Culturally Attuned Behavioral Activation to Support Psychological Resilience

Ann M. Steffen, PhD, ABPP
Describe the rationale for Behavioral Activation as a transdiagnostic change process

Explain the culturally-responsive features of Behavioral Activation

Identify within-session strategies to improve effectiveness of Behavioral Activation
ADDRESSING Model of Intersectional Identities (Hays, 2022)

- Age/Generational influences
- Developmental disabilities
- Disabilities acquired later in life
- Religion and Spiritual orientation
- Ethnic and racial identity
- Socioeconomic status
- Sexual orientation
- Indigenous heritage
- National origin
- Gender identity
Behavioral Activation helps us….

Reinstitute Rewarding Activities

- creating experiences of pleasure, meaning or mastery

Learn that

- daily activities affect mood
- we all have at least some control over daily activities, and through them, our mood
1. Monitor mood

- Understand the connection between activities and mood
- Identify activities linked to positive and negative moods
- Recognize gradual improvements in daily mood

2. Schedule activities linked to positive mood

- Enjoyable and/or Meaningful and/or Rewarding

3. Learn over time what activities are actually linked to positive mood

4. Discontinue or avoid activities linked to negative moods for now

5. Problem-solve ways to increase positive activities over multiple weeks, with focus on skills to overcome avoidance/procrastination
Behavioral Activation featured in Culturally Attuned CBT for over 40 years


Behavioral Activation recognized very early on as applicable to individuals from diverse communities

- Cross-disciplinary (psychology, psychiatry, social work, nursing, public health)
- Community based
- Range of providers including paraprofessionals
- Prevention --- treatment continuum
Efficacy of depression treatments for immigrant patients: results from a systematic review

Joseline Antoniades†, Danielle Mazza† and Blanca Brignath†

A Systematic Review of Culturally Adapted Behavioral Activation Treatments for Depression

David C. Lehmann† and Christoph Bördlein†

A Cross-Cultural Conceptual Comparison of Behavioral Activation and Ikigai

Nathania Seanette Rochelle† · Jürgen Hoyer†

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Beat the Blues decreases depression in financially strained older African-American Adults

Sarah L. Szanton, PhD1, Roland J. Thorpe Jr, PhD2, and Laura N. Gitlin, PhD1,3

1Johns Hopkins University School of Nursing
2Johns Hopkins University Bloomberg School of Public Health
3Johns Hopkins University School of Medicine

Acculturative Stress as a Moderator of Treatment Engagement and Retention in Behavioral Activation and Treatment as Usual for Latinos With Depression

María M. Santos and Gabriela A. Nagy
University of Wisconsin—Milwaukee

Azara L. Santiago-Rivera
The Chicago School of Professional Psychology

Gabriela Diéguez Hurtado and Paul West
Sixteenth Street Community Health Centers, Behavioral Health Clinic, Milwaukee, Wisconsin

Han-Joo Lee and Jonathan W. Kanter
University of Wisconsin—Milwaukee

Psychological treatments for depression among women experiencing intimate partner violence: findings from a randomized controlled trial for behavioral activation in Goa, India

Anushka Rajesh Patel1, Benedict Weobong2, Vikram Harshad Patel3,4, Daisy Radha Singla5
RESEARCH ARTICLE

Adapting a peer recovery coach-delivered behavioral activation intervention for problematic substance use in a medically underserved community in Baltimore City

Emily N. Satinsky1,*, Kelly Doran2, Julia W. Felton3, Mary Kleinman4, Dwayne Dean5, Jessica F. Magidson6

1 Department of Psychology, University of Maryland, College Park, Maryland, United States of America, 2 Department of Nursing, University of Maryland, Baltimore, Maryland, United States of America, 3 Department of Public Health, Michigan State University, Flint, Michigan, United States of America

* esatinsky@umd.edu

A Multiple Baseline Study of a Brief Alcohol Reduction and Family Engagement Intervention for Fathers in Kenya

Ali Gianso
Duke University and Duke Global Health Institute, Durham, North Carolina

Eric P. Green and Ryan A. Simm ons
Duke Global Health Institute, Durham, North Carolina

David Ayuka
Moi University Medical Center

Ayesha Patel
University of North Carolina Greensboro

Objective: To evaluate a brief peer-delivered, brief intervention to reduce problem drinking and related family consequences among men in Kenya. The 5-session intervention combines behavioral activation (BA) and motivational interviewing (MI). It integrates family-related material explicitly and addresses central cultural factors through gender transformative strategies. Method: A once-weekly, multi-baseline design was used. We initiated treatment with 9 men ages 30 to 48 who were fathers and screened positive for problem drinking; the median Alcohol Use Identification Test score was 17 (Beck et al., 1997). Participants were motivated to engage in meaningful change. We measured the primary outcome of weekly alcohol consumption 4 weeks before treatment, during treatment, and 4 weeks posttreatment using the Timeline Followback method. Secondary outcomes were assessed using a pre-post assessment (1-month intervals) of men's depression symptoms, drinking and family-related problem behavior, involvement with child, time with family, family functioning, relationship quality (child and parent), and high perceived stress. Results: Eight men completed treatment. Mixed-effects models showed a decrease in alcohol use, both number of drinks and amount consumed, significantly decreased during and after treatment. Odds of not drinking was 5.1 times higher posttreatment (95% CI [1.7, 14.9]). When men did drink, posttreatment, they drank 25% less (95% CI [0.69, 0.86]). Conclusion Results provide preliminary evidence that a BA MI intervention developed for lay providers may reduce alcohol use and improve family outcomes among men in Kenya.

Applying behavioral activation to sustain and enhance the effects of contingency management for reducing stimulant use among individuals with HIV infection

Matthew J. Mimiaga1,*, Elizabeth F. Closson2, David W. Pantalone3, Steven A. Safren3, and Jennifer A. Mitty4
1 Departments of Behavioral and Social Sciences, Epidemiology, and Psychiatry and Human Behavior, Brown University, Providence, RI, USA; 2The Fenway Institute, Fenway Health, Boston, MA, USA; 3Department of Public Health, Environments and Society, London School of Hygiene and Tropical Medicine, London, UK; 4Department of Psychology, University of Massachusetts Boston, Boston, MA, USA; 5Department of Psychology, University of Miami, Coral Gables, FL, USA; 6Department of Medicine, Brown University, Providence, RI, USA
Behavioral Activation as Transdiagnostic Intervention
Linkages to Brain Network Models

• Conceptual models of motivational systems (Gray, 1981, 1982; Carver & White, 1994)
  • BIS - Behavioral Inhibition System
  • BAS – Behavioral Activation System

• Large-scale brain network models of psychopathology
  • Triple Network Model (Menon, 2011)
  • Anhedonia biotypes (Auerbach et al., 2019)
Multilevel growth curve analyses of behavioral activation for anhedonia (BATA) and mindfulness-based cognitive therapy effects on anhedonia and resting-state functional connectivity: Interim results of a randomized trial

Paul Cernovich, Erin C. Walsh, Jessica L. Kinsert, Liselynn Kelley, Rachel Phillips, Angela Piccini, Troy A. Eisenlohr-Moul, Macey Arnold, Sarah C. Lowery, Marcy Ammirato, Kinh Truong, Gabriela A. Nagy, Jason A. Oliver, Kevin Haworth, Moris Smokov, Gabriel S. Dichter

Effects of behavioral activation on default mode network connectivity in subthreshold depression: A preliminary resting-state fMRI study

Satoshi Yokoyama, Yasumasa Okamoto, Koki Takagui, Go Okada, Masahiro Takamura, Asako Mori, Syouichi Shiota, Naho Ichikawa, Rui Jinnin, Shigeto Yamawaki

Protocol for a randomized controlled trial in Cambodian individuals with PTSD: Trauma-Informed Treatment Algorithms for Advancing Novel Outcomes (Project TITAN)

Julie A. Mannarino, Adam W. Carrico, Nils Ean, Steven Bruce, Roxanne Vandermause, Rachel Kryah, Ellen Stein, Julie Bertram, Vireak Shon, Robert H. Paul

Keywords: Subthreshold depression, Behavioral activation, Resting-state fMRI, Default mode network, Quality of life

Abstract

Background: Subthreshold depression is a risk factor for major depressive disorder, and it is known to have a negative impact on quality of life (QOL). Although behavioral activation, which is one type of cognitive-behavioral therapy, is an effective psychological intervention for subthreshold depression, neural mechanisms of behavioral activation are unclear. Enhanced functional connectivity between default mode network (DMN) and the other regions has been demonstrated in participants with subthreshold depression. The purpose of this study was to examine the effects of behavioral activation on DMN activation by using resting-state functional MRI (rs-fMRI).

Methods: Participants with subthreshold depression (n = 40) were randomly assigned to either an intervention group or a no-intervention group. They were scanned using rs-fMRI before and after the intervention. Independent component analysis identified three components of the DMN. Results: Analyzing intervention effects on functional connectivity of each network showed that connectivity of the anterior DMN network with the dorsal anterior cingulate was reduced after the intervention. Moreover, this reduction was correlated with an increase in hand-related QOL. Limitations: We did not compare the findings with healthy participants. Further research should be conducted by including healthy controls to verify the results of this study.

Conclusions: Mechanisms of behavioral activation might be related to enhanced ability to independently use the dACC and the DMN, which increases an attention control to positive external stimuli. This is the first study to investigate neural mechanisms of behavioral activation using rs-fMRI.
Applying a Process-Oriented Model of Cultural Competence to Behavioral Activation for Depression

Maria M. Santos, California State University, San Bernardino
Gabriela A. Nagy, Duke University Medical Center
Jonathan W. Kanter, University of Washington
Steven R. López, University of Southern California

Efforts to integrate cultural competence and evidence-based treatments (EBTs) typically take the form of cultural adaptations of EBTs, characterized by modifications to the existing treatment based on presumed cultural notions of a given race or ethnic group. Much less attention has been given to ways EBTs can integrate a process model of cultural competence, which focuses on what clinicians do in-session to identify and integrate key cultural factors for a given individual in the treatment. Our objective is to consider how a process model of cultural competence (Shifting Cultural Lenses) can be integrated with an EBT (Behavioral Activation). We present a theoretical rationale for integrating the SCL model with BA and illustrate this integration, which provides an additional approach to bringing culture to treatments and shows promise for identifying clinicians’ in-session behaviors that reflect cultural competence.
Figure 2
A Conceptual Model for Delivering Culturally Sensitive Psychotherapy

Note. Based on Becoming Antiracist. Adapted from “A Surgeon’s Journey through Research and Design,” by A.M. Ibrahim, n.d. (https://www.surgeryredesign.com/current). See the online article for the color version of this figure.
Early in Therapy

1. Debunk common mistaken belief that merely discussing an upsetting event will lead to lasting improvements

2. Educate client about how your collaborative focus on helpful habits may feel different from past therapy emphasizing supportive counseling
Who are you at your best?

You are unique in the world and united in your strengths with all of humanity. Discover your Character Strengths Profile and begin living each day as the very best version of yourself.

Discover Your Strengths

Take the Free Strengths Survey to begin living your best life. Research shows that applying your strengths can increase confidence, happiness, positive relationships and reduces stress and anxiety. Discover your strengths today!

Help Others Build Their Strengths

The VIA Survey is trusted by researchers and professionals around the world to assess character strengths. Create your free VIA Pro Dashboard to distribute and manage the VIA Survey to your clients or students.
Once you’ve completed the COPPES-R and selected the Generate Report button, a report will immediately appear below. You can either print the webpage or you can copy and paste the report in a new document. Your answers are not saved on the website and once you leave this page, your results are discarded. If you leave without saving or printing your results you will need to retake the measure.

Name:

<table>
<thead>
<tr>
<th>Activity</th>
<th>How often in the past month?</th>
<th>How positive was it or would it have been?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thinking about pleasant memories</td>
<td>Not at all</td>
<td>Not positive</td>
</tr>
<tr>
<td>2. Seeing beautiful scenery</td>
<td>Not at all</td>
<td>Not positive</td>
</tr>
<tr>
<td>3. Listening to sounds of nature</td>
<td>Not at all</td>
<td>Not positive</td>
</tr>
<tr>
<td>4. Thinking about myself</td>
<td>Not at all</td>
<td>Not positive</td>
</tr>
<tr>
<td>5. Doing volunteer work</td>
<td>Not at all</td>
<td>Not positive</td>
</tr>
<tr>
<td>6. Kissing, touching, showing affection to people or pets</td>
<td>Not at all</td>
<td>Not positive</td>
</tr>
</tbody>
</table>
Personalized Modules of Treating Later-Life Depression

Core Sections (for many patients)
Skills for Getting Started (Therapy Orientation and Goal Setting)
Skills for Feeling (Emotional Literacy, Cultivating Positive Emotions)
Skills for Doing (Behavioral Activation and Problem-Solving)
Skills for Thinking (Self-Compassion and Cognitive Reappraisal)

Personalized Sections (for some patients)
Skills for Brain Health (Preventing and managing cognitive concerns)
Skills for Managing Chronic Pain (Psychoeducation and pain management)
Skills for Healthy Sleep (Psychoeducation and Sleep Hygiene)
Skills for Caregiving (For family and informal caregivers)
Skills for Living with Loss (Support for healthy grieving)
Skills for Relating (Communication and interpersonal effectiveness skills)

Core Section (for many patients)
Skills for Wrapping Up (Termination processes and plans)
Skills for Getting Started: Start 10 Learn

Your Life Values and Personal Strengths

What do we mean by values? Values:
- Are important aspects of a meaningful life for each person
- Influence our choices and priorities
- Shape our personal strengths that we have built over a lifetime
- Can help guide us as we manage life’s challenges

Identifying your values helps, so that:
- Your goals and activities fit with your values
- When learning and practicing new skills, you apply these in parts of life that matter the most to you
- Your views and priorities are respected
- You are reminded that you already have areas of inner wisdom

Examples of Values (plus many others!!)

| Love of beauty (nature, art, music) | Enjoyment of other people |
| Love of animals and plants         | Humor                      |
| Courage to tackle life challenges  | Kindness and generosity    |
| Creativity/imagination             | Persistence/“stick-to-it-ness” |
| Curiosity and love of learning     | Spirituality                |

Question: What are some of your values? Let’s talk about them now. How would the people who know you best describe your personal strengths?

Question: Is there a family member or close friend who shares some of these same values? How could that person help support your efforts?

Question: What are some personal strengths that you’ve called upon in stressful times? How might you use these as you develop new skills?

☐ Start 5 Practice: My Values and Strengths can be used during this next week to write down more ideas.
My Values and Strengths

Date(s): __________

Here are some examples of values and strengths:

- Love of beauty (nature, art, music)  
- Enjoyment of other people
- Love of animals and plants  
- Humor
- Courage to tackle life challenges  
- Kindness and generosity
- Creativity/Imagination  
- Persistence/"Stick-to-it-ness"
- Curiosity and love of learning  
- Spirituality
  (Plus many others!!!)

What is important to me in life? What are some of my values?

__________________________________________________________________

What are some of my personal strengths that I've called upon in past stressful times? (Write down some examples here.)

__________________________________________________________________

How might I be able to call upon these during this program?

__________________________________________________________________

Does anyone in my life share some of these values and strengths? Are there any ways that I might get that person's support during this program?

__________________________________________________________________

Steffen et al., 2021
Skills for Feeling: Feel 2 Learn

Understanding Emotions

Understanding how emotions do (and don’t) work is useful. Learning about the science of emotions can improve confidence to manage strong feelings.

We experience different feelings that can be positive (e.g., amusement, excitement, happiness, pride, satisfaction) or negative (e.g., anger, contempt, disgust, embarrassment, fear, sadness, shame). Some feelings, like surprise, can be either positive or negative.

What Emotions Are

Research in the area of affective science helps us see emotions as very complicated, and involving 3 parts:

1. A physiological (bodily) response
2. A subjective experience (how we feel)
3. A behavioral response (what we think and do)

Emotional experiences are regulated by our brains, in particular a part called the limbic system. Specific areas in the limbic system, and a vast network of connections across many areas of our brains, influence our experience of emotions. This is why our feelings are triggered by sights, sounds, smells, thoughts, memories, and our actions.

What Emotions Are Not

Emotions are sometimes described as if they are things that exist inside us, that we “have” or “want to get off our chest.” This sounds as if emotions are fluids that build up and will spill over if we don't let them out through talking. It can feel good to share our feelings, and talking can help us feel supported and not alone. In the long run, however, talking about feelings is not enough to help treat clinical depression or anxiety.

More is needed to help individuals feel better. The approach in this program helps you develop new ways to respond to negative feelings.
A strong feeling is sometimes the most visible and obvious part of an experience and feels very real. Underneath that feeling, however, are a number of related thoughts and behaviors that are also important. These thoughts and behaviors form the basis for the emotional experience.
So, we will need session time to

- Identify specific upsetting situations
- and
- Spend time on specific skills and strategies to help
Cultivating Positive Emotions
Skills for Feeling: **Feel 7 Learn**

**Nurturing Positive Emotions**

Theories about the evolution of the human species suggest that our brains may have developed to focus more on negative emotions than on positive ones. (Reacting fast to an approaching tiger was probably more important than enjoying a beautiful sunset.) We all seem to have to work harder to pay attention to, and hold on to, positive emotions.

Think about positive feelings as small seeds that need attention to grow.

![Plant growth illustration]

**Question:** What are some of the positive emotions that you would like to nourish and help to grow in your life? Humor? Gratitude? Others?

**Question:** How might you nurture positive emotions with a little attention?

You can start this process by looking for tiny seeds of those positive feelings each day. Just like a developing plant, we don't expect these positive emotions to bloom overnight. It may take several weeks of daily effort before seeing even the smallest signs that this practice is helping. In the same way that plants need sunlight and water, positive feelings need our daily attention to grow from tiny seeds to flourishing trees.

- **Feel 5 Practice:** Recognizing Positive Emotions and **Feel 6 Practice:** Growing Positive Emotions can help you nurture positive emotions.
Skills for Feeling: **Feel 5 Practice**

**Recognizing Positive Emotions**

Date(s): ________

I can ask a family member or friend for support as I practice these skills.

I will describe situations this week that led to me feeling positive emotions:

________________________________________________________________________

________________________________________________________________________

Which positive emotions am I recognizing in myself, even a little?

- [ ]  Admiration
- [ ]  Happy
- [ ]  Affection
- [ ]  Hopeful
- [ ]  Awe
- [ ]  Inspired
- [ ]  Calm
- [ ]  Love
- [ ]  Cheerful
- [ ]  Pleased
- [ ]  Content
- [ ]  Proud

**Nurturing Positive Emotions**

This week, I was able to *(check off the ones that apply this week)*:

- [ ] Recognize that I was having positive feelings
- [ ] Express a positive emotion to someone in my life
- [ ] Allow myself to have a positive feeling without pushing it away
- [ ] Welcome and savor the positive feelings I had
1. Mood monitoring

- Understand the connection between activities and mood
- Identify activities linked to positive and negative moods
- Recognize gradual improvements in daily mood

2. Scheduling activities linked to positive mood

- Enjoyable and/or Meaningful and/or Rewarding

3. Learn over time what activities are actually linked to positive mood

4. Discontinue or avoid activities linked to negative moods for now

5. Problem-solve ways to increase positive activities over multiple weeks
Skills for Doing: **Do 8 Learn**

**The Importance of Doing**

- After completing *Do 2 Practice: First Steps* you probably agree that doing things you like typically has a positive effect on your mood.

**Downward Spiral**

- When your mood is lowered, your level of activity also goes down.
- When your level of activity goes down, then you are even less likely to do positive activities.
- This tends to lower your mood even further, which in turn means you do less, and so on, until you are in a vicious tailspin.

**Upward Spiral: The Good News**

- By increasing the number of enjoyable, meaningful, and rewarding activities you do on a daily basis, you can improve your mood and reduce your symptoms of depression.
- It is important to actually do the activities, even if when you start them you don't feel like doing them. It is important to trust the plan and start the upward spiral.
- You can start small, just like watering a seed to help it grow.
## First Steps

**Date(s):**

<table>
<thead>
<tr>
<th>Activity &amp; Mood</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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<tbody>
<tr>
<td>Morning mood #</td>
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<td>Afternoon mood #</td>
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<td>Afternoon activities</td>
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<td>Evening mood #</td>
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<td>Evening activities</td>
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<tr>
<td>End of day mood #</td>
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</tbody>
</table>

Steffen et al., 2021
Skills for Doing: **Do 3 Learn**

**What Are Positive Activities?**

When we talk about positive activities, we mean any activities, big or little, that you enjoy, value, find rewarding, or find meaningful.

This can be something as small as planning to enjoy a cup of tea in the middle of your day to something more involved like going out to see a play with a group of friends.

Examples of positive activities:
- holding a door to help a stranger
- taking a walk around the block
- enjoying a phone call with a sibling
- having coffee with friends
- helping a friend out

**Three Types of Positive Activities**

<table>
<thead>
<tr>
<th>Enjoyable</th>
<th>Meaningful</th>
<th>Rewarding</th>
</tr>
</thead>
<tbody>
<tr>
<td>[fun, pleasant]</td>
<td>[personal values]</td>
<td>[brings satisfaction]</td>
</tr>
<tr>
<td>Getting ice cream</td>
<td>Donating to a food bank</td>
<td>Making your bed</td>
</tr>
<tr>
<td>Having lunch out</td>
<td>Attending a worship service</td>
<td>Visiting a sick friend</td>
</tr>
<tr>
<td>Watching a movie</td>
<td>Helping family</td>
<td>Cleaning garage</td>
</tr>
</tbody>
</table>

- Sometimes activities can be two types or even three.
- Some are linked to values and strengths you listed in **Start 5 Practice**.
- Whether enjoyable, meaningful, or rewarding, doing these positive activities can help your mood.
- It is best to work towards having a balance of all three types of positive activities in a week.

**Do 4 Practice: List of Positive Activities** will help you to start developing a list for yourself.
Cultivating a meaningful life is a worthy pursuit. It’s about having goals and interests that connect you with something greater than yourself. Research shows that finding meaning and purpose in life can make you happier, healthier and more resilient to challenges.

As you prepare for a new year or a life change, character strengths can provide a pathway to build more meaning into your life. Specifically, there are 6 character strengths that have a strong correlation to meaning. Use the wheel below to find tips to boost these 6 strengths as a way to nurture a meaningful life.

References:
Meaning Wheel

Spirituality
- Hold a meaningful object to remember
- Connect with others by learning about their beliefs
- Reflect on your personal values
- Find "sacredness" in little moments
- Meditate daily
- Send a thank you email to a coworker
- List 3 good things that happen on your best day
- Be mindful of small things you take for granted
- Write a letter of appreciation to a special person

Appreciation of Beauty and Excellence
- Observe the talent of a professional athlete
- Add pleasing artwork to your workspace
- Stand in a beautiful outdoor environment
- Listen to a piece of complex music
- Watch the sunrise
- Do an online search about a topic that interests you
- Take a different route home from work
- Ask 5 people a question about their culture or an activity they enjoy
- Exercise a new neighborhood
- Speak honestly about your feelings
- Congratulate coworkers on successes
- Give empathy to stressed friends
- Include everyone in group discussions
- Observe nonverbal cues in conversations

Gratitude
- Reflect on your achievements
- Examine a world event from different viewpoints
- Befriend diverse individuals
- Listen carefully to others
- Offer helpful advice
- Write down 3 things that happen on your best day
- Share your gratitude with others
- Find a wise quote to live by
- Be kind to a stranger
- Send a thank you email to your coworker

Social Intelligence
- Observe the talent of a professional athlete
- Add pleasing artwork to your workspace
- Stand in a beautiful outdoor environment
- Listen to a piece of complex music
- Watch the sunrise
- Do an online search about a topic that interests you
- Take a different route home from work
- Ask 5 people a question about their culture or an activity they enjoy
- Exercise a new neighborhood
- Speak honestly about your feelings
- Congratulate coworkers on successes
- Give empathy to stressed friends
- Include everyone in group discussions
- Observe nonverbal cues in conversations

Perspective
- Reflect on your achievements
- Examine a world event from different viewpoints
- Befriend diverse individuals
- Listen carefully to others
- Offer helpful advice
- Write down 3 things that happen on your best day
- Share your gratitude with others
- Find a wise quote to live by
- Be kind to a stranger
- Send a thank you email to your coworker

Curiosity
- Observe the talent of a professional athlete
- Add pleasing artwork to your workspace
- Stand in a beautiful outdoor environment
- Listen to a piece of complex music
- Watch the sunrise
- Do an online search about a topic that interests you
- Take a different route home from work
- Ask 5 people a question about their culture or an activity they enjoy
- Exercise a new neighborhood
- Speak honestly about your feelings
- Congratulate coworkers on successes
- Give empathy to stressed friends
- Include everyone in group discussions
- Observe nonverbal cues in conversations
Skills for Doing: **Do 4 Practice**

**List of Positive Activities**

Date(s): __________

I should create a list of positive and rewarding activities, and I will start with a list of 15 to 20. For now, I do not have to worry about whether these activities are realistic or complicated. Some can be small things. If I wish to, I can ask a family member or friend for support as I work on this.

*At this point, if it interests me, it belongs on the list.*

__________________________  __________________________

__________________________  __________________________

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__________________________  __________________________

Steffen et al., 2021
Tips for Clinicians

Increase Activities That Are Already Considered Positive

1. **Look** for daily activities that are already experienced as positive but infrequent.

2. **Resist** the urge to target negative activities or relationships in hopes of improving.

3. **Identify** activities the client enjoyed in the past and modify.
Tips for Clinicians

Prioritize Physical and Social Activities

Physical activities are important. Try to incorporate any exercise for the client (any movement is beneficial).

Encourage activities with others or activities that encourage the client to feel more connected to others.
Priorities

- Physical Activity
- Social Engagement

Increased brain cognitive reserve
- Preserved hearing
- Education
- Cognitive training

Exercise
- Adherence to Mediterranean diet

Reduced brain inflammation
- Non-steroidal anti-inflammatories

Reduced brain damage (vascular, neurotoxic, or oxidative stress)
- Treatment of diabetes, hypertension, and high serum cholesterol

Lancet Commissions (2017)
Skills for Doing: **Do 5 Practice**

**PAL: Positive Activities Log**

Date(s): __________

I should schedule (✓) and mark (X) each day I do a positive activity. At the end of the day, note my mood.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<th>Day 6</th>
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<td>Mood score for day</td>
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Mood Rating Scale

1. Very unhappy/sad depressed
2. “So-So” neither happy nor sad
3. Very happy even great

Steffen et al., 2021
Family, including Chosen Family, can help with…

- Developing list of positive activities
- Remind client of weekly plans and activities schedule
- Problem-solving
Who are you at your best?

You are unique in the world and united in your strengths with all of humanity. Discover your Character Strengths Profile and begin living each day as the very best version of yourself.

Discover Your Strengths

Take the Free Strengths Survey to begin living your best life. Research shows that applying your strengths can increase confidence, happiness, positive relationships and reduces stress and anxiety. Discover your strengths today!

Help Others Build Their Strengths

The VIA Survey is trusted by researchers and professionals around the world to assess character strengths. Create your free VIA Pro Dashboard to distribute and manage the VIA Survey to your clients or students.
Cognitive Behavioral Therapy Made Simple

10 Strategies for Managing Anxiety, Depression, Anger, Panic, and Worry

Seth J. Gillihan, PhD
<table>
<thead>
<tr>
<th>Skills for Doing - Learn</th>
<th>Skills for Doing Practice</th>
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<tbody>
<tr>
<td>Do 1  Learn Introduction to Skills for Doing</td>
<td>Do 1  Practice Review of My Treatment Goals</td>
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<tr>
<td>Do 2  Learn Activities Affect Your Mood</td>
<td>Do 2  Practice First Steps</td>
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<tr>
<td>Do 3  Learn What Are Positive Activities?</td>
<td>Do 3  Practice First Steps Instructions</td>
</tr>
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<td>Do 4  Learn Snapshot of Where You Are Right Now</td>
<td>Do 4  Practice List of Positive Activities</td>
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<td>Do 5  Learn Using the First Steps</td>
<td>Do 5  Practice PAL: Positive Activities Log</td>
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<td>Do 6  Learn Example of First Steps: Days 1 - 4</td>
<td>Do 6  Practice DEEDS</td>
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<td>Do 7  Learn Example of First Steps: Days 5 - 7</td>
<td>Do 7  Practice As I Continue with Treatment--My Plan for Fully Participating</td>
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<td>Do 8  Learn The Importance of Doing</td>
<td>Do 8  Practice My Review of Skills for Doing</td>
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<td>Do 9  Learn Making Your List</td>
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<td>Do 10 Learn Using Past Activities</td>
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<td>Do 11 Learn Using Values and Purpose</td>
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<td>Do 12 Learn Physical Activity Is Important</td>
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<td>Do 13 Learn Your Plan for Physical Activity</td>
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<td>Do 14 Learn Schedule Your Activities</td>
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<td>Do 15 Learn Example of Positive Activities Log</td>
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<tr>
<td>Do 16 Learn Problem Solving with DEEDS – Step 1</td>
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<td>Do 17 Learn Problem Solving with DEEDS – Steps 2 &amp; 3</td>
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<tr>
<td>Do 18 Learn Problem Solving with DEEDS – Steps 4 &amp; 5</td>
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<td>Do 19 Learn Setting Personal Activity Goals</td>
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<td>Do 20 Learn Ways to Think About Progress Toward Your Goals</td>
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*T especially appropriate for telehealth*
This core module of the workbook is focused on the skills of:
1. Monitoring therapy progress and fine-tuning treatment goals
2. Understanding the role of activities in depression
3. Recording daily activities
4. Developing a written list of positive activities
5. Scheduling and engaging in positive activities
6. Applying the steps of problem solving
7. Revising therapy goals, staying encouraged and engaged in treatment

This chapter is provided to help you use the \textit{Skills for Doing} module of the workbook with your clients. We start with a brief overview, followed by some practical tips based on the most common questions we hear from clinicians during professional trainings. The bulk of this chapter is devoted to reviewing behavioral activation and problem-solving skills, with a description of the specific Learn pages and Practice forms available for your use in sessions. We provide recommendations for a standard progression of material (i.e., Learn pages and Practice forms that typically go with each other in the same session, estimates of how much can be accomplished in a given session), with the understanding that this may vary quite a bit depending upon your practice setting and specific client needs. We end the chapter with some comments about related topics that are not included in this treatment approach, and point readers to resources for additional professional development in behavioral activation.
8 Session Behavioral Activation Overview: Treating Later Life Depression
Thank You!!!
Ann M. Steffen, PhD, ABPP
steffena@umsystem.edu