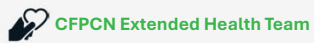


Skills Group: Week 1



Your Health,
Your Team,
Your Community

1

Agenda

Housekeeping & Introductions
Overview of Skills Group
Overview of Mindfulness
Wise Mind: States of Mind
“What” & “How” Skills

2

Housekeeping

Virtual Groups

- Microsoft Teams features
- IT support: 403-374-0244 Ext. 3

In-Person Groups

- Location of bathrooms
- Thumbs up

Group Norms

- Respect
- Confidentiality
- Participation



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3


Housekeeping

The screenshot shows the cfpcn.ca website with the following elements:

- Navigation Bar:** Includes links for Careers, Alberta Find a Doctor, Physician Login, a search bar (Search entire site), and a dropdown menu (How can we support you?).
- Main Menu:** Features 'Programs & Services' (highlighted with a red circle and an upward arrow), 'Workshops', 'Family Doctors', 'News & Stories', and 'About'.
- Content Grid:**
 - Your Health Team:** Health Management Nurse, Clinical Pharmacist, Registered Dietitian.
 - Programs by Referral:** Extended Health Team (highlighted with a red arrow), Coordinated Attachment, Prescription to Get Active.
 - Other Services:** After-hours Care, Case Collaboratives, Riley Park Maternity Clinic.


The website URL 'cfpcn.ca' is visible in the bottom right corner.

4



Extended Health Team is a self-management program.


Add relevant skills/ strategies as you learn them to your toolbox or green folder.



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5

Introductions



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6

Overview of Skills Group



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7



Mindfulness Handout 1A

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8

Goals of Mindfulness

Reduce suffering and increase happiness

Increase control of your mind

Experience reality as it is

Mindfulness Handout 1



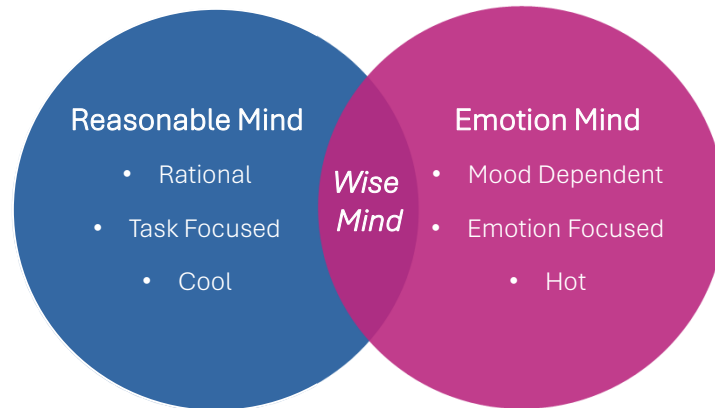
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9



10

Wise Mind: States of Mind

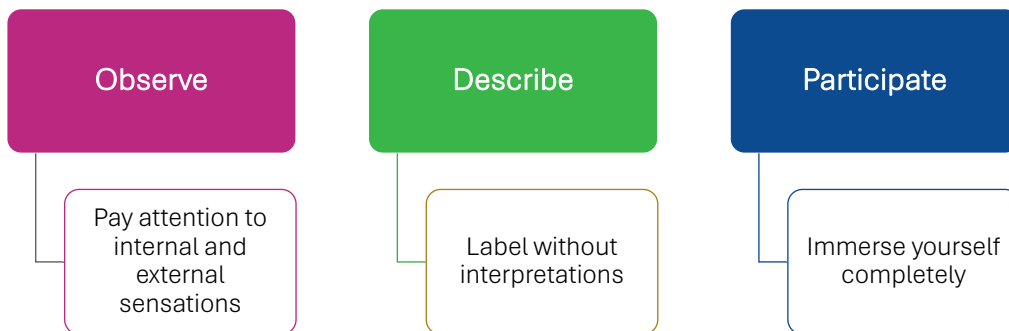


Mindfulness Handout 3 & 3A

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11

Mindfulness: “What” Skills



Mindfulness Handout 4, 4A, 4B, 4C

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12

Mindfulness: “How” Skills



Mindfulness Handout 5, 5A, 5B, 5C

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13



14

Home Practice

Mindfulness Core Skills

- Describe 2 situations (who, what, when, where)
- Practice using one or more of the skills (wise mind, “what” skills, “how” skills) and reflect on how you used them as well as your experience

Mindfulness Worksheet 2



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15

Mindfulness Practice



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16

Thank you
for joining us

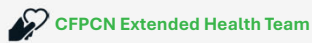


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Skills Group (Emotional Regulation): **Week 2**



1

Agenda

Homework Review
Goals of Emotional Regulation
What Emotions Do for You
Factors That Make it Hard to Regulate
Observing and Describing Emotions

2

Mindfulness Practice



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3

Homework Review

Mindfulness Core Skills

Share your experience of using one of the skills covered last week:

- Wise mind
- “What” skills — Observe, Describe, Participate
- “How” skills — Nonjudgmentally, One Mindfully, Effectively



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4

DBT Skills for Emotional Management



High Intensity = Distress Tolerance

Lower Intensity = Emotional Regulation (next module)

- Understanding emotions - what they do
- What makes regulation difficult
- Observing and Identifying emotions
- Changing emotional responses
- ABC PLEASE – Lowering emotional vulnerability

Distress Tolerance Handout 2

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5

Cooling Down Your Emotions



6

Goals of Emotional Regulation

Understand and name your own emotions

Decrease the frequency of unwanted emotions

Decrease emotional vulnerability

Decrease emotional suffering

Emotional Regulation Handout 1



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7

What Emotions Do for You

Motivate and Organize for Action

- Prepares us for action
- Save time
- Overcome Obstacles

Communicate to Others

- Expressions and body language are often hardwired
- "Hardwired Communication" influences others

Communicate to Ourselves

- Gives us information
- Intuition
- Caution: our emotions do not always represent the facts

Emotional Regulation Handout 3

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8

Basic Purpose of Emotions

Anger	Motivates us to take action when an important goal is blocked, or we feel attacked
Disgust	Motivates us to distance ourselves or reject contaminating or offensive objects
Envy	Organizes responses to things we want or need, that others have
Fear	Responds to threats and protects us from danger
Happiness	Motivates us to do things that enhances pleasure (good for our health)
Jealousy	Motivates us to protect what we have, typically relationships or things that are important to us
Love	Motivates us to attach to others (we survive better in groups)
Sadness	Connects us to what is valued. Communicates that we need help
Shame	Organizes response related to our personal characteristics, parts of ourself that would lead to rejection from the group
Guilt	Motivates us to live in alignment with our values. Response to behavior that is devalued by the group

Emotional Regulation Handout 6

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9

Factors that Make it Hard to Regulate

Biology

Lack of Skill

Reinforcement
of Emotional
Behaviour

Moodiness

Emotional
Overload


Emotion Myths

Emotional Regulation Handout 4

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10

Ways to Describe Emotions



- Words
- Prompting events
- Interpretations of events
- Biological changes and experiences
- Expressions and actions
- After-effects

Emotional Regulation Handout 6



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11

Observing and Describing Emotions *Example*

➤ Prompting Event – Describe it, who what when and where? What set off the emotion?

I left my roommate's pot on the burner and forgot about it. I destroyed it. I then threw the pot away without telling my roommate.

➤ Vulnerability Factors: What happened before that made you more emotionally vulnerable to the event?

We are new roommates; we don't know each other well. I really like her and want her to like me. I've been told I'm clumsy most of my life. I was tired and hungry.

➤ Interpretations: What are your beliefs and assumptions, appraisals of the situation?

She'll think I'm clumsy and won't be my friend. She won't trust me with her stuff.



12

Observing and Describing Emotions *Example (con't)*

- **Face/ Body Changes and Experiences: What was your facial expression? Posture? Gestures?**

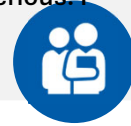
I was feeling hot in the face, jittery and nauseous, felt like I was suffocating.

- **Action Urges: What did you feel like doing? What did you want to say?**

I wanted to avoid my friend and hide the mistake. I wanted to be left alone and not deal with the issue.

- **Face and Body Language: What was your facial expression? Posture? Gestures?**

My eyes got wide when I realized what I had done, then my face became very serious. I avoided eye contact and felt like I was sulking around the house.



Emotional Regulation Handout 4A

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13

Observing and Describing Emotions *Example (con't)*

- **What I Did**

I threw the pot away. I got really quiet and went to my room.

- **Emotion Name**

Shame, guilt, and fear.

- **Intensity**

60/100 = shame, 50/100 = guilt, 70/100 = fear.

- **After-Effects**

Didn't join the pizza party. Talked badly about another person in our group, felt tired, and unhappy.



Emotional Regulation Handout 4A

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14

Home Practice

Skills Practice

- Practice observing and describing emotions of your own event

Emotional Regulation Worksheet 4A



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15

Mindfulness Practice



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16

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for joining us



Your Health,
Your Team,
Your Community



Skills Group (Emotional Regulation): **Week 3**



CFPCN Extended Health Team



Your Health,
Your Team,
Your Community

1

Agenda

Homework Review
Check the Facts
Opposite Action
Problem Solving

2

Mindfulness Practice



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3

What do you see?

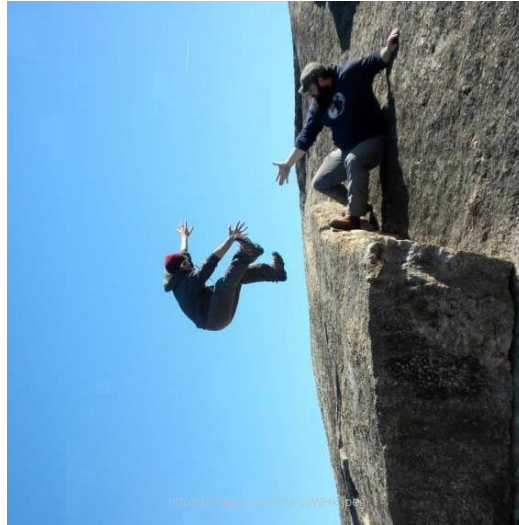


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What do you see?



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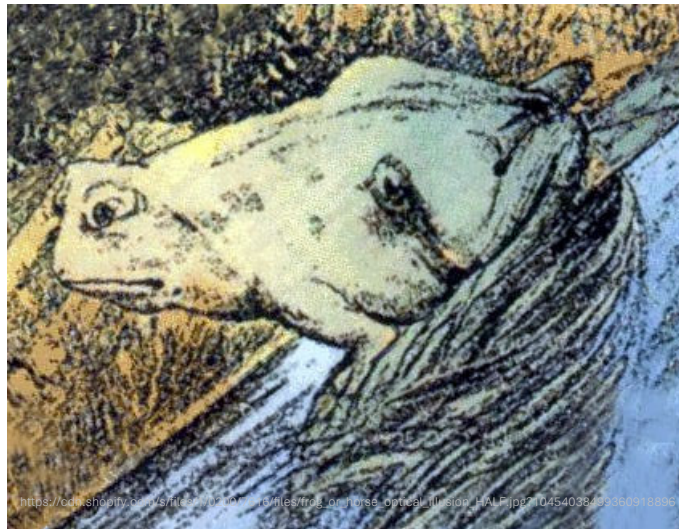
What do you see?



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6

What do you see?



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7

Homework Review

Skills Practice

Share your experience of using the skill covered last week:

- Observing and describing emotions



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8

Observing and Describing Emotions

- Emotion Name
- Intensity
- Prompting Event
- Vulnerability Factors
- Interpretations
- Face/ Body Changes and Experiences
- Action Urges
- Face and Body Language
- What I Said
- What I Did
- After-Effects



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Emotional Regulation Worksheet 4A

9

Changing Emotional Responses

Check the Facts

Do my reactions fit the facts?

Opposite Action

When emotions do not fit the facts, acting fully in an opposite way

Problem Solving

Houston, we do have a problem

Emotional Regulation Handout 7

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10

The “Yes, But” Barrier to Changing Emotions

It can be helpful to remember that in all situations, we have only four options:



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11

Check the Facts



What is the emotion I want to change?

What is the prompting event?

What are my interpretations?

Am I assuming a threat?

What is the catastrophe?

Does my emotion or its intensity fit the actual facts?

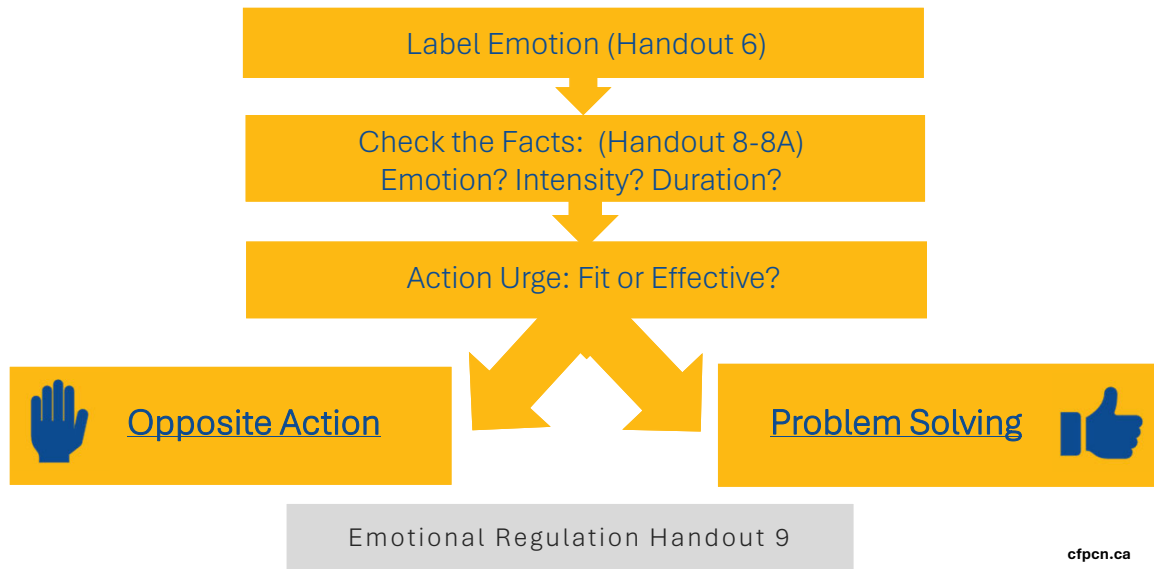
Emotional Regulation Handout 8, 8A



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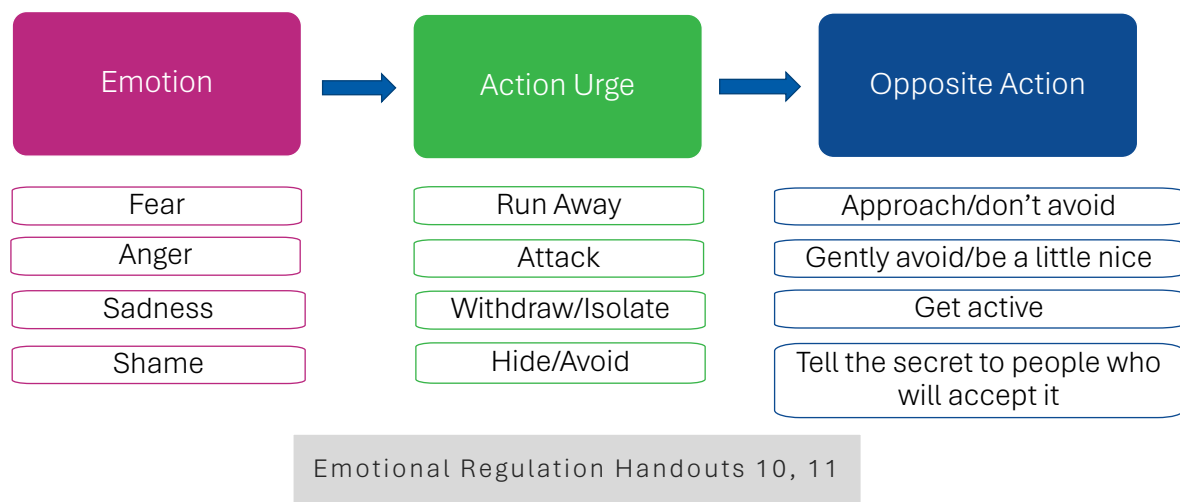
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Deciding which to Use



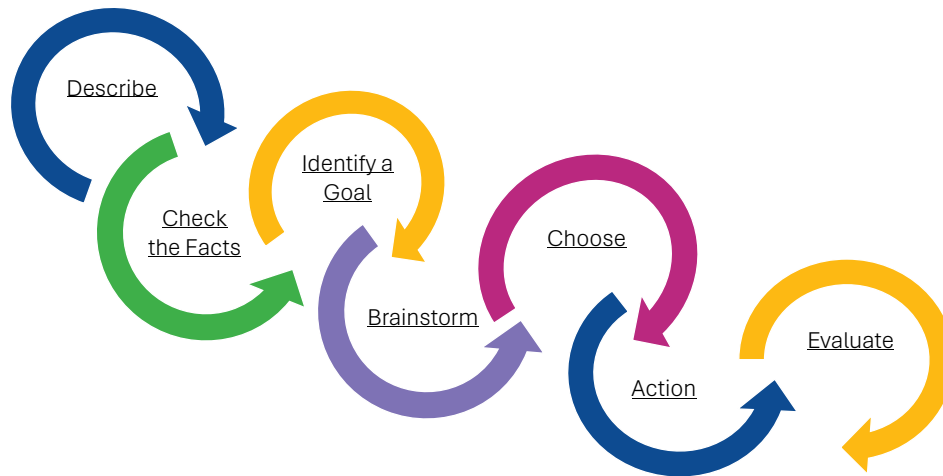
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Opposite Action Examples



14

Problem Solving



Emotional Regulation Handout 12

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15

Reviewing Opposite Action and Problem Solving

- Events
- Act Opposite
- Act on Urge, Problem Solve or Avoid Ineffective Behavior Based on Emotion Mind

Emotional Regulation Handout 13



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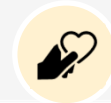
16

Home Practice

Skills Practice

- Describe a situation which prompted an emotion. Check the facts, then practice opposite action or problem-solving

Emotional Regulation Worksheet
5,7,8



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17

Mindfulness Practice



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18

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Skills Group (Emotional Regulation): Week 4



CFPCN Extended Health Team



Your Health,
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Your Community

1

Agenda

Homework Review
Reducing Vulnerability to Emotion Mind
ABC P.L.E.A.S.E.

2

Mindfulness Practice



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3

Homework Review

Skills Practice

Share your experience of using one of the skills covered last week:

- Check the Facts
- Opposite Action
- Problem Solving



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4

The Jelly Beans in the Jar



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5

Reducing Vulnerability to Emotion Mind: Building a Life Worth Living



Accumulate positive emotions

Build mastery

Cope ahead of time with emotional situations

P.L.E.A.S.E. - treat Physical illness, balance

Eating, avoid mood-Altering substances, balance

Sleep, and get Exercise

Emotion Regulation Handout 14



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6

Accumulating Positive Emotions: Short-Term



The only way to create positive emotions is to participate in positive experiences.

- Build positive experiences now
- Be mindful of positive experiences
- Be unmindful of worries

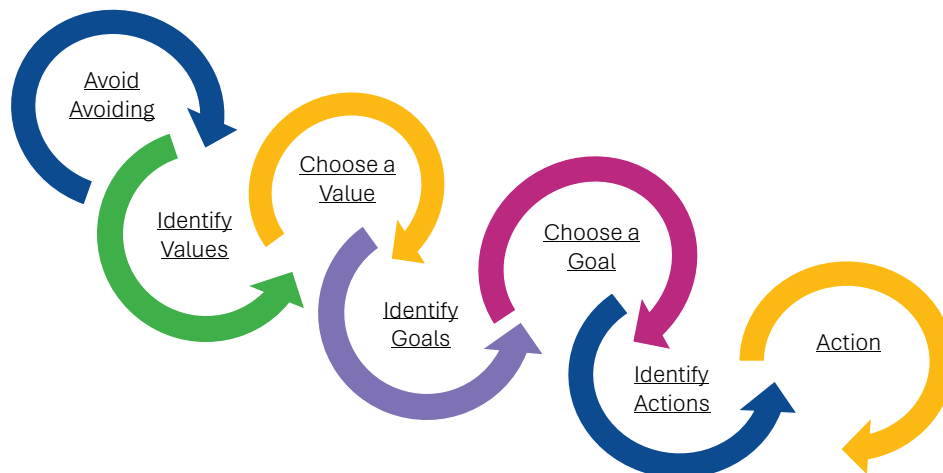
Emotion Regulation Handout 15, 16



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7

Accumulating Positive Emotions: Long-Term



Emotional Regulation Handout 17, 18

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8

Build Mastery



- Do one thing each day that brings a sense of accomplishment
- Plan for success– do something difficult, but possible
- Gradually increase difficulty over time. If a task is too easy, challenge yourself to try something harder

Emotion Regulation Handout 19



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9

Cope Ahead



- Describe the situation that is likely to prompt problem behaviour (also urge/pain/emotion)
- Decide what coping or problem-solving you will use
- Imagine the situation as vividly as possible
- Rehearse in your mind coping effectively
- Practice relaxation after rehearsing

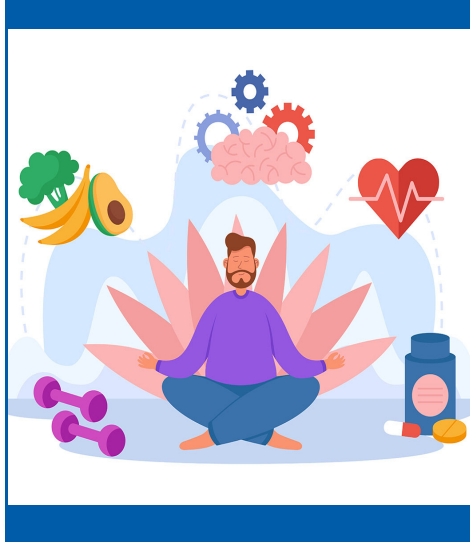
Emotion Regulation Handout 19



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10

P.L.E.A.S.E.



P

L treat Physical illness

E balance Eating

A avoid mood-Altering substances

S balance Sleep

E get Exercise

Emotion Regulation Handout 20



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11

Home Practice



Skills Practice

- Practice using ABC P.L.E.A.S.E. and reflect on your experience

Emotion Regulation Worksheet 9



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12




Add skills/ strategies that you have found helpful or want to practice to your toolbox or green folder.



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13

Mindfulness Practice



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14

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