have trouble speaking up while others will find it difficult to listen. We will discuss speaking up first, as not speaking in itself is a problem. How can you have a good relationship with someone if you send out so few signals about what you are like and what you need and want?

Among “nonspeakers, usually the recognition of a hesitancy to speak eventually is accompanied by a realization that he or she doesn’t have a very high opinion of himself/herself, seeing personal needs as unnecessary, personal opinions unimportant. He or she is there to care for others, but not vice versa. Only by being so attentive to others will he or she gain worth. Clearly, such thinking involves only half the equation--higher self-esteem is called for. This is a lifelong task for many of us.

3. Here are guidelines for being a more effective speaker:
 - a) Just do it. If you are shy and often silent, an important early step to better relationships is to begin speaking out. Initiate and maintain conversations with interest and even enthusiasm. Introduce yourself to the other person at your table in the cafeteria at lunchtime or at the bus stop. Listen to what he has to say and if you get a chance, tell him a little about yourself too. Go up to someone you don’t know during coffee hour after the church service. After she starts a conversation, listen intently, then tell her something on a related topic of special interest to you. If children come to the coffee hour, ask one of them if she has a favorite sport. At a family dinner, ask a relative what he’s been up to lately, then tell him what you’ve been doing recently. If you are shy, assume the other person will be interested. (If you aren’t shy, but usually are rather talkative, focus on the listening strategy instead of this one!)
 - b) Try as frequently as appropriate to use “I” statements. You both share yourself and allow others to disagree. Notice how the second, less preferred choice in each pair of statements listed below puts the other person on the spot, where they are forced to either agree or disagree with your statement about the situation. On the other hand, when you use the first, “I” statement, you don’t put this pressure on the other person.

- “I was upset to have to wait for an hour in the waiting room for my appointment (Instead of “It’s terrible to have to wait an hour in the waiting room.”)
- “I dislike fried chicken, ” (Instead of “Fried chicken tastes lousy!”)
- “I am disappointed supper isn’t ready,” (Instead of “It’s terrible that supper isn’t ready.”)
- “I like red roses best,” (Instead of “Red roses are the most beautiful flowers in the world.”)
- “I am cold,” (Instead of “This room is too cold.”)
- “I don’t like buttered popcorn,” (Instead of “You ruined the popcorn.”)
- “I feel so stressed when the living room is messy,” (Instead of “You never do your fair share keeping this place picked up.”)

c) Share yourself often. The best way to let another person truly know you is to tell them what you are feeling: friendly; sad; angry, happy; scared; courageous; whatever. Also share doubts and dreams. How can you possibly feel connected to others if they don’t know you?

Of course, once you have mastered the earlier-mentioned skill of identifying your feelings, speaking up becomes easier.

- “I feel lonely,” (Instead of “You aren’t giving me enough attention.”)
- “I feel disappointed that the peanut butter is gone, when I was looking so forward to a good sandwich.” (Instead of “You finished the peanut butter, without any reminder added to the grocery list!”)
- “I am depressed about the effect of my heart condition on my quality of life.” (Instead of “I can’t do the things I used to do.”)

4. Speak out of your personal experiences. This will keep you from sounding vague or authoritative. This is easier, once you become accustomed to it.

- “I opened the door to our study. Papers covered the desktop and half of the floor besides. I felt so frustrated, tired, and annoyed.”(Instead of “You are incredibly messy. Can’t you ever do your share of the work.”)
- “I had trouble getting to the pharmacy today.” (Instead of “Why can’t you ever help me out with errands.”)

5. Be specific.
 - “As you sit there, with the moonlight hitting your face, I think you are very beautiful. (Instead of “You are wonderful.”)
 - “You promised to take me to the doctor today; but you had to cancel.” (Instead of “You have no time for me.”)
6. When you speak, synchronize the spoken words and your body language, so that both reflect what you deliberately decide you want to communicate. If inconsistencies exist between spoken words and body language, the nonverbal message usually dominates.

Speaking so you communicate effectively is just as important as listening, when it comes to building good relationships. If you only listen, no matter how well, you are at risk of being passive.

5.5.2 Body Language

Duke psychologist John Barefoot has conducted numerous interviews over a number of years. He has concluded that style -- tone of voice and “body language” -- is an important index of communication.

Dr. Barefoot looks for evasions which keep the other person at a distance and show contempt for the situation. “Maybe.” “You can’t really say.” or “That may be.” sometimes can be spoken in ways that invalidate what was said before, without explicitly challenging the other person. Some people often cross their arms, avoid eye contact, or curl the upper lip to the side while slightly wrinkling the nose. John also watches out for indirect challenges which can be as subtle as answering in a tone of voice which implies the question is stupid. “Of course!” roughly can translate, “That was a stupid question, if ever I heard one!” In the midst of considering these relatively subtle cues, don’t forget that direct challenges are also a great way to not listen effectively!

Instead of allowing your body language to alienate others when in conversation, convey your caring through your body. Begin by keeping still. Focus your eyes on his or her eyes, glancing away occasionally so that your gaze does not feel invasive to the other party. (The more direct looking, the more intimacy.) You can still appear bored, if your expression is glazed, so make looking an active process. Unknit your brow. Relax your jaw and your large muscles as well. Uncross your arms. Lean slightly forward. Even though you are being silent, it’s OK to nod your head occasionally or murmur “uh huh” to let the speaker know you are interested and involved in what’s being said. Small movements of the head at the neck also can indicate your attentiveness. Being aware of so many details may feel awkward at first but becomes less so with practice, especially as you find yourself becoming interested in what is being said. To get a better idea of how good listeners behave, pay close attention to interviewers on television--like

Barbara Walters, Charlie Gibson, Jane Pauley, Katie Couric, Mike Wallace and others. They really appear interested in what the interviewee is saying.

As you become more practiced, you'll want to make all of this other than simply a posture you assume, by really being interested in what you or the other person is saying.

5.5.3 SPEAKING UP

1. Just do it.
2. Make "I" statements.
3. Share yourself, especially your feelings.
4. Speak out of personal experience.
5. Be specific.
6. Use positive body language.

5.5.4 Guidelines for Listening

1. Keep quiet until the other person finishes speaking
 - a. Don't feel that you have to jump in after a few seconds' silence!
2. Make sure your "body language" conveys your interest
3. When the other person is finished speaking, reflect back what you understood them to be trying to say -- "What I hear you saying is...."
 - a. Then give it your best shot to tell him/her what you thought you were trying to say -- not why the person was right or wrong or the first thing that comes into your mind in association with what was said.

5.6 SESSION 6

5.6.1 Relapse Prevention

Relapse prevention training has several basic principles:

Plan ahead to prevent relapse. It is important to start early with relapse prevention training.

Identify high risk situations. Identify high risk situations that represent major obstacles to your coping skills. Develop a plan for dealing with these situations.

Role playing. To develop confidence in your ability to apply coping skills to deal with challenging high risk situations, it is important to rehearse them.

Self-monitoring. Your Logs are an excellent way to keep track of your practice with coping skills and prompting you to reward yourself for progress in coping.

5.6.2 Muscle Relaxation

Note: When tensing your muscles, tense them only slightly, just so that you feel the tension. You do not want to tense maximally.

Four muscle groups

1. Right and Left Arms (make a fist tensing hands and forearms while tensing upper arms by pushing upper arms down against chair).
2. Face, Neck, and Throat (simultaneously raise eyebrows or frown, squint, wrinkle up nose, bite down, and pull the corners of your mouth back, while pulling your chin toward chest but don't let it touch chest).
3. Chest, shoulders, Upper Back, and Abdomen (take a deep breath, pull shoulder blades back and together, while at the same time making the stomach hard by either pulling in or pushing out).
4. Right and Left Thighs, Calves, and Feet (lift your legs slightly while pulling toes toward head, curling them and turning your feet inward).

5.7 SESSION 7

5.7.1 The 3 “A’s”: Avoid, Adapt, Alter

Anger provoking situations in general and stressful situations in particular can be managed using the 3 “A’s”.

1. Avoid. Avoiding is a useful approach for some situations. You can not necessarily avoid all anger provoking situations since that might serve to isolate you from others. However, you may be able to adjust your life to avoid some anger provoking moments.
 - a. e.g., you can avoid interacting with someone who makes you angry.
2. Alter. In situations where you have some control, it may be useful to alter the anger provoking situations. You need to consider the situation and decide what aspect you can realistically change.
 - a. e.g., if someone does something that makes you angry, you can tell them how their behavior makes you feel and ask them to change their behavior.
3. Adapt. Adapting is often the best option though it is not necessarily easy. Remember your interpretation (thoughts) of a situation is what causes anger (or stress). You can reduce feelings of anger (or stress) by adapting. For example:
 - a. After evaluating your thoughts, change your thoughts and beliefs about a situation.
 - b. Adapt by making yourself less vulnerable to anger by practicing relaxation.
 - c. Adapt when you learn to anticipate anger provoking situations and prepare for them by rehearsing what you will do.

5.7.2 Facing Anger

Slow down the process

1. Recognize that you are angry before you react.
2. Notice physical symptoms.
3. Acknowledge your anger (don’t invalidate your emotion).
4. Are you too upset or angry to appropriately deal with the situation now? Do you need a buffer or a cooling down period?

Anger appraisal of the situation

1. Evaluate your thoughts about the situation.
2. If the situation is interpersonal, consider the other person's perspective.

Expressing anger: Consider the following:

1. Recognize your own needs.
2. If the situation is interpersonal, recognize the needs of the other person.
3. Assess timing (i.e., Do I need to be in a better mood to say something about this. Does the other person need to be in a better mood).
4. What is the desired outcome? (If the situation is interpersonal, do you want to save the relationship or do you want a certain goal no matter what it does to the relationship).

5.8 SESSION 8

5.8.1 Assertiveness training

1. Assertion

- a. Whenever your evaluation of your negative thoughts and feelings in a given situation (involving another person) using the “I AM WORTH IT!” questions on the Cognitive Flowchart leads you to answer “Yes” to all four questions, it is a clear signal that in this particular situation, you need to act. However, it does not mean that you have been unleashed to attack, put down the other person, and righteously demand that he/she change. The kind of action that is called for is assertion, which is always far more likely to bring about the change you want.
- b. Assertion to get others to change can take either of two forms. First is asking -- using either a simple or a more complex approach -- for the change you want in the situation or the behavior of another person. Second is simply refusing yourself to start or continue doing something that will cause you to have negative feelings by “just saying no”.
- c. Simple Assertion: You just directly ask for what you want.

Example of simple assertion: "Please let me finish washing dishes before we leave for the store.

d. Complex assertion:

1. A fully developed complex assertion involves three mandatory steps and one optional step:
 - Describe the objective facts of the situation that you want to change.
 - Describe the feelings you experience in the situation just described.
 - Request the change in behavior you want from the other person.
 - (optional) Describe the consequences you are prepared to deliver if the change is not forthcoming.

e. Just say No.

1. How to say no: The other part of assertion is refusing the requests of others. This is good advice if you routinely overextend yourself on behalf of others, then end

up feeling exhausted and resentful. You will need to decide if you are one of those people who are either afraid of rejection or simply more sensitive to the needs of others than to your own needs. Such people consequently end up on every committee. Or always entertain the rest of the family. In short, usually do what the other person wants, while neglecting personal needs. If you qualify, you need to learn to say no.

2. How you say no is important. Sometimes its best to begin with restatement:

- You want me to babysit the grandchildren next week.
- You may want to emphasize:
- I know how important getting babysitter is to you.

f. Sometimes you next want to share a statement of how you are feeling. Omit this step if these feelings are hostile, ranging from mild pique to raging anger (Give me a break! I've already done more than my fair share babysitting.) Do consider sharing feelings you are experiencing as too much (I feel tired already!). Do not share feelings with persistent people likely to argue that your feelings are the problem.

h. Always include an explicit no. Avoid long-winded explanations, excuses, or apologetic behavior -- they only encourage the other person to persist in trying to talk you into doing what you want to avoid.

1. "Sorry, but no". I do not want to babysit the grandchildren next week.
2. Assertion is hardly ever easy to pull off. The process of asking the I AM WORTH IT! questions will help you to calm down so that you can do it right, but very often you will need to practice a quick relaxation on the spot, to make sure your negative thoughts and feelings do not interfere to the extent that you blow it when trying to be effectively assertive. So, calm yourself down, rehearse in your mind the assertion statements you are going to make, following the guidelines just outlined and also on your Assertion guidelines handout . Here are some further examples of embellishments you can add, as you become more practiced at assertion, to the basic steps in the handout.

Example of adding description of the behavior that is bothering you: "John, when you come to visit with me, I would prefer to have a conversation with you rather than to watch television."

Example of adding empathy: "I know it's hard to find a babysitter for the grandchildren, but watching them next week is a burden on me."

Example of reminding the person of earlier promises: "Doctor, you had promised me that I would be seen immediately if I arrived on time for an 8:30 am appointment.

Example of adding information about your own feelings: "When you came over late, I felt worried that something terrible had happened to you. In the future, if you are running late, please call me."

Example of consequences: "If you miss one more appointment to help me with my housekeeping, I will need to hire someone else."

5.8.2 Assertion Guidelines

ASSERTION TO GET WHAT YOU WANT

1. Describe the behavior that is causing your negative feelings.
 2. Describe your feelings.
 3. Request the specific change of behavior you need.
 4. (Optional, if the first three do not work) State the consequences.
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ASSERTION TO PROTECT YOURSELF

1. Just say No. (Simple, isn't it!)

5.9 SESSION 9

5.9.1 Problem Solving

Problem solving involves five steps: 1) problem definition, 2) generating alternatives, 3) decision making, 4) implementing the decision, and 5) evaluating the outcome.

Problem definition. The goal of problem definition is to pinpoint specific problems the individual is confronted with in a given situation.

- a. What behavioral problems are likely to occur in this situation? What kinds of behaviors must be increased or decreased in order to cope with this situation?
- b. What thoughts and feelings are likely to occur in this situation? How would these thoughts and feelings affect your abilities to cope?
- c. What physiological problems are likely to occur in this situation? Will the individual feel anxious and have heart rate speeding, difficulty breathing, excessive sweating, etc.?

Generating alternatives.

- a. Review rules of brainstorming. Hold nothing back, share whatever first comes to mind.
- b. Number of alternatives. Try to develop at least 3 different alternative approaches.
- c. Mix and match coping skills. Some problem situations might require adding together learned coping skills in different combinations. Other situations might require individual to draw on other resources and skills.

Selecting and implementing an alternative. Reviews pros and cons of each of the 3 alternatives. What is the best option. Implement this option in the future.

5.9.2 Developing A Plan for Coping With Setbacks

Stop, look, and listen

Keep calm by using rational self-talk

Review the situation leading up to the setback/relapse.

Make an immediate plan for coping

5.9.3 Warming Exercise

You can do the warming exercises sitting or lying down:

1. Sit in an armchair in which your head, back and extremities are comfortably supported and you are as relaxed as possible, or
2. Lie down with your head supported, your legs about eight inches apart, your toes pointed slightly outward and your arms resting comfortably at your sides without touching them.

Repeat each of the following phrases four (4) times.

I am calm.

I am at peace with myself.

My right arm is warm.

My left arm is warm.

Both of my arms are warm.

My right leg is warm.

My left leg is warm.

Both of my legs are warm.

My arms and legs are warm.

Take a few minutes for enjoyment.

Then say to yourself, "When I open my eyes, I will feel refreshed and alert". (say this four times). Then open your eyes, breathe a few deep breaths as you stretch and flex your arms.

5.10 SESSION 10

5.10.1 Principles Of Living

Principles of Living come from what have been called 'truths' developed over many centuries from many cultures, what today we call the 'wisdom traditions'. These are universal laws of living that have withstood the test of time over thousands of years. Such principles related to happiness, meaningfulness, hopefulness, quality of life and a greater sense of purpose and direction. These principles have been called integrity, honesty, kindness, compassion, cooperation, service to others and forgiveness. Love is probably the most central principle of living.

To live a more principled life involves priorities and goals that are congruent with identified life principles. A principle can be regarded of as a core belief that one accepts as true. However, not all core beliefs are universal principles of living. For example, a person's core belief may be that all people are evil or dangerous, not to be trusted. Such a belief while powerful in its impact on automatic thoughts, behavior and emotions--not to mention social relations--would not be considered a life-affirming principle of living that has been validated in the experience of many people over time. Instead some negative core beliefs have been found to foster chronic disease.

It is important to examine how principles and goals relate to everyday choices and decisions. Most people have not reflected on this connection, often making choices based on the immediate situation, pressing deadline/urgency, habit, or social norms or expectations. We live in an increasingly impatient, 'hurry up' culture. The heart of principles of living or 'putting first things first' is moving toward a more balanced and calmer lifestyle in which our physical, mental, social and spiritual needs are considered in what we do. 'What has to be balanced for me to create greater quality of life?'

Physical needs, Economic needs, Mental needs, Social needs, Spiritual needs--all humans have these five related needs and try to satisfy them in a variety of ways. Certain principles of living lie at the base of these needs, such as the principles of trust and integrity which underlie social needs. Principles of moderation, honesty and thrift can be said to underlie economic needs and principles of love, compassion and forgiveness create the basis for satisfying spiritual needs.

5.10.2 Tuning In Task

Make a daily entry into your Log about how you decide or choose what to do and how that choice or decision is connected to a principle or core belief. Do you feel any discrepancy between what you are doing at any moment and what you believe to be a principle or core belief? Do you notice a difference between your social roles (or biological/gender/career roles) and your own deep inner thoughts? Come to the next session ready to talk about what you observed.

5.10.3 Setting A Principled-Based Goal

To start setting goals that are based on certain principles (and conscience) takes a lot of courage and commitment. Yet that's what it takes to make the kind of changes that will give you more quality of life and help you feel better.

- a. Develop a specific goal for this coming week that is based on at least one Principle of Living that you believe is a core/bedrock/"nothing more important belief".
- b. Here are the steps to follow:
 1. Identify one Principle of Living that you believe is crucial.
 2. Ask, what could I do over the next four days that would put this Principle into action
 - a) Example: Principle is compassion. Goal is spend at least one hour with 'Jack or Jackie' listening very actively and sensitively to them about their problems or concerns, keeping in mind what it takes to listen with empathy and understanding.)

5.10.4 Breath Counting Meditation

This is perhaps the most relaxing form of meditation. Following the gentle ins and outs of the breath creates a sense of peace and restfulness.

1. Find your posture and center yourself. Take several deep breaths. Either close your eyes or fix them on a spot on the floor about four feet in front of you. Your eyes may or may not be focused.
2. Take deep but not forced belly breaths. As you do, focus your attention on each part of the breath: the inhale, the turn (the point at which you stop inhaling and start exhaling), the exhale, the pause between the exhale and inhale), the turn (the point at which you start to inhale), the inhale, and so on. Pay careful attention to the pause. What are the sensations in your body as you pause between breaths?

3. As you exhale, say “one.” Continue counting each exhale by saying “two...three...four.” Then begin again with “one.” If you lose count, simply start over with “one.”
4. When you discover that your mind has slipped into thought, note this, then gently return to the counting of your breath.
5. If a particular sensation in your body catches your attention, focus on the sensation until it recedes. Then return your attention to the inhale and the exhale and the counting of your breath.
6. If you wish, try the following variation. Begin by counting your breath for several minutes. Then stop the actual counting and put your attention on the sensations of breathing. Focus on your abdomen as it expands and contracts. Can you sense how the size of the empty space in your abdomen grows and shrinks as your breath goes in and out of your belly? At first, you may have more thoughts when you practice this way than you had when you were counting breaths. The counting kept your mind returning in a small circle of numbers which left less room for rising thoughts. Do not be disturbed by this. Simply note each thought and then return your awareness to the sensations of your breath. Every now and then, you may come across a thought that you find enticing and want to contemplate. Tell yourself you will consider this thought when the meditation period is over and let it go. Sensations other than breathing may call your attention from time to time: a strain in your shoulder, or the pins and needles of your legs falling asleep. When this happens, let your attention focus on these new sensations until they fade into the background. Then go back to your breath. The sounds of the outside world will cross and recross the boundaries of your awareness. Note their passing and return to your breath.
7. Things to Keep in Mind
 - a) It is not necessary to feel as though you are relaxing while you meditate in order for you to actually become relaxed. You may feel as though you are thinking thousands of thoughts and are very restless. However, when you open your eyes at the end of your meditation, you will realize you feel much more relaxed than you did before meditating.
 - b) As your mind quiets with meditation, old or hidden pain can arise from your subconscious. If you find that when you meditate you suddenly feel angry, depressed, or frightened, try to gently allow yourself to experience the feeling while resisting the temptation to make sense out of your feelings. If you feel the need, talk to a friend, counselor, or meditation teacher.
 - c) You may hear or read about ideal conditions for meditation: that you should meditate only in a quiet place. Or meditate only two hours after you’ve eaten. Or meditate only in a position that you can hold comfortably for twenty minutes, and so on. Yes, these are ideal conditions, but life is seldom ideal. If the place isn’t absolutely quiet or the only

time you have to meditate is right after lunch, don't let these small obstacles keep you from meditating. If you find yourself being particularly bothered by noises or the rumblings of a full stomach, simply incorporate the annoying sensation in with the object of your meditation.

- d) If you adopt a daily sitting practice, you may find that there are stretches of time during which you will not want to meditate. Do not expect that your desire to meditate will grow constantly with your practice. If you feel discouraged, be gentle with yourself and try to work creatively on ways to make your practice more comfortable. Know that these periods of discouragement will go away by themselves in time. For helping to maintain a schedule, the value of finding a group with which you can meditate at least once a week cannot be overstated.

5.11 SESSION 11:

5.11.1 'Dreams and Values Exercise'

Use your watch to go through the following timed exercise.

1. Take one minute and answer the following question. Write down everything that comes to your mind.
 - a. If I had unlimited time and resources, what would I do? Don't be afraid to dream. Unlock possibilities.
2. Take one minute and write down your values. Below is a partial list that might help stimulate your thinking.

peace of mind

spiritual fulfillment

security

friendships

wealth

family

good health

respect of others

close relationship with...

sense of accomplishment

recognition or fame

travel

free time
to...

contributing time, knowledge, or money

happiness

longevity

3. Take one minute and go through your list of values, identifying the top five.
4. Take a few minutes and compare your list of five values to your dreams.
 - a. You may find you have dreams that are not in harmony with your values. You may dream of living the life of Indiana Jones, but you don't really value the idea of the life of crawling through cobwebs and sleeping with scorpions. If you don't get your dreams out in the open and look at them in the cool light of day, you may spend years living with illusions and the subconscious feeling that you're somehow settling for second best. Work on the two lists until you feel your dreams reflect your values.

5. Now take one minute to look at your values as they relate to the four fundamental areas of human fulfillment.
 - a. Do they reflect your physical, social, mental, and spiritual needs and capacities?
Work on your list until you feel they do.
6. Finally, take one last minute to answer this question:
 - a. What principles will produce the values on my final list?

5.11.2 What is a Vision Statement?

Vision Statements foster imagination and create motivation by allowing persons to see beyond their current life situation. These future-focused statements also encourage a greater sense of hope and a more optimistic outlook on life. Such statements help transcend the past and present, and in effect, also helps us invent our future. At a more pragmatic level, the experience of developing one's Vision Statement can powerfully influence the choices and decision one makes in the present. By influencing choices and decisions, a Vision Statement creates influential consequences, ones that can alter our future.

Vision however needs to offer a balanced outlook in terms of our basic needs (i.e., physical, economic, social, mental, and spiritual). For example, if our vision statement, and thus our mission in life, is limited to strictly economic needs (such as becoming a millionaire) we will make choices that can quickly create tremendous imbalance that can bring on negative consequences. By contrast, our everyday choices are guided by our stated vision, which has been grounded in principles of living, then we can alter the nature of the various 'dysfunctional' scripts we've learned from others in growing up (parents, siblings, close relative and friends, teachers, ministers, employers, etc.). Also, we can alter our automatic thoughts and images.

5.11.3 Examples of Vision Statements

I will live each day with courage and a belief in myself and others. I will live by the values of integrity, freedom of choice, and a love of all people. I will strive to keep commitments not only to others but to myself as well. I will remember that to truly live, I must climb the mountain today, for tomorrow may be too late. I know that my mountain may seem no more than a hill to others and I will accept that. I will be renewed by my own personal victories and triumphs no matter how small. I will continue to make my own choices and to live with them as I have always done. I will not make excuses or blame others. I will, for as long as possible, keep my mind and body healthy and strong as that I am able to make the choice to comb the mountain. I will help others as best I can and I will thank those who help me along the way.

For myself, I want to develop self-knowledge, self love, and self-allowing. I want to use my healing talents to keep hope alive and express my vision courageously in word and action. In my family, I want to build healthy, loving relationships in which we let each other become our best selves. At work, I want to establish a fault-free, self-perpetuating, learning environment. In the world, I want to nurture the development of all life forms, in harmony with the laws of nature.

To be humble.

To say thanks to God in some way, every day.

To never react to abuse by passing it on.

To find the self within that does and can look at all sides without loss.

I believe in treating all people with kindness and respect.

I believe by knowing what I value, I truly know what I want.

To be driven by my values and beliefs

I want to experience life's passions with the newness of a child's love, the sweetness and joy of young love, and the respect and reverence of mature love.

My goals are to achieve a position of respect and knowledge, to utilize that position to help others, to play an active role in a public organization.

Finally, to go through life with a smile on my face and a twinkle in my eye.

To be the person my children look to with pride when they say, 'This is my dad/mom.'

To be the one my children come to for love, comfort, and understanding.

To be the friend known as caring and always willing to listen emphatically to their concerns.

To be a person not willing to win at the cost of another's spirit.

To be a person who can feel pain and not want to hurt another.

To be the person who speaks for the one that cannot, to listen for the one that cannot hear, see for the one without sight, and have the ability to say, 'You did that, not I.'

To have my deeds always match my words through the grace of God.

I will maintain a positive attitude and a sense of humor in everything I do. I want to be known by my family as a caring and loving spouse and parent; by my associates as a fair and honest person; and my friends as someone they can count on. To the people who work for me and with me, I pledge my respect and will strive every day to earn their respect. Controlling all my actions is a strong sense of integrity which I believe the most important character trait.

5.11.4 Some Helpful Hints Creating A Personal Vision Statement

1. Dig deep within yourself, try to connect inside yourself with what you 'know' is really important in your life.
2. Keep in mind your 4 basic needs: physical/economic, social, mental and spiritual and how they all require your attention if you are to live a more balanced and connected life.
3. Think about what you really value and the Principles you want to live by.
4. Consider all the different and significant roles in your life -- personal, family, work, community -- and seek balance between these various roles.
5. Write your vision statement to inspire and encourage yourself, NOT to impress anyone else.
6. Above all, be honest with yourself and be patient. It's challenging yet very valuable and rewarding work!
7. Some people find the following exercise helpful.
 - a. Imagine it's 10 years since your heart attack and loved ones, friends, work colleagues, neighbors and others have come to celebrate your 10th anniversary in surviving being treated for heart disease. Try to imagine this festive, wonderful celebration with these people there. Imagine that each of these people know you from different roles you have played -- as a parent, spouse, child, work colleague, neighbor, old childhood or teenage friend, someone from your church/temple or community organization, etc. Each speaks about you at the party. Wait would you want them to say? What personal qualities or characteristics of you would you hope they'd mention about you over these past ten years since your heart attack? Make a list of these qualities and characteristics. Try to connect these things you write about you to the Principles of Living that you have identified as central to your life.

5.11.5 Questions about Living Better

(Adapted from Covey, Merrill & Merrill, 1995)

Instructions: Take some time, say at least 1 or 2 hours or more than 1 day to start to think about answers to the following basic questions. Write out your answers on the forms provided.

1. What do I feel are my greatest strengths?
2. What strengths in me have others who know me were mentioned?
3. What do I deeply and truly enjoy doing?
4. What qualities about others do I admire the most?
5. Which one person has made the greatest positive impact on my life?
6. Why has this person had such a significant impact on me?
7. What have been my happiest moments?
8. Why were they happy?
9. If I had unlimited time and resources, what would I decide to do?
10. What are the 3 or 4 most important things to me?

11. When I look at my work life, what activities do I think (and feel) are of the greatest worth?

12. When I look at my personal life, what activities are of the greatest worth?

13. What can I do that will be of real worth to others?

14. What are my most important physical needs? Social needs? Mental needs? Spiritual needs?

15. What principles of living will help me satisfy those needs?

16. What are the important roles in my life?

17. What are the most important LIFETIME GOALS I want to fulfill in each of these roles?

5.11.6 The Urgent/Important Connections

	Urgent Tasks	Not Urgent Tasks
Important Tasks	<p>Deadline-driven activities</p> <p>Crises</p> <p>“Last minute” stuff</p>	<p>Planning, reflecting</p> <p>Prevention work</p> <p>“Considering principles/ values/decisions</p> <p>Time with friends/family</p> <p>Solitude in nature</p> <p>Spiritual growth</p>
Not Important Tasks	<p>Some phone calls</p> <p>Some activities</p> <p>Some phone calls</p> <p>Some meetings</p> <p>Many pressing/time urgent matters</p> <p>Many popular activities</p>	<p>Busywork</p> <p>Too much TV, newspapers</p> <p>Junk mail</p> <p>“Escape” stuff</p> <p>Trivia, junk activities</p>

Adapted from Covey, Merrill and Merrill (1995)