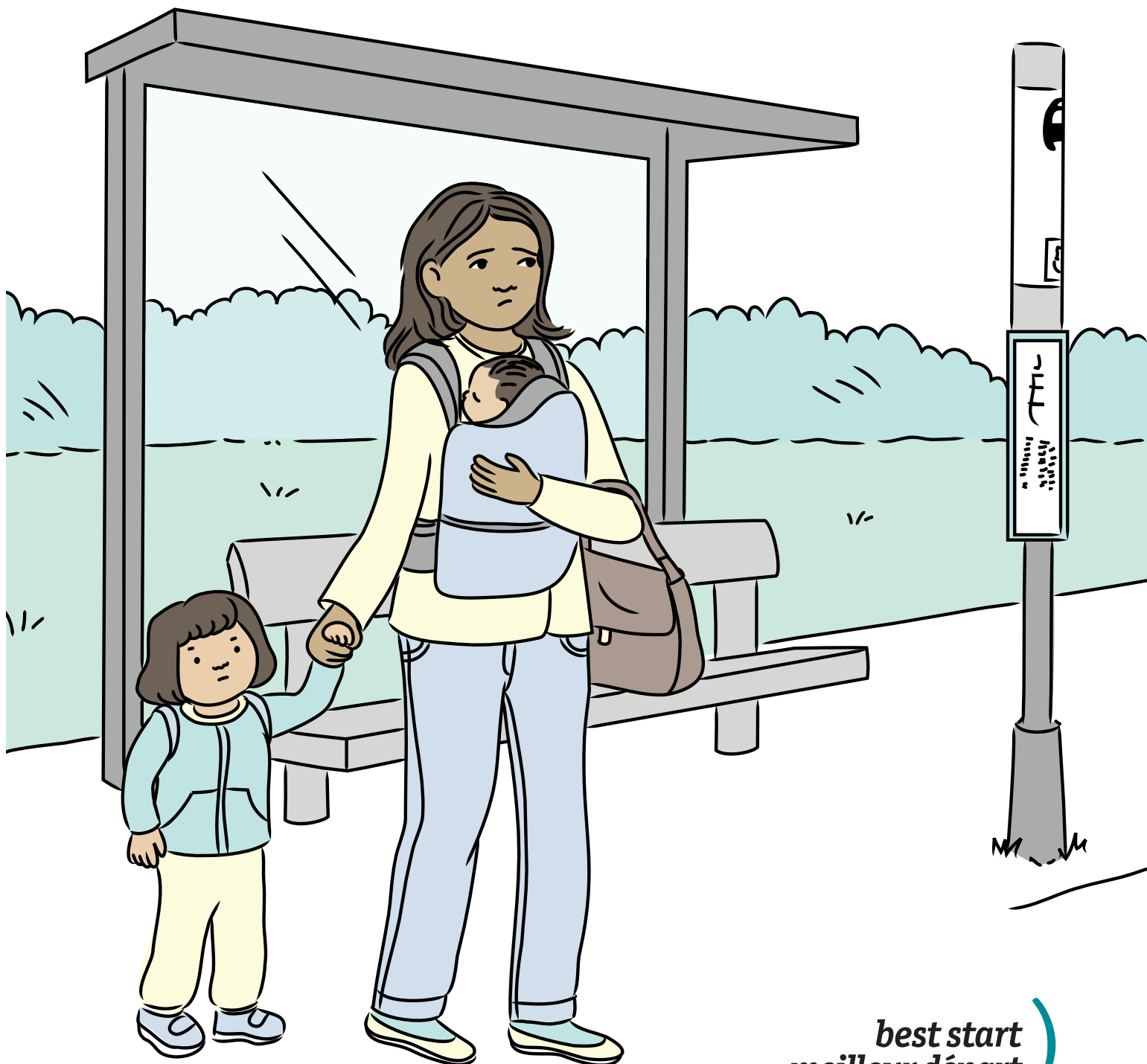


# Managing Depression:

A Facilitator's Guide for Working with Groups of Women Living with Depression During Pregnancy, After Delivery and Beyond



best start  
meilleur départ

by/par health **nexus** santé

# Acknowledgements

The Best Start Resource Centre thanks the expert reviewers who provided the valuable input and advice that helped shape this resource:

- Leslie Born MSc PhD, Mental Health Counsellor, Hamilton Family Health Team
- Denise Hébert RN MSc, Program Manager Healthy Babies, Healthy Children, Ottawa Public Health
- Pauline Ingber RN BScN, Public Health Nurse, Regional Municipality of York
- Linda Rankin, Director: Northern Ontario PPMD Strategy Project, Peoplematter
- Lindsay Siple, Project Lead, Ophea
- Christina Tran, Nutrition Resource Centre Consultant, OPHA
- Joëlle Vandeweerd RN BScN MPH, Public Health Nurse, Regional Municipality of York
- Linda Yoo, MPH, Health Promotion Consultant, CAMH Health Promotion Resource Centre
- Monica Nunes, Health Promotion Consultant, CAMH Health Promotion Resource Centre

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## Citation

Best Start Resource Centre. (2015). *Managing Depression: A Facilitator's Guide for Working with Groups of Women Living with Depression during Pregnancy, After Delivery and Beyond*. Toronto, Ontario, Canada.

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Best Start Resource Centre  
Health Nexus  
180 Dundas Street West, Suite 301  
Toronto, Ontario, M5G 1Z8  
1-800-397-9567  
[beststart@healthnexus.ca](mailto:beststart@healthnexus.ca)  
[www.beststart.org](http://www.beststart.org)  
[www.healthnexus.ca](http://www.healthnexus.ca)

This document has been prepared with funds provided by the Government of Ontario. The information herein reflects the views of the authors and is not officially endorsed by the Government of Ontario. The resources and applications cited throughout this resource are not necessarily endorsed by the Best Start Resource Centre, or the Government of Ontario.

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# Introduction

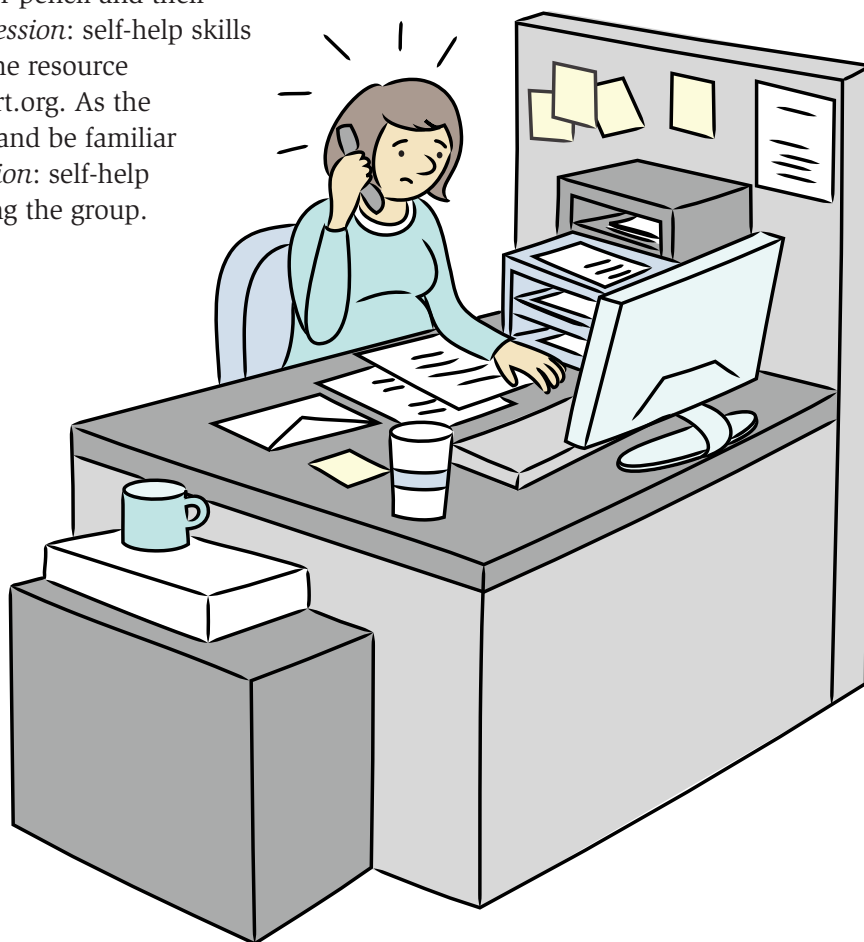
The Managing Depression Facilitator's Guide is a resource that was designed to assist facilitators working with women who are living with depression during pregnancy, after delivery and beyond. It provides suggestions on how to deliver five, 2 hour group sessions on depression using the resource: *Managing Depression: A Self-help Skills Resource for Women Living With Depression During Pregnancy, After Delivery and Beyond*, herein after referred to as the *Managing Depression: self-help skills resource*.

This facilitator's guide includes suggested activity plans, activities and support materials that will assist facilitators in guiding participants through the Managing Depression Group. It is recommended that the five sessions take place over five weeks or longer. This will allow participants the time to reflect on each session and to try the homework assignments.

The focus of each of the five sessions is:

- **Session 1** – Understanding what depression is, what causes it and how to get help
- **Session 2** – Exploring how to reactivate your life
- **Session 3** – Exploring how to think realistically
- **Session 4** – Exploring how to solve problems effectively
- **Session 5** – Exploring how to reduce the risk of relapse

Facilitators should advise the participants upon registration to bring a pen or pencil and their copy of the *Managing Depression: self-help skills resource* to each session. The resource is available at [www.beststart.org](http://www.beststart.org). As the facilitator, you should read and be familiar with the *Managing Depression: self-help skills resource* before starting the group.



## Considerations

- It is recommended that facilitators have experience and training in working with women living with depression during pregnancy, after delivery and beyond, as well as group facilitation experience to adequately support the program participants.
- Facilitators can expect interest from a diverse group of pregnant or parenting women with the severity of depression ranging from mild to more severe. This group program is not appropriate for participants with serious mental illness (i.e. severe depression, postpartum psychosis) that require more intensive treatment. Participants who have thoughts of harming themselves or their baby, hear or see things that are not there, believe people or things are going to harm them or their baby, and/or feel confused or out of touch with reality require immediate medical attention. In addition, they may require a referral to a more appropriate treatment group other than the Managing Depression group.
- All women who express interest in attending a group should be screened for eligibility (mild to moderate depression, ability to participate in a group) by someone trained and experienced in mental health screening. Alternately, eligible participants with mild to moderate depression can be referred by a health care provider.
- In the case of participant disclosure of a concern or behaviours of concern, (e.g., suicidal thoughts or thoughts of hurting others including their baby) the facilitator must determine if a report to child protection services is needed and they must support the participant in accessing emergency or other services, depending on the severity of the concern:
  - ❖ Emergency Services 911
  - ❖ The provincial mental health telephone helpline at 1 866-531-2600 or [www.mentalhealthhelpline.ca](http://www.mentalhealthhelpline.ca)
  - ❖ A local crisis line
  - ❖ CAMH or a community mental health service
  - ❖ Their family doctor, obstetrician, or midwife
  - ❖ Their nurse practitioner
  - ❖ Their local public health unit for programs such as Healthy Babies Healthy Children
  - ❖ Children's Aid Society
- It is recommended that the group size range from eight to twelve participants. This will allow for the sharing of diverse experiences and adequate participation.
- Facilitators may want to explore options to decrease barriers to participation, such as offering childcare and/or travel subsidies.
- Facilitators should use this guide as appropriate, while maintaining accordance with their organization's policies and procedures.

## Tips

- There is an extra 10 minutes for each session not scheduled in the activity plan that can be used while women settle their children, to provide a short break or if discussions run longer.
- Be aware that the reading homework may be difficult for women due to language barriers, literacy challenges and even as a symptom of the depression itself. Women should be encouraged in a sensitive manner, to complete the homework. Be sure to recap the main points from the readings for women who were unable to complete the reading homework.
- Participants may forget to bring their copy of the self-help resource with them each week. Print extra copies that can be borrowed during the session. Print extra copies of worksheets from the resource and provide blank paper so the women can make private notes and not record her responses in the borrowed copy.

## SESSION #1

# Understanding what depression is, what causes it and how to get help

### Activity Plan

PROPOSED TIME	ACTIVITY	MATERIALS
10 min	Introduction of presenter, topic and activity plan	<ul style="list-style-type: none"> <li>• <i>Managing Depression</i>: self-help skills resource (1 per participant)</li> </ul>
15 min	Introduction of participants	<ul style="list-style-type: none"> <li>• Flip Chart Paper</li> </ul>
5 min	Group guidelines	<ul style="list-style-type: none"> <li>• Markers</li> </ul>
15 min	What is depression?	<ul style="list-style-type: none"> <li>• Photos and photo captions (3-5) from the Postpartum Mood Disorder Project – Photovoice page</li> </ul>
15 min	What causes depression?	<ul style="list-style-type: none"> <li>• <a href="http://www.postpartumresource.com">www.postpartumresource.com</a></li> </ul>
10 min	What help is available? How to access it?	<ul style="list-style-type: none"> <li>• Edinburgh Postnatal Depression Scale (EPDS) or other evidence-based depression screening tool for which you have received training in the administration and interpretation of results (1 per participant)</li> </ul>
1-2 min	Homework assignment	<ul style="list-style-type: none"> <li>• Appendix 1 – Circle of Support (1 per participant) Pg. 31</li> </ul>
20 min	Healthy eating	<ul style="list-style-type: none"> <li>• <i>Life with a new baby is not always what you expect</i> (1 per participant) – optional</li> <li>• <i>Pregnancy is not always what you expect</i> (1 per participant) – optional</li> </ul>
20 min	Individual follow up regarding depression screening tool scores	<ul style="list-style-type: none"> <li>• Appendix 2 – Circle of Support Contacts (1 per participant) Pg. 32</li> <li>• <i>Eating Well with Canada's Food Guide</i> (1 per participant) <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php">www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php</a></li> </ul>

## Activities

**Activity: Introduction of presenter, topic and activity plan**

**Time: 10 minutes**

### Materials:

- 1 per participant *Managing Depression*: self-help skills resource

### Activity Instructions:

- Introduce yourself to the group. Consider sharing some or all of the following information: your name, the organization you work for, your title and role, your experience working with women living with depression, what you like about this program and what you hope the participants will gain from the program.
- Introduce the topic of depression self-management. Consider introducing the topic by first sharing some facts and then explaining how this program will support the participants.

#### Depression facts:

- ❖ Depression is a widespread medical condition.
- ❖ About 1 in 10 Canadians will experience an episode of a major depressive disorder (the diagnosis given to those suffering from depression) during their lifetime.
- ❖ Women are more likely than men to experience depression.
- ❖ People with a family history of depression may be more likely to develop the disease.  
[www.depressionhurts.ca](http://www.depressionhurts.ca)
- ❖ 1 in 5 mothers will have a postpartum mood disorder.  
[www.beststart.org/resources/ppmd/ppmd\\_bro\\_eng\\_lr.pdf](http://www.beststart.org/resources/ppmd/ppmd_bro_eng_lr.pdf)

#### Program Benefits

##### This program:

- ❖ Presents factual information about depression, the causes and treatment options.
  - ❖ Introduces depression management skills and supports women in adopting these skills through group activities and take home exercises.
  - ❖ Allows for the sharing of challenges, successes and lessons learned among others with similar lived experiences.
  - ❖ Provides opportunities to explore and actively participate in healthy activities.
  - ❖ Provides a workbook – *Managing Depression: A Self-help Skills Resource for Women Living with Depression during Pregnancy, After Delivery and Beyond* that will support participants during the program and can be referenced later.
- Share both the overall program focus (see the Introduction, page 1) and the activity plan for session 1 (see the activity plan at the beginning of this session, page 3).

**Activity: Introduction of participants**

**Time: 15 minutes**

**Materials:**

- None required

**Activity Instructions:**

Ask participants to introduce themselves by sharing their name and any other information that they feel comfortable sharing (e.g., something about their pregnancy or child, what area they live in (to potentially decrease the feeling of isolation) and what they hope to get out of the program.)

**Activity: Group guidelines**

**Time: 5 minutes**

**Materials:**

- Flip chart paper
- Markers

**Activity Instructions:**

- Explain to the participants that together they will be developing group guidelines or a list of actions or behaviours that the group decides they will value and abide by during the 5 sessions.
- Brainstorm a list of actions or behaviours by having participants respond to the following prompt: “What needs to happen for you to feel comfortable in this group?” Record the brainstorm on flip chart paper that can be posted and referenced during all 5 sessions.

Potential group guideline items:

- ❖ Keep group discussions confidential.
- ❖ Respect each other.
- ❖ Put cell phones on vibrate.
- ❖ Allow everyone an opportunity to share without being interrupted.
- ❖ Participate to the best of your ability with the option to pass should you choose not to participate in a particular activity.



**Materials:**

- 3-5 Photos and photo captions from the: *Postpartum Mood Disorder Project* – Photovoice page [www.postpartumresource.com](http://www.postpartumresource.com)
- 1 per participant – Edinburgh Postnatal Depression Scale or other evidence-based depression screening tool for which you have received training in the administration and interpretation of results

**Activity Instructions:**

- Share some examples of the photos and photo captions from the: *Postpartum Mood Disorder Project* – Photovoice page.
- Ask the participants some of the following Photovoice discussion questions:

Photovoice discussion questions:

- ❖ What photo/photo caption resonates with you? Why?
- ❖ If you were to include a photo in this project, what would you take a picture of? Why?

**OR**

- ❖ What does depression look like to you?
  - ❖ What does depression feel like to you?
- Provide participants with the following depression definition: Depression is not simply a temporary change in mood or a sign of weakness. It is a real medical condition with many emotional, physical, behavioural and cognitive symptoms. [www.Depressionhurts.ca](http://www.Depressionhurts.ca)
  - Even when living with depression, it is possible to develop positive mental health. Mental health and mental illness are two different things. Tell participants: “You can promote your mental health by finding ways to enjoy your life, meet your goals and cope with stress. This program will teach you some ways to improve your mental health in spite of living with the mental illness of depression.”
  - Provide participants with the Edinburgh Prenatal Depression Scale (EPDS) or other depression screening tool and 5 minutes to complete it. Then have the participants individually score their answers. Share with them the meaning of the scores.

Follow up with participants individually after the session to review and discuss their score. Have participants keep their results so that they can compare them in the future when they repeat this activity. (Note: This activity will be repeated in session 5.)

**Activity: What causes depression?**

**Time: 15 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (p. 5-10)

**Activity Instructions:**

- Share the 5 common causes or risk factors of depression with the participants.  
(Content also found on pages 5-10 of the *Managing Depression*: self-help skills resource.)

Personal life situations:

- ❖ Depression is often triggered by very stressful life situations.
- ❖ When you have difficulty successfully managing stress, you may feel overwhelmed. You are at a greater risk for depression at this time.
- ❖ Life situations and environmental factors that may be beyond our control could trigger depression. These include:
  - Loss: death of a loved one, miscarriage, divorce, financial setback, job loss
  - Conflict: personal, marital, family relationships
  - Job stress: threat of losing a job, friction with a boss or co-worker, overworked
  - Physical health problems: during pregnancy, after delivery, health of the baby
  - Other social and community stresses like experiences of violence or discrimination, poverty and stress with housing

Thoughts:

- ❖ The way you think about things in your life affects the way you experience the world.
- ❖ During depression your thoughts are often negative and unrealistic. These thoughts make your depression worse.

Feelings:

- ❖ A stressful life situation may trigger depression and the associated feelings of sadness, being overwhelmed and discouraged often intensify.
- ❖ These intense feelings can give way to feelings of despair and anxiety.

Body chemistry:

- ❖ Mood changes often occur with chemical shifts in the body. Researchers have found that:
  - When people are depressed, certain brain chemicals are less active.
  - During pregnancy and delivery some women experience mood changes related to natural hormonal changes.
- ❖ Previous depressive episodes increase the risk of depression during pregnancy and postpartum. A family history of depression also increases the risk during these times.

Behaviour:

- ❖ Depression usually has a significant effect on daily patterns of behaviour. (Refer to the chart on page 10 of the *Managing Depression*: self-help skills resource for examples.)

**Materials:**

- Flip chart paper
- Markers
- 1 per participant Appendix 1 – Circle of Support for Pregnant Women and New Parents
- 1 per participant *Life with a new baby is not always what you expect*, Best Start Resource Centre – optional
- 1 per participant *Pregnancy is not always what you expect*, Best Start Resource Centre – optional

**Activity Instructions:**

- Tell the group that recovery from depression is possible. Depression doesn't have to define them and it is possible to live a meaningful and fulfilling life. The following activity will help participants identify the people who can support them in their recovery.
- Ask participants: "Who do you go to for help or advice?" Possible responses include: family, friends, family doctor, psychiatrist, psychologist, social worker, public health, community programs, helplines, etc. Record their responses on a flip chart paper.
- Present the participants with the Circle of Support for Pregnant Women and New Parents. Describe the type of support (practical, emotional, informational, and therapeutic) that a pregnant or new mother might need.

Practical support:

- ❖ Help with household chores (e.g., washing dishes, cooking, laundry, shopping, cleaning)
- ❖ Help with siblings, infants and pets (e.g., feeding, playing and walking while the mother sleeps)
- ❖ Breastfeeding assistance

Emotional support:

- ❖ Partner and family support (e.g., sitting with you, talking together, going for walks)
- ❖ Peer and group support
- ❖ Supportive or non-directive counselling

Informational support:

- ❖ Parenting classes
- ❖ Postpartum depression support groups
- ❖ Books, brochures, videos and online resources

Therapeutic support:

- ❖ Public health home visiting
- ❖ Medical/pharmacological treatment
- ❖ Yoga, meditation, exercise, etc.

**Activity: Homework assignment**

**Time: 1-2 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource
- 1 per participant Appendix 2 – Circle of Support Contacts

**Activity Instructions:**

- Ask participants to read pages 1-14 of the *Managing Depression*: self-help skills resource and to complete the questionnaire on page 2 before the next session.
- Provide participants with Appendix 2 – Circle of Support Contacts and ask them to complete it before the next session.
- Ask participants to wear active wear (e.g., running shoes and loose or flexible clothing) to the next session.

**Activity: Healthy eating**

**Time: 20 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (page 44)
- 1 per participant *Eating Well with Canada's Food Guide*  
[www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)

**Activity Instructions:**

- Ask the participants a few of the following discussion questions:

Healthy eating discussion questions:

- ❖ How do your eating habits change when you are depressed?
  - ❖ How might this change affect you?
  - ❖ What can you do to make eating healthier, easier or more accessible?
  - ❖ Who can help you prepare meals and snacks?
  - ❖ What do you notice about yourself when you eat healthy foods?
- Share the list of tips for healthy eating during difficult times found on page 44 of the *Managing Depression*: self-help skills resource and the *Eating Well with Canada's Food Guide* resource.
  - Share tips for low cost ways to eat healthy. Identify any local community food programs where participants can access food and build social support.

**Activity:** Individual follow up regarding depression screening tool scores

**Time:** 20 minutes

**Materials:**

- Edinburgh Postnatal Depression Scale (EPDS) or other evidence-based depression screening tool (forms previously completed by participants)

**Activity Instructions:**

- Ask participants to share their score with you individually. Allow participants to ask questions and be prepared to provide support or referrals.

**References:**

Mood Disorders Association of Ontario & Mood Disorders Society of Canada. (2014). *DepressionHurts.ca* [Website], Retrieved from [www.depressionhurts.ca/en/about/default.aspx](http://www.depressionhurts.ca/en/about/default.aspx)

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Cox, J.L., Holden, J., & Henshaw, C. (2014). *Perinatal mental health: The Edinburgh Postnatal Depression Scale (EPDS) manual* (2nd ed.). London: RCPsych Publications.



## SESSION #2 Exploring how to reactivate your life

### Activity Plan

PROPOSED TIME	ACTIVITY	MATERIALS
15 min	Check in with participants – homework recap and reflection	<ul style="list-style-type: none"> <li>• <i>Managing Depression</i>: self-help skills resource (1 per participant)</li> <li>• Appendix 2 – Circle of Support Contacts (1 per participant) Pg. 32</li> <li>• Sign: ‘Not Important at all’ – optional</li> <li>• Sign: ‘Extremely Important’ – optional</li> <li>• Tape – optional</li> <li>• Active wear</li> <li>• <i>Canadian Physical Activity Guidelines For Adults – 18 - 64 Years</i> (1 per participant) <a href="http://www.csep.ca/CMFiles/Guidelines/CSEP_PAGuidelines_adults_en.pdf">www.csep.ca/CMFiles/Guidelines/CSEP_PAGuidelines_adults_en.pdf</a></li> <li>• <i>PARmed-X for Pregnancy</i> (1 per pregnant participant) <a href="http://www.csep.ca/cmfiles/publications/parq/parmed-xpreg.pdf">www.csep.ca/cmfiles/publications/parq/parmed-xpreg.pdf</a></li> <li>• <i>Active Pregnancy</i> resource (1 per participant) – optional <a href="http://www.ophea.net/active-pregnancy">www.ophea.net/active-pregnancy</a></li> </ul>
2 min	Introduction of topic and activity plan	
10 min	Personal reflection – activities or events that once brought joy	
20 min	Identify activities that you don’t do anymore	
20 min	Acknowledging and overcoming challenges	
10 min	Goal setting	
1 min	Homework assignment	
30 min	Active living	

## Activities

**Activity: Check in with participants – homework recap and reflection**

**Time: 15 minutes**

### Materials:

- *Managing Depression*: self-help skills resource
- Appendix 2 – Circle of Support Contacts
- 2 Signs: ‘Not Important at all’ and ‘Extremely Important’ and tape - optional

### Activity Instructions:

- Remind participants what the homework activity was and summarize the main points from the reading.
- Ask participants to turn to page 2 of their *Managing Depression*: self-help skills resources. Explain to them that whether their score suggested that they were considering change or ready to change, that you are happy that they are part of the group and that you hope that everyone will learn something from the group sessions.
- Explain to the group that there is an imaginary line that extends the length of the room. One end of the line being ‘Not Important at all’ and the other end of the line being ‘Extremely Important’. Ask the group (or those who are willing to share) to stand along the line in response to the question “How important is it for me to feel better?”
- Now ask the participants the following check-in/homework reflection questions.  
Check-in/homework reflection questions:
  - ❖ Why is it important that you feel better?
  - ❖ Who have you identified on your Circle of Support Contacts that could support you? And what kind of support could they provide you?

**Activity: Introduction of topic and activity plan**

**Time: 2 minutes**

### Materials:

- None

### Activity Instructions:

- Introduce the topic of “Reactivating Your Life”. Consider introducing the topic by sharing the following metaphor.

#### *Metaphor*

Have you ever had a scratch on your record or CD that caused the same song to play over and over again? Or have you ever had your MP3 or iPod loop a song repeatedly? Or, have you ever had a tune or song in your head that you just can’t get rid of? Depression can sometimes seem like this endless looping song. In order to sing or dance to a different beat, you have to stop the endless loop by doing something different. Today’s session on Reactivating Your Life is all about doing something different – setting a goal and acting on it and marching to a different beat.

- Share the activity plan for session 2 (see the activity plan at the beginning of this session, page 11).

**Activity:** *Personal reflection – activities or events that once brought joy*

**Time:** 10 minutes

**Materials:**

- None

**Activity Instructions:**

- Ask participants to sit comfortably and quietly on their own. Invite them to close their eyes (if they feel comfortable) or simply lower their gaze. Then ask them to take several deep breaths as they try to clear their minds. Allow for 30 seconds of slow deep breathing before asking them to identify an activity or event that brings them joy. If they can't think of one, then ask them to recall an activity or event that used to bring them joy. What were they doing? Who was with them? What sounds, tastes or smells were associated with this activity or event? What were they feeling? Allow the participants to remain with this memory for another minute before asking them to take an additional three deep breaths, before opening their eyes or lifting their gaze.
- Ask the participants to share with a partner the activity or event that once brought them joy. Have them describe the activity or event and the feelings associated with it. Participants can also share with the larger group if they feel comfortable.
- Explain to participants, that these sessions will introduce them to depression management skills that will take them closer to experiencing that joy or happiness again or more often.

**Activity:** *Identify activities that you don't do anymore*

**Time:** 20 minutes

**Materials:**

- *Managing Depression*: self-help skills resource (pages 17-20)

**Activity Instructions:**

- Share with participants the four activity areas that people living with depression often reduce:
  1. Personally rewarding activities
  2. Self-care activities
  3. Small duties
  4. Activities involving family and friends  
(Refer to pages 17 to 19 of the *Managing Depression*: self-help skills resource.)
- After introducing an activity area, ask participants to identify and write down one activity that they are interested in engaging in again and why, in the space provided on pages 17-19 of the *Managing Depression*: self-help skills resource. Provide participants with 1-2 minutes to write their responses for each of the four activity areas.
- Now ask participants to identify 1 or 2 activities from the four activity areas that they believe are the most practical for them to begin changing now. Have participants write their responses on page 20 of the *Managing Depression*: self-help skills resource.



**Activity: Acknowledging and overcoming challenges**

**Time: 20 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (pages 17-19)

**Activity Instructions:**

- Identify a couple of challenges associated with each of the four activity areas and share strategies for overcoming these challenges (refer to pages 17-19 of the *Managing Depression*: self-help skills resource for examples). Ask the participants for one or two challenges associated with the activities that are of interest to them and have the group discuss and debrief potential strategies.

**Activity: Goal setting**

**Time: 10 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (pages 21-22)

**Activity Instructions:**

- Explain to the participants that they will be using the activity or activities that they identified on page 20 to set a realistic goal.
- Introduce the participants to the three goal components that they need to succeed and explain each. (Refer to page 21 of the *Managing Depression*: self-help skills resource for descriptions and an example or consider exploring an example provided by one of the participants.)

Goal components you need to succeed:

- ❖ Specific
  - ❖ Realistic
  - ❖ Scheduled
- Then ask participants to write 1-2 realistic goals that they can commit to and accomplish within one week or before the next session. Recommend that participants schedule these tasks as an appointment to reinforce their commitment to getting better. Have participants write their responses on page 22 of the *Managing Depression*: self-help skills resource.

**Activity: Homework assignment**

**Time: 1 minute**

**Materials:**

- *Managing Depression*: self-help skills resource (pages 16-24)

**Activity Instructions:**

- Ask participants to read pages 16-24 of the *Managing Depression*: self-help skills resource and to complete the goal that they committed to on page 22.

**Materials:**

- *Managing Depression*: self-help skills resource (page 45)
- 1 per participant *Canadian Physical Activity Guidelines For Adults – 18 - 64 Years*  
[www.csep.ca/CMFiles/Guidelines/CSEP\\_PAGuidelines\\_adults\\_en.pdf](http://www.csep.ca/CMFiles/Guidelines/CSEP_PAGuidelines_adults_en.pdf)
- 1 per pregnant participant *PARmed-X for Pregnancy*  
[www.csep.ca/cmfiles/publications/parq/parmed-xpreg.pdf](http://www.csep.ca/cmfiles/publications/parq/parmed-xpreg.pdf)
- *Active Pregnancy: Helping you to be active during pregnancy*, Physical Activity Resource Centre, 2013 – optional [www.ophea.net/active-pregnancy](http://www.ophea.net/active-pregnancy)

**Activity Instructions:**

- Ask the participants the following discussion questions:  
Active living discussion questions:
  - ❖ What physical activities do you enjoy participating in?
  - ❖ How do you feel after participating in a physical activity?
  - ❖ What physical activities can you participate in that involve no or minimal cost and a minimal time commitment?
- Share the tips for developing an exercise program found on page 45 of the *Managing Depression*: self-help skills resource and review the *Canadian Physical Activity Guidelines for Adults – 18-64 Years*. Also share the physical activity suggestions for healthy pregnant women (found in the *Active Pregnancy: Helping you to be active during pregnancy* resource).

Research suggestions for healthy pregnant women:

- ❖ If you have been regularly active (3 times per week for 30 minutes) before pregnancy, you can safely participate in physical activity during pregnancy.
  - ❖ If you have not been regularly active before pregnancy, the best time to start would be after your 12th week (first trimester) of pregnancy or during your second trimester when the risks and discomforts of pregnancy are at their lowest.
  - ❖ Walking is encouraged, regardless of previous activity level, unless your health care provider has given you advice to limit activity.
- Engage the participants in a moderate physical activity for 12 minutes. A moderate physical activity will allow the participants to be active while still being able to carry on a conversation without losing their breath (see below for examples of moderate physical activities). Consider the abilities of the participants in your group and your ability to safely lead or instruct an activity before deciding on an activity. To best meet the abilities of all participants, keep the activity low impact (see the moderate physical activity examples below). Keep in mind the health and safety of participants, especially restrictions that apply to pregnant women.

Moderate physical activity examples:

- ❖ Walking (easily led by any facilitator)
  - ❖ Dancing (consider securing a dance instructor to lead this)
  - ❖ Circuit (consider securing a personal trainer or fitness instructor to lead this)
  - ❖ Yoga poses (consider securing an Ontario Early Years Centre staff who facilitates family yoga to lead this)
- Following the 12 minutes of moderate physical activity, engage the participants in a 3 minute cool down. The cool down should gradually decrease the participants' heart rate to a resting rate by lowering the intensity of the physical activity and including some stretches. It is recommended that the participants stretch the muscles that they used during the moderate physical activity. Stretches should be held for 10-15 seconds each. Consider securing a personal trainer, fitness instructor or dance instructor, if you are unfamiliar with how to lead safe stretches.



## SESSION #3

# Exploring how to think realistically

## Activity Plan

PROPOSED TIME	ACTIVITY	MATERIALS
15 min	Check in with participants – homework recap and reflection	<ul style="list-style-type: none"><li>• <i>Managing Depression</i>: self-help skills resource (1 per participant)</li><li>• Appendix 3 – Depressive and Realistic Thinking Exercise (1 per participant) Pg. 33</li></ul>
5 min	Introduction of topic and activity plan	
45 min	What are depressive and realistic thoughts?	
10 min	Challenging depressive thoughts	
1 min	Homework assignment	
30 min	Sleep	

## Activities

**Activity:** *Check in with participants – homework recap and reflection*

**Time:** 15 minutes

### Materials:

- *Managing Depression*: self-help skills resource (page 22)

### Activity Instructions:

- Remind participants what the homework activity was and summarize the main points from the reading.
- Ask participants to share with a partner their experience with their goal (which should be written on page 22 of their *Managing Depression*: self-help skills resource). Provide them with the following check-in/homework reflection questions to guide their conversation.

Check-in/homework reflection questions:

- ❖ What was your goal?
  - ❖ What was easy or difficult about achieving your goal?
  - ❖ Were you able to complete your goal, or did you get stuck? How might you change your goal for next week (e.g., increase it, keep it the same, adopt a new goal)?
- Ask participants if anyone would like to share their experience with the class.

**Materials:**

- None

**Activity Instructions:**

- Introduce the topic of thinking realistically by comparing depressive thinking and realistic thinking within the context of a given situation.

Sample situation – a mother making dinner

<b>A mother with depressive thinking might say...</b>	<b>A mother with realistic thinking might say...</b>
<ul style="list-style-type: none"><li>• “I know my family hates my cooking.”</li><li>• “I’m a terrible cook.”</li><li>• “I’ll never be able to cook a good meal.”</li></ul>	<ul style="list-style-type: none"><li>• “I know my family might not like everything I cook, but they usually appreciate it when I cook for them.”</li><li>• “I make a great spaghetti dinner.”</li><li>• “I’m going to learn how to make a delicious salad because I know it will help keep my family healthy.”</li></ul>

- Ask the participants which mother they relate to more – the mother with the depressive thinking or the mother with the realistic thinking.
- Explain to the participants that for today’s session they will be exploring the topic of how to think realistically.
- Share the activity plan for session 3 (see the activity plan at the beginning of this session, page 17).



**Activity: What are depressive thoughts and realistic thoughts?**

**Time: 45 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (pages 25-26)
- Appendix 3 – Depressive and Realistic Thinking Exercise

**Activity Instructions:**

- Define “depressive thinking” and “realistic thinking” for the participants.
  - ❖ Depressive thinking – unrealistic and unfair negative thoughts about one’s situation, oneself and/or one’s future.
  - ❖ Realistic thinking – accurate and fair thoughts about one’s situation, oneself and/or one’s future.
- Explain that the goal of thinking realistically is to challenge depressive thinking and to replace it with realistic thinking rather than replacing it with positively distorted thinking (e.g., “Everyone loves me. Nothing bad will ever happen. I will always get what I want.”)
- Explore the types of depressive thoughts using Appendix 3 – Depressive and Realistic Thinking Exercise. Complete 1 or 2 examples as a large group following the steps below and then have the group decide if they want to complete the exercise individually, in pairs, small groups or as a large group.
  - ❖ Step 1 – Examine the experience and statement of one type of depressive thoughts.
  - ❖ Step 2 – Read the realistic thinking description.
  - ❖ Step 3 – Develop a realistic thought that will challenge the depressive one.
  - ❖ Step 4 – Repeat steps 1-3 for the other types of depressive thoughts.
- Ask participants the following personal reflection questions:

Personal reflection questions:

- ❖ What are the depressive thought types that you tend to use?
- ❖ How does your mood change when you have these thoughts?
- ❖ When do you have these types of thoughts? What are you reacting to?
- ❖ How easy or difficult was it to come up with realistic thoughts?

**Activity: Challenging depressive thoughts****Time: 10 minutes****Materials:**

- *Managing Depression*: self-help skills resource (page 29)

**Activity Instructions:**

- Explain to participants that challenging depressive thoughts and coming up with realistic ones may not be easy. Ask participants to reflect on the previous activity and respond to the question: “When challenging the depressive thoughts, what did you do to come up with a realistic thought?”
- Once the group has an opportunity to share their strategies, share any remaining strategies from the list below:

## Strategies for challenging depressive thoughts

- ❖ Talk to someone about the situation so that you can get the facts and see things realistically.
- ❖ Ask yourself, “Would most people agree with my thoughts?” “What might be a more realistic thought?”
- ❖ What would I say to a friend in a similar situation?

**Activity: Homework assignment****Time: 1 minute****Materials:**

- *Managing Depression*: self-help skills resource (pages 25-31)

**Activity Instructions:**

- Ask participants to read pages 25-31 of the *Managing Depression*: self-help skills resource and to complete the questionnaire on pages 28 and 29, and to respond to the prompt on page 30.
- Also have participants continue to work towards their goal whether they kept it the same, increased it or adopted a new goal.

**Activity: Sleep****Time: 30 minutes****Materials:**

- *Managing Depression*: self-help skills resource (page 46-47)

**Activity Instructions:**

- Ask the participants the following discussion questions:

## Sleep Discussion Questions

- ❖ How does your sleep change during depression?
  - ❖ What impact does this sleep pattern have on you?
- Share the list of tips for better sleep found on page 46 of the *Managing Depression*: self-help skills resource, and ask participants if they have other tips that have worked for them.

# SESSION #4 Exploring how to solve problems effectively

## Activity Plan

PROPOSED TIME	ACTIVITY	MATERIALS
15 min	Check in with participants – homework recap and reflection	<ul style="list-style-type: none"> <li>• <i>Managing Depression</i>: self-help skills resource (1 per participant)</li> <li>• 3 Children’s Puzzles</li> <li>• 3-4 pairs of Mittens</li> <li>• 3-4 Blindfolds</li> <li>• Appendix 4 – Solving a Case (1 per participant) Pg. 35</li> <li>• Flip chart paper</li> <li>• Markers</li> <li>• Appendix 2 – Circle of Support Contacts (1 per participant) Pg. 32</li> </ul>
5 min	Introduction of topic and activity plan	
10 min	Why is problem-solving difficult?	
20 min	Solving a case	
20 min	Problem-solving	
20 min	Action planning	
1 min	Homework assignment	
20 min	Caffeine, drugs and alcohol	



## Activities

**Activity:** *Check in with participants – homework recap and reflection*

**Time:** 15 minutes

### Materials:

- *Managing Depression*: self-help skills resource (pages 28-30)

### Activity Instructions:

- Remind participants what the homework activity was and summarize the main points from the reading.
- Ask participants the following questions:
  - ❖ Were you able to complete your goal?
  - ❖ What challenges were you confronted with?
  - ❖ What did you do that helped you achieve your goal?
  - ❖ Who supported you in reaching your goal?
- Now ask participants to show you with their thumbs, what they plan to do with their goals using:
  - ❖ Thumbs-up to indicate that they will increase their goal
  - ❖ Thumbs-middle to indicate that they will keep the goal the same or choose a different goal
  - ❖ Thumbs-down to indicate that they will decrease their goal
- Lastly, ask the participants the following check-in/homework reflection questions.  
Check-in/homework reflection questions:
  - ❖ What did you notice about your thinking during the last week?
  - ❖ How was the experience of challenging your depressive thoughts with realistic thinking?
  - ❖ What strategies did you use to challenge your depressive thoughts?

**Activity:** *Introduction of topic and activity plan*

**Time:** 5 minutes

### Materials:

- 3 Children's Puzzles
- 3-4 pairs of Mittens
- 3-4 Blindfolds

### Activity Instructions:

- Introduce the topic of solving problems effectively by having groups of participants complete a children's puzzle. Have two of the three groups complete the puzzle with a challenge (e.g., with mittens, blindfolds, etc.). Have the third group complete the puzzle without any challenges. Explain to them that completing a puzzle is like solving a problem. And sometimes even the simple puzzles or problems can become difficult to solve when circumstances change... for instance when you are experiencing depression.
- Share the activity plan for session 4 (see the activity plan at the beginning of this session, page 21).

**Activity: Why is problem-solving difficult?**

**Time: 10 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (page 32)

**Activity Instructions:**

- Explain to participants that when living with depression, the ability to solve problems declines. This is a normal symptom of depression, but it does get better.
- Share with participants why problem-solving is difficult when living with depression.
  - ❖ Solving problems takes energy.  
As depression worsens, energy levels decline.
  - ❖ Everyday problems take a backseat to a bigger problem – the depression itself.  
You may become so concerned about the mood problem that other problems slide and get worse.
  - ❖ Depression causes difficulties in concentration, memory, decision-making ability and creativity.  
Most problem-solving requires all of these skills.

**Activity: Solving a case**

**Time: 20 minutes**

**Materials:**

- 1 per person Appendix 4 – Solving a Case
- Flip chart paper
- Markers

**Activity Instructions:**

- Share Appendix 4 – Solving a Case with the participants. Read the sample situation aloud and ask the participants to identify the problem associated with the situation. Have them write the problem in the blank space provided.
- Share with participants the three possible actions for this problem. Ask participants to brainstorm advantages and disadvantages for each of the three possible actions and document them on flip chart paper. Then have participants choose 2 advantages and 2 disadvantages from the brainstorming lists for each action that resonate with them and write them down in the space provided.
- Lastly, have the participants individually decide and write down which course of action they would take. Then have one participant for each choice share their rationale for their decision.

**Activity: Problem-solving****Time: 20 minutes****Materials:**

- *Managing Depression*: self-help skills resource (pages 32-35)

**Activity Instructions:**

- Ask participants to individually pick a problem to solve from one of the smaller problems that they are experiencing now. This will help them realistically manage the situation and experience success. Have participants write down the problem that they want to focus on, on page 32 of the *Managing Depression*: self-help skills resource.
- Next, ask participants to think of actions to help solve the problem and to write down three possible actions on page 33 of the *Managing Depression*: self-help skills resource.
- Then ask participants to compare the possible actions by writing down advantages and disadvantages of each action on page 34 of the *Managing Depression*: self-help skills resource.
- Finally, ask participants to pick the best possible action after considering the advantages and disadvantages of all three options. Have the participants write down their choice on page 35 of the *Managing Depression*: self-help skills resource. Ask the participants to share their problem and action with a partner. Consider asking a couple of participants to share with the larger group.

**Activity: Action Planning****Time: 20 minutes****Materials:**

- *Managing Depression*: self-help skills resource (page 36)
- Appendix 2 – Circle of Support Contacts

**Activity Instructions:**

- Share with participants the elements of a good action plan and review both bad and better examples. (Refer to page 36 of the *Managing Depression*: self-help skills resource.)
  - ❖ Manageable
  - ❖ Action-oriented
  - ❖ Specific
  - ❖ Time-based
- Ask participants to write an action plan for their problem on page 36 of the *Managing Depression*: self-help skills resource. Have participants consider their personal support systems when drafting their plan. (Refer the participants to Appendix 1 – Circle of Support for Pregnant Women and New Parents and Appendix 2 – Circle of Support Contacts.)

**Activity: Homework assignment**

**Time: 1 minute**

**Materials:**

- *Managing Depression*: self-help skills resource (pages 32-36)

**Activity Instructions:**

- Ask participants to read pages 32-36 of the *Managing Depression*: self-help skills resource.
- Have participants continue to work towards their goal whether they kept it the same, increased it or adopted a new goal, and execute their newly developed action plan. It will be important for participants to keep their goal manageable so that they can also start their action plan.

**Activity: Caffeine, drugs and alcohol**

**Time: 20 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (page 48-49)

**Activity Instructions:**

- Ask the participants the discussion questions below.

Caffeine, drugs and alcohol discussion questions:

- ❖ When you are depressed, do you tend to use any substances (e.g., alcohol, nicotine, pot or other drugs, coffee, etc.) in an effort to feel better or different?
  - ❖ How do these substances impact you or those around you?
  - ❖ What is a healthier alternative that you could consider?
- Share the caffeine, drugs and alcohol information found on page 48-49 of the *Managing Depression*: self-help skills resource.



**SESSION #5**

# Exploring how to reduce the risk of relapse

## Activity Plan

PROPOSED TIME	ACTIVITY	MATERIALS
20 min	Check in with participants – homework recap and reflection	<ul style="list-style-type: none"><li>• <i>Managing Depression</i>: self-help skills resource (1 per participant)</li><li>• Elastic band – optional</li><li>• Flip chart paper</li><li>• Markers</li><li>• Appendix 5 – Mood Emergency Action Plan (1 per participant) Pg. 36</li><li>• Edinburgh Postnatal Depression Scale (EPDS) or other evidence-based depression screening tool used in session 1 (1 per participant)</li><li>• Food items for a healthy snack</li><li>• Food preparation materials (if your facility is conducive to food prep)</li><li>• Ball – optional</li></ul>
3 min	Introduction of topic and activity plan	
15 min	Strategies for reducing the risk of relapse	
25 min	Mood emergency action planning	
10 min	Program evaluation	
30 min	Celebration snack and individual follow up regarding depression screening tool scores	
10 min	Closing the workshop	

## Activities

**Activity:** *Check in with participants – homework recap and reflection*

**Time:** 20 minutes

### Materials:

- *Managing Depression*: self-help skills resource (pages 37-38)

### Activity Instructions:

- Remind participants what the homework activity was and summarize the main points from the reading.
- Ask participants to complete the questions on pages 37 and 38 of the *Managing Depression*: self-help skills resource – evaluating their progress on their action plan and thinking about next steps.
- Ask for volunteers to share some of their responses with the group using the following discussion questions below.

Discussion questions:

- ❖ Were you able to complete your action plan, or did you get stuck?
- ❖ What made you feel good?
- ❖ What did you notice about your mood when things went well?
- ❖ What did you notice about your relationships when things went well?
- ❖ What didn't feel so good?
- ❖ Based on this experience what will your next step be?

**Activity:** *Introduction of topic and activity plan*

**Time:** 3 minutes

### Materials:

- An elastic band – optional

### Activity Instructions:

- Introduce the topic of reducing the risk of relapse by sharing with participants the fact that people living with depression may struggle with depression during certain times of their life or throughout their lifetime. And that it is important to enhance their ability to deal with stress and apply the depression management skills so that they can reduce the risk of relapse and bounce back more readily from depression. Consider using an elastic band to illustrate the following metaphor.

*Metaphor*

Imagine yourself as an elastic band. As you go through life you will undoubtedly be confronted with challenges and struggles that will continually stretch or stress you. Applying the depression management skills that you have learned will help you reduce the risk of relapse and bounce back from adversity.

- Share the activity plan for session 5 (see the activity plan at the beginning of this session, page 26).

**Activity: Strategies for reducing the risk of relapse**

**Time: 15 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (page 39)
- Flip chart paper
- Markers

**Activity Instructions:**

- Explain to the participants that when they recognize their depression and they are able to take action, they make their mental health a priority. Once they start feeling better, their priorities could shift and they may not take as good care of themselves.
- Ask participants the following discussion question and document their responses on flip chart paper. Add the strategies found on page 39 of the *Managing Depression*: self-help skills resource, if the participants do not mention them.

Discussion questions:

- ❖ What strategies have been effective for you in managing your depression?
- Ask the participants to write down the strategies that resonated with them that they feel they should keep up, on page 39 of the *Managing Depression*: self-help skills resource.

**Activity: Mood emergency action plan**

**Time: 25 minutes**

**Materials:**

- *Managing Depression*: self-help skills resource (page 40)
- Appendix 5 – Mood Emergency Action Plan

**Activity Instructions:**

- Explain to the participants that if their mood should fall, it would be a good idea to have a Mood Emergency Action Plan in place to reduce the chances of depression again. Such a plan could make them feel less anxious about the future and could help them in accessing the support they need sooner.
- Share with the participants possible actions that they could implement should they feel their mood fall:
  - ❖ Increase rewarding activities
  - ❖ Reduce obligations
  - ❖ Get professional help
  - ❖ Maintain a healthy lifestyle
- Have participants complete Appendix 5 – Mood Emergency Action Plan. Then have participants share their responses with a partner or with the larger group.  
**Note: Have a list of local helplines and supports available.**

**Activity: Program evaluation**

**Time: 10 minutes**

**Materials:**

- 1 per participant – Edinburgh Postnatal Depression Scale (EPDS) or other evidence-based depression screening tool you used in session 1
- Program Evaluation Form

**Activity Instructions:**

- Provide participants with the Edinburgh Postnatal Depression Scale (EPDS) or other depression screening tool and 5 minutes to complete it. Then have the participants score their answers individually and share with them what their scores mean.
- Have the participants compare these results to the results from session 1 to see if there have been any changes during the course of the Managing Depression Group.
- Follow up with participants individually during the next activity or at the end of the session to review and discuss their score. Make appropriate referrals to other programs and services as needed.

**Activity: Celebration snack and individual follow up**

**Time: 30 minutes**

**Materials:**

- Food items for a healthy snack
- Food preparation materials (if your facility is conducive to food prep)

**Activity Instructions:**

- Explain to the participants that during session 1 you discussed tips for healthy eating during difficult times (page 44 of the *Managing Depression: self-help skills resource*). Indicate that, today being the final session of the workshop, you want to celebrate the group and their success with a healthy snack.
- If you have appropriate facilities, have participants prepare a simple, healthy snack together. Otherwise, provide participants with healthy snack options and enjoy the snack together. Consider the following snack ideas:

Snack Ideas:

EatRight Ontario – Quick and Easy Snack Ideas

[www.eatrightontario.ca/en/Articles/Cooking/Food-Preparation/Quick-and-Easy-Snack-Ideas.aspx#.VDgEBBaRNk5](http://www.eatrightontario.ca/en/Articles/Cooking/Food-Preparation/Quick-and-Easy-Snack-Ideas.aspx#.VDgEBBaRNk5)

EatRight Ontario – Health Snack Ideas for Adults

[www.eatrightontario.ca/en/Articles/Weight-Management/Healthy-snack-ideas-for-adults.aspx#.VDgEQhaRNk5](http://www.eatrightontario.ca/en/Articles/Weight-Management/Healthy-snack-ideas-for-adults.aspx#.VDgEQhaRNk5)



**Materials:**

- Ball – optional

**Activity Instructions:**

- Have participants stand in a circle facing each other. Then ask them one or more of the workshop closure questions below. Participants can either share their responses at random or you could have them toss a ball around the circle, with the person with the ball responding to the question. (Tip: You could ask participants who are ready to respond to the question to hold their hands out in front of their body ready to catch the ball, and those that are not ready or choose to pass to place their hands behind their back.)

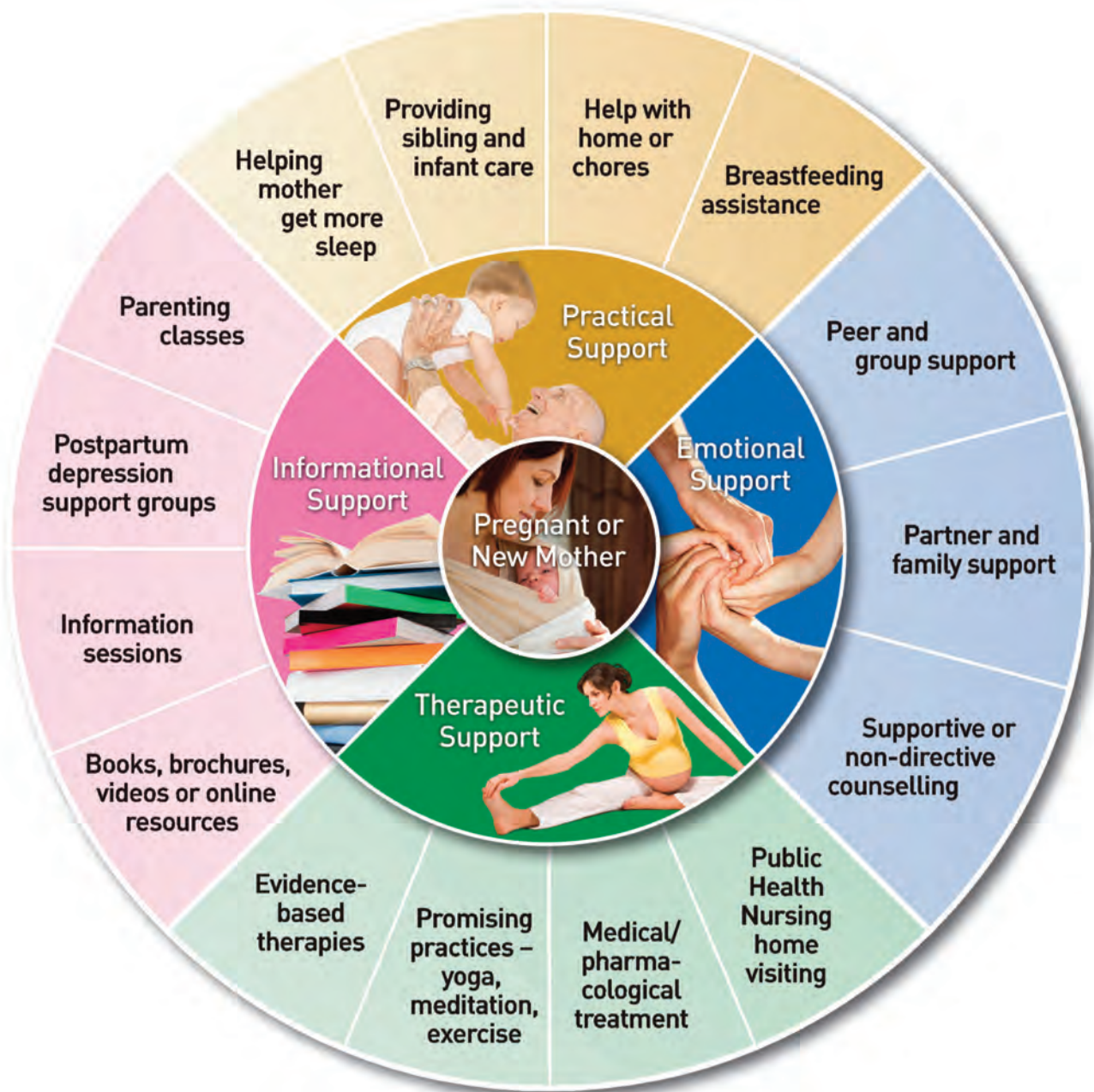
Workshop closure questions:

- ❖ What words would you use to describe your experience in the Managing Depression Group?
- ❖ What is the greatest lesson that you learned from the Managing Depression Group?
- ❖ What are your hopes for the future?
- ❖ What closing thoughts or ideas would you like to share with the group?
- Share your final thoughts or wishes with the group and close the workshop.



# Appendices

## Appendix 1 – Circle of Support for Pregnant Women and New Parents



Best Start Resource Centre. (2009). *Creating Circles of Support for Pregnant Women and New Parents: A manual for service providers supporting women's mental health in pregnancy and postpartum*. Toronto, Ontario, Canada: Author.

## Appendix 2 – Circle of Support Contacts

### \_\_\_\_\_’s Circle of Support Contacts

(Insert name)

ROLE	CONTACT NAME	CONTACT NUMBER	TYPE OF SUPPORT
Partner			
Parent			
Other Significant Support Person			
Doctor / Nurse Practitioner			
Psychiatrist			
Counsellor / Therapist			
OBGYN / Midwife			
Public Health Nurse			
Family Home Visitor			
Personal Support Worker			
Childcare			
Respite Service			
Family Resource Centre / Early Years Centre			
Telehealth			
Distress Line / Mental Health Service			
Pharmacist			
Pet Sitter			

## Appendix 3 – Depressive and Realistic Thinking Exercise

TYPES OF DEPRESSIVE THOUGHTS	YOUR EXPERIENCE OF THE TYPES OF DEPRESSIVE THOUGHT	DEPRESSIVE THINKING STATEMENT	REALISTIC THINKING	REALISTIC THINKING STATEMENT
Filtering	You only look at the bad or negative side of things. You never see the good, so your whole life appears to be negative.	“My partner helped with the baby last night but he didn’t do it right. “	You consider the positive and negative aspects of life equally.	
Over-generalization	You see one negative event as the start of a never-ending pattern. For example, if one friend leaves, they all will.	“The snack I prepared for the baby spilled all over the kitchen floor. I knew the rest of the day would be a disaster.”	You recognize that one disappointing situation does not determine how other situations will turn out.	
All or nothing	You see the world in terms of extremes. There are no in-betweens. You are fat or thin, smart or stupid. Gradual progress is never enough, because only a complete change will do.	“I give up. I’ll never get her braid right. Her hair is a complete mess.”	You see people and events falling somewhere between the extremes, towards the middle, where most things are found.	
Catastrophizing	You see a small disappointment as though it is a disaster.	“The baby’s swimming lessons are cancelled again. He’ll never learn to swim and just my luck, something bad will happen.”	You see events objectively and don’t emphasize the negative aspects.	
Labeling	You talk to yourself in a harsh way. You call yourself names like “bad mother” or “loser”. You would never talk to anyone else this way.	“I am such a bad mother for letting the baby cry while I was driving.”	You see your strengths and your weakness, but you talk to yourself in a loving way – the way you would talk to a friend.	

TYPES OF DEPRESSIVE THOUGHTS	YOUR EXPERIENCE OF THE TYPES OF DEPRESSIVE THOUGHT	DEPRESSIVE THINKING STATEMENT	REALISTIC THINKING	REALISTIC THINKING STATEMENT
Mind-reading	You feel as though you know what others are thinking about you and it's always negative. So you react to what you imagine they think, without bothering to ask.	"I'm not going to take the baby in for his well-baby visit until next week. He has a runny nose and the doctor will think I'm a terrible mother because he is always sick."	You recognize that you don't know what others are thinking about you. You are open to having positive relationships.	
Fortune-telling	You feel as though you know what the future will bring and it's negative. Nothing will work out, so why bother trying.	"I am not going to learn anything from the group so I won't waste my time."	You recognize that you don't know how things will turn out. By staying open to the possibility of positive results, you'll be more hopeful and more likely to make things better.	
Perfectionism	You think it's only good enough if it's perfect. You can't make things perfect, so you're rarely satisfied and you can rarely take pride in anything.	"I left the pot on too long. I'm sure the noodles are too soft. I ruined dinner again."	You give credit for accomplishments, even if the result is less than perfect. Few of us reach perfection in what we do, but our achievements are still meaningful.	
Shoulds	You think you know how the world should be and it isn't like that. You know what you should be like and you aren't. The result is that you are constantly disappointed and angry with yourself and with everyone around you.	"I should fit my pre-pregnancy pants by now. All the other mothers have lost their baby weight. I'm so mad."	You understand the limitations of the world and of yourself. You try to make things better, but are also accepting of how things are.	

## Appendix 4 – Solving a case

### The Case:

Jennifer has been on maternity leave taking care of 7-month old Matt most of the day and in the evening because her partner, who works full-time during the week, recently started a part-time evening job to help with the increased household expenses. Jennifer is exhausted and in desperate need of some time to herself. She also feels depressed and very guilty for wanting time to herself, especially considering how hard her partner is working.

### The Problem:

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### Three Possible Actions:

Jennifer can:

- A. Continue to take care of Matt all day and evening and not mention her exhaustion and depression to her partner.
- B. Ask a neighbour or friend to watch Matt for an hour while she sleeps, when she feels completely exhausted or depressed.
- C. Talk to her partner about her exhaustion and depression and together maybe they can figure out what to do.

### Comparing These Actions:

ACTION	ADVANTAGES	DISADVANTAGES
A. Continue to take care of Matt all day and evening and not mention her exhaustion and depression to her partner.		
B. Ask a neighbour or friend to watch Matt for an hour while she sleeps, when she feels completely exhausted or depressed.		
C. Talk to her partner about her exhaustion and depression and together maybe they can figure out what to do.		

### Pick The Best Action:

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## Appendix 5 – Mood Emergency Action Plan

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What are some of the things that you could do to help yourself get better as quickly as possible if you became depressed?

What healthy activities could you continue?

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What rewarding activities could you increase?

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What obligations could you reduce?

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Where could you get professional help?

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From whom can you get support and what kind of support can they provide?

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In the early days of a depression, what could you do to prevent it from getting worse?

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What would have helped last time?

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**Important Numbers:**

Emergency Services: 911

The provincial mental health helpline 1 866-531-2600 or [www.mentalhealthhelpline.ca](http://www.mentalhealthhelpline.ca)

My family doctor, nurse practitioner,  
obstetrician, or midwife: \_\_\_\_\_

My public health unit or  
community health centre: \_\_\_\_\_



## Appendix 6 – Additional Reading

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### Best Start Resource Centre Resources:

Best Start Resource Centre. (2013). *Perinatal Mood Disorders: An interdisciplinary training video, facilitator's guide, pre-test and post-test*. Retrieved from [www.beststart.org/resources/ppmd/PeriNatal\\_DVD\\_Booklet\\_ENG.pdf](http://www.beststart.org/resources/ppmd/PeriNatal_DVD_Booklet_ENG.pdf)

Best Start Resource Centre. (2013). *Supporting parents when parents experience mental health challenges: Workshop for service providers*. Retrieved from [www.beststart.org/resources/ppmd/supporting\\_parents\\_modules.html](http://www.beststart.org/resources/ppmd/supporting_parents_modules.html)

Best Start Resource Centre. (2008). *Perinatal Mood Disorders: An interdisciplinary training video*. Retrieved from [www.youtube.com/watch?v=6mT5kCUe\\_To](http://www.youtube.com/watch?v=6mT5kCUe_To)

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