Increasing the Ability of Unemployed Individuals to Maintain their Psychological Well-Being Through a Coping Strategies Workshop

by

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ABSTRACT

It is widely known that individuals who are unemployed may experience significant decreases in mental health functioning as a direct result of job loss. Some researchers believe that these decreases in mental health functioning are not adequately addressed in the employment field. The present study set out to develop a method of addressing mental health issues in unemployed individuals, with the goal of providing these individuals with coping strategies to assist them in maintaining their psychological well-being. A workshop format was selected as a way of achieving this goal. The final products created throughout this project include: a resource centre brochure, a facilitator manual, a participant manual, a coping strategies survey and a workshop evaluation survey. The workshop developed during this project addressed such issues as: stress, anxiety, depression, anger, and self-esteem, and explored several cognitive behavioural coping strategies that may be used in overcoming these issues. The present project focussed on the development and not the implementation of the workshop. Although this is a limitation of the present project, solutions to overcoming the challenges to implementation of the workshop are provided and areas for further research are discussed.
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Chapter I: Introduction

In the original version of the Social Readjustment Rating Scale, being fired was ranked as number eight on the list of 43 stressful life events (Holmes & Rahe, 1967). In a more recent study, Hobson and Delunas (2001) listed being fired, laid off, or unemployed as number five on a Life-Event Significance Rating, out of 51 events. Data from these two studies not only show that unemployment is considered a stressful life event, but they also suggest that individuals who become unemployed in today’s society may find it a more stressful experience than those who lost a job 40 years ago. Even though job loss is associated with decreases in mental health, Jahoda (1988) emphasized that most unemployed individuals do not experience extreme psychiatric disorders. However, as would be expected with any major loss, unemployment can lead to significant emotional pain, feelings of isolation, rejection, and shame (Guindon & Smith, 2002). In addition to these feelings, Creed, Machin and Hicks (1999) found that unemployed individuals exhibited greater levels of psychological distress, depression and helplessness, as well as decreases in self-esteem and coping abilities.

Although job loss has been shown to be a significant life event (Holmes & Rahe, 1967; Hobson & Delunas, 2001) and is associated with lower levels of mental health functioning (Creed et al., 1999), some researchers feel that psychological well-being is not adequately addressed in the services provided to unemployed individuals (Guindon & Smith, 2002; Harris et al., 2002). Similarly, Vinokur and Schul (2002) concluded that job search training programs should include a component that is directed at reducing depressive symptoms experienced by unemployed individuals. Furthermore, some researchers have demonstrated that poor mental health decreases the probability of reemployment among unemployed individuals (Taris, 2002; Vinokur & Schul, 2002).

Based on empirical research, the present study hypothesized that if unemployed individuals were given tools to assist them in maintaining their psychological well-being, they would have a greater capacity to engage in effective job search activities. It was proposed that one method of accomplishing this would be via the development of a workshop that taught unemployed individuals empirically tested techniques for maintaining mental health. Techniques that were focused on included: relaxation, inoculation against stress and setbacks, behavioural activation, and identifying and challenging cognitive distortions. It was hypothesized that if individuals participated in such a workshop, they would have the tools to maintain their psychological well-being while unemployed. It was also hypothesized, that if these individuals were more able to maintain their psychological well-being, they would be able to engage more fully in job search activities, thus increasing the probability of reemployment.

For the purposes of the present workshop, unemployed individuals were considered to be those who at one time were employed, but subsequently lost their jobs due to being laid-off or fired. The concept of psychological well-being referred to the amount of anxiety and depression one feels, and the extent to which the individual is able to effectively cope with the stresses of unemployment.

The current project sought to design a workshop for unemployed individuals attending a community employment agency. At the time of this project, this agency did not have a formalized way of addressing mental health issues experienced by individuals using the service. Although at this stage it was not possible to implement the workshop, the present project laid the groundwork for agency staff to perform research to determine the effectiveness of the workshop on increasing the participants’ ability to cope with unemployment.

Within the current project, a review of the existing research literature is provided. The topics covered in this review include: the psychological effects of unemployment, protective factors during unemployment, effects of psychological well-being on reemployment, outcomes of training programs focused on psychological well-being, and empirically guided coping techniques.
Furthermore, the method for the development of the workshop is described. Finally, the products of this project were provided. These products are comprised of a brochure, a facilitator manual, and a participant manual. Included in the participant manual was a pre and post-workshop coping survey. This survey was intended to measure the effectiveness of the workshop when it is administered in the future. Additionally, there was a satisfaction survey that will assist in determining the relevance of the workshop to its intended audience.
Chapter II: Literature Review

Psychological Effects of Unemployment

The research literature on unemployment predominantly paints a negative picture of the psychological effects of job loss. Jahoda (1982), a prominent author wrote that financial deprivation, although a significant outcome of unemployment is not the only outcome. Several researchers have concluded that unemployment may lead to compromised mental health, meaning increased levels of depression and stress, as well as declines in self-esteem and life satisfaction (Creed, et al., 1999; McKee-Ryan, Song, Wanberg, & Kinicki, 2005; Taris, 2002).

Archer and Rhodes (1993) examined job loss within the framework of the grief process. In their cross-sectional study, questionnaires were administered to 60 men who had lost their jobs. They found that 27% of the participants fulfilled the criterion for a grief process reaction. In addition, Archer and Rhodes (1993) reported that 78.3% exhibited restlessness, 76.6% showed signs of depression, 70% displayed irritability, and 60% had symptoms of anxiety. Although this was a small-scale study, it presented preliminary evidence on how unemployment negatively impacts mental health. Additionally, it underscored the idea that unemployment is a significant loss that could potentially lead to symptoms similar to that which may be experienced with the death of a loved one.

McKee-Ryan, et al. (2005) conducted a meta-analytic review of 104 research studies that explored the psychological and physical effects of unemployment. The authors reported the results in terms of the different types of studies included in the meta-analysis. A cross-sectional comparison of employed and unemployed individuals showed that unemployed individuals had significantly lower levels of mental health, life satisfaction, family satisfaction, and subjective physical health (McKee-Ryan, et al., 2005). Although these results seem to support the hypothesis that unemployment leads to decreased mental health, upon further examination one might question these outcomes. It is possible that low levels of mental health in unemployed individuals are not the result of unemployment, but rather the cause. In other words, the unemployed participants in the studies may have lost their jobs as a result of low levels of mental health. McKee-Ryan et al. (2005) however, reported results from longitudinal studies that showed a significant decline in mental health following a job loss, and then a significant improvement in mental health upon reemployment. They also found that individuals who were unemployed longer experienced more detrimental effects.

In an ongoing longitudinal study of personality and social development, Kokko and Pulkkinen (1998) found that individuals who were unemployed for long periods of time were more anxious and depressed, and had lower self-esteem in comparison to those who were employed. Taris (2002) provided further evidence supporting the negative effects of unemployment. Results of this study showed that those who were long term unemployed had worse mental health, less life satisfaction, lower intention to look for work and were less active in job search activities than others who were unemployed for less time (Taris).

As is evidenced by many research studies, losing one’s job can bring about a whole host of psychological disturbances. To further exacerbate the negative effects of unemployment, job search activities can actually cause more damage. Both Wanberg (1997) and McKee-Ryan, et al. (2005) concluded that actively engaging in job search activities is associated with decreases in mental health. These decreases were attributed to the stress and rejection that is associated with an active job search (McKee-Ryan, et al.).
Protective Factors During Unemployment

Although unemployment can be a difficult experience for the vast majority of people, there are protective resources that enable individuals to pass through the experience with minimal negative effects. In their meta-analytical review, McKee-Ryan, et al. (2005) outlined some of these coping resources. They reported that positive self-view and positive core self-evaluations such as high self-esteem and internal locus of control minimized the negative effects of the unemployment experience (McKee-Ryan, et al.). Kokko and Pulkkinen (1998) also supported self-esteem as a mediator between unemployment and levels of distress. In addition, social support, structured use of time, and financial resources have been found to have a positive impact on how individuals cope with job loss (McKee-Ryan, et al.).

Vinokur & Schul (2002) found that a sense of control and mastery over the situation enhanced job search self-efficacy, and decreased depressive symptoms. Wanberg (1997) further emphasized the importance of perceived control in finding that it was associated with an increased proactive job search. This is a significant finding because the amount of time spent in an active job search is directly related to the probability of finding reemployment (Kanfer, Wanberg & Kantrowitz, 2001). Wanberg (1997) also found that individuals who had more positive self-assessments displayed greater levels of mental health.

Effects of Psychological Well-Being on Reemployment

Although the literature outlining the effects of unemployment has consistently shown its negative outcomes, researchers have presented conflicting results on the effects of psychological well-being on reemployment. The findings of Vinokur and Schul (2002), and Taris (2002) supported the conclusion that poor mental health decreases the probability of reemployment. Vinokur and Schul (2002), for example, concluded that depressive symptoms decreased the likelihood of reemployment. Furthermore, they found that depressive symptoms were predictors of lower wage rates and lower reemployment quality. The results of the Taris (2002) study further supported this conclusion in finding that participants with poor mental health were less likely to find jobs than others. Taris also reported that individuals with compromised mental health had less intention to look for work, and were less likely to conduct an active job search than their healthier counterparts. This is a significant result because both intention to look for work and job search intensity are predictors of reemployment (Kanfer, et al., 2001).

In contrast to the above results, Kessler, Turner, and House (1989) found that psychological distress actually slightly increased the probability of reemployment. They explained this phenomenon as a result of accepting the first available job offer regardless of the quality of job. McKee-Ryan, et al., (2005), found no relationship between mental health and future reemployment. They also concluded their results could be a function of accepting the first available job. However, McKee-Ryan, et al. also found that the positive effects of reemployment could be diminished if the individual was underemployed. Their study suggests that the quality of reemployment may also be a significant factor to consider.

Outcomes of Training Programs Focused on Psychological Well-Being

Joseph and Greenberg (2001) developed a career transition program for professionals who had been laid off. The program focused on resolving emotions about the job loss, increasing self-esteem, raising perceptions of control and competence, and cognitive restructuring. They found that reemployment rates of those who took the program were higher than those of the control group at
two and four month follow-ups. Individuals in the experimental group had more perceived control over their job loss from pre-test to post-test and two-month follow-up than those in the control group. Joseph and Greenberg concluded that dealing with thoughts and feelings about job loss assisted in resolving psychological distress and contributed to reemployment. They also found support for the assertion that psychological issues related to job loss should be addressed (Joseph and Greenberg).

Creed, et al. (1999) developed a training course for unemployed youth that was based on cognitive behavioural techniques, with a particular focus on stress management and coping. Participants in the course experienced a significant decrease in psychological distress and negative affect levels, as well as an increase in self-esteem and positive affect. They also found that individuals functioning at lower levels made the greatest gains (Creed, et al.). This implies that more impaired individuals may experience greater benefits from interventions of this nature.

Eden and Aviram (1993) provided a training program to unemployed individuals that focused on increasing self-efficacy. They reported that individuals who participated in the training program had significant and stable increases in general self-efficacy that could be attributed to the program. Individuals whose self-efficacy was increased were more likely to find jobs than other participants. As such, this study suggests that an increase in self-efficacy could lead to greater job search efforts, thus increasing the probability of reemployment (Eden and Aviram).

The findings of these studies provide evidence that training programs that focus on maintaining psychological well-being can have significant effects on unemployed participants. The results also suggest these types of programs can help increase the probability of reemployment.

**Empirically Guided Coping Techniques**

The following coping techniques have been selected based on the demonstrated negative psychological effects of unemployment. As has been shown, unemployment can result in increases in depression and stress (Creed, et al., 1999). It can also bring about a loss of self-esteem, and life satisfaction (McKee-Ryan, et al., 2005). Protective factors during unemployment were also examined to assist in the selection of coping techniques. Some relevant protective factors that diminish the negative effects of unemployment include: positive self-view, high self-esteem (McKee-Ryan, et al.), and a sense of mastery or control over the situation (Vinokur & Schul, 2002). The coping techniques chosen for the present workshop were: stress and setback inoculation, progressive muscle relaxation, cognitive restructuring, and behavioural activation. These techniques aim to minimize the harmful outcomes of job loss, and strengthen the protective factors previously discussed.

**Stress Inoculation**

Saunders, Driskell, Johnston and Salas (1996) demonstrated the effectiveness of stress inoculation through a meta-analysis of 37 studies. The results showed that stress inoculation was the most effective in decreasing performance anxiety, but it was also shown to be effective in reducing state anxiety and increasing the ability of individuals to perform under stress. The results further demonstrated that the effects of stress inoculation were similar for those with high, and normal levels of anxiety. The authors also reported that even a single session of stress inoculation had a small to moderate impact on improving performance and state anxiety (Saunders, et al.).

Within the context of an intervention for unemployed individuals, Vinokur and Schul (1997) demonstrated the effectiveness of inoculation against setbacks. Participants in the study were randomly assigned to an experimental or control group. The experimental group was taught to anticipate barriers to employment, imagine possible setbacks, plan alternative strategies for
overcoming the setbacks, and practice the implementation of those strategies. Control group subjects were mailed a booklet that described job search methods. Vinokur and Schul found setback inoculation was a protective factor, as those who participated in this intervention did not experience the high levels of depression that the control group did.

**Progressive Muscle Relaxation**

Rausch, Gramling & Auerbach (2006) demonstrated the effectiveness of progressive muscle relaxation in a group of 387 undergraduate students. The students were randomly assigned to either a progressive muscle relaxation group, a meditation group or control group. The two experimental groups were guided through either a 20-minute progressive muscle relaxation or meditation session. The control group was asked to bow their heads on their desks. All participants were then exposed to one minute of stress induction, and 10 minutes of their respective conditions. The authors found that progressive muscle relaxation and meditation were more effective than the control condition at reducing cognitive, somatic and state anxiety. Progressive muscle relaxation was found to be a more superior method of reducing somatic anxiety than meditation. This pattern of results was consistent for participants with normal levels of anxiety, as well as those with high levels of anxiety (Rasch, et al.).

**Cognitive Restructuring**

To summarize the results of the Joseph and Greenberg (2001) study, one component of their training intervention involved cognitive restructuring. Joseph and Greenberg concluded that it is important to resolve thoughts and feelings related to job loss because this leads to decreases in psychological distress.

**Behaviour Activation**

Hopko, Lejuez, LePage, Hopko and McNeil (2003) used a behavioural activation technique based on empirically supported interventions to decrease depressive symptoms in an inpatient psychiatric sample. The study outcomes supported previous findings that behavioural activation is an effective intervention for the treatment of depression. The participants showed a decrease in their Beck Depression Inventory Scores after the intervention had taken place. They also experienced greater gains over the supportive psychotherapy group (Hopko, et al.). The findings of Waters and Moore (2002) support the utility of using behaviour activation as a coping technique for unemployed individuals. They found that unemployed individuals engaged in leisure activities less frequently than employed individuals, thus leading to feelings of deprivation, depressive affect and lower self-esteem. They also found the meaning acquired through participation in leisure activities reduced psychological distress in the unemployed sample. As a result, the authors concluded that participating in significant leisure activities could be an effective coping strategy for unemployed individuals.
Summary

In summary, the empirical literature suggests unemployment is a difficult life experience. While there is disagreement on how mental health impacts the probability of reemployment, most researchers are in agreement about the harmful effects of job loss. Research has shown that job loss can lead to significant psychological distress, and loss of self-esteem (Creed, et al., 1999). Further, researchers have found that psychological distress can be exacerbated by the process of looking for work (Wanberg, 1997).

Despite the current knowledge about the harmful effects of job loss, some researchers feel that professionals working in the employment field have not adequately addressed the issue of mental health in relation to unemployment (Guindon & Smith, 2002; Harris, et al., 2002). That is, there appears to be a gap between research knowledge and applying that knowledge within the employment service industry. The present workshop was developed to address this important service gap. It was hypothesized that individuals who participate in this workshop would learn coping strategies that would assist them in maintaining their mental health during unemployment. As a consequence of increased mental health, it was hypothesized these individuals would have an increased capacity to conduct a more thorough job search. Although the hypothesis could not be tested directly within the scope of this project, the groundwork for the workshop content and process aspects were formulated for future use. This filled a gap in the present agency’s resource repertoire.
Chapter III: Method

Participants

The workshop is designed for individuals who have been laid off or fired from a job. Workshop participants should be a minimum of sixteen years old, and experiencing significant life stress, and show an interest in learning the coping strategies provided in the workshop. It is expected that these individuals will not have serious mental health issues because neither the workshop, nor the participant manual are intended to take the place of psychotherapy. If a prospective participant is attending therapy, the therapist should grant permission for the individual to attend the workshop.

Participants should be recruited through the employment agency that is delivering the workshop. It is recommended that individuals seeking to attend the workshop be connected to an employment counsellor. This will accomplish two objectives. First, the employment counsellor, and client will already have a relationship. As a result, the counsellor will be able to determine more accurately the client’s motivation for taking the workshop, and possible benefits the client will gain from attending it. Second, once the workshop is complete, the employment counsellor will be able to follow up with the client, as there is already an established relationship. The brochure found in Appendix A could also be used as a recruitment method. It is meant to be accessible in an employment resource centre, and could act as a way to increase individuals’ interest in learning more about coping strategies. A final possibility for recruiting participants is in the case of a mass layoff or company closing. In such cases, employment agencies may be asked to provide services to those individuals who had lost their employment. This workshop would be applicable to individuals in this circumstance.

Workshop Facilitator Characteristics

In addition to outlining the participant criteria, it is also important to set out the criteria for selecting the workshop facilitator. The prospective facilitator should have a degree, or diploma in the behavioural sciences, or psychology. He or she will also have training in cognitive behavioural therapies, and have had experience in working with individuals within this treatment model. The rationale for these criteria is that the workshop is very similar to running a group psychotherapy session. Therefore, the individual should have the ability to facilitate a cognitive behavioural group, as well as have a sufficient knowledge base to answer participant questions.

Design

The focus of the workshop is on psycho-education and skills building. Participants are first presented with information about difficult emotions. They are then taught skills that will help them to cope with these negative emotions. Providing a workshop of this nature would allow individuals the opportunity to learn coping strategies without taking up one-on-one time with their employment counsellors. A workshop format was selected because of the time limitations that are placed on employment counsellors. For example in one government-funded program, employment counsellors are only allowed one hour per week with a client. Because the main goal of employment counselling is to help the client obtain a job most of the hour is spent working on resumes, cover letters, or other elements related to a job search. A client’s ability to cope with the strain of unemployment is not the main focus of the counselling interaction. A workshop would not only fill the gap in services, but it would also be an efficient use of agency resources.
This workshop was meant to be delivered in a community employment agency setting. This is because agencies of this sort would have easy access to the unemployed population, and as outlined above, the participants would be connected with an employment counsellor. Having this link is important for follow-up and client support purposes. For instance, if a client felt the need for further assistance, then an employment counsellor would be able to initiate that process.

The workshop was designed to be administered over the course of two days with each session being 4 hours in duration. This length was selected based on the length of existing workshops provided by a community employment agency. The maximum number of participants for the workshop is twelve, and the minimum number will be determined by the agency delivering the workshop. The method of delivery for the workshop is a combination of lecture, discussion, and independent work. Additionally, the facilitator will need access to a chalkboard, a white board, or presentation paper on which to write participant responses.

**Procedure**

Based on the literature, five areas of concentration were chosen as a focus for the workshop. These included: stress, anxiety, depression, anger, and self-esteem. The interventions chosen for the workshop were: relaxation, inoculation against setbacks and stress, behavioural activation, and identifying and challenging cognitive distortions.

Throughout the development of the workshop, staff from the community employment agency were consulted about the need for a workshop of this sort. Staff from the agency felt that it would be relevant to the clients they serve, and it would be of particular use when a company was closing in the community. The main piece of feedback that was obtained from these staff was the need to use language that could be understood by the average person. Many of the individuals who access services at this agency have limited comprehension skills, and formal education. This feedback was taken into account throughout the development of the workshop.

The workshop is divided up into eleven sections (see Appendix B). The first section is the Introduction. The Introduction provides participants with an overview of the workshop. It also enables the participants to get to know each other, and talk about their experiences of being unemployed. In this section participants are asked to fill out the first of two coping surveys. Section 2 is entitled Behaviours, Thoughts, and Moods. Throughout this section, the participants are taught the connection between their thoughts, behaviours, and moods. They are introduced to the concepts of automatic thoughts, and cognitive distortions. Participants also have the opportunity to explore some of their own cognitive distortions.

The next four sections relate to managing the emotions experienced during unemployment. Each of these sections present information about the specific emotion, as well as coping strategies that can be used to overcome these feelings. Section 3 provides an overview of healthy and unhealthy worry, and discusses the idea of setting aside a time to worry. Participants are taught the benefits of deep breathing, and then are lead through a breathing exercise. Finally, they are presented with the ABC technique. This technique assists participants in making connections between events that occur and their thoughts, and behaviours that result from those events. In the next section, participants are given information about depression. They are taught the differences between sadness, and depression. The symptoms of depression are outlined, and participants are directed to seek further help if they are experiencing some or all of the symptoms. The final component in his section teaches how changing behaviours can change the thoughts and emotions individuals’ experience. The fifth section pertains to managing anger. Participants are taught to recognize the signs of anger, and are given tools to help control expression of this emotion. These tools include: a cost-benefit analysis, taking a timeout, and the development of coping thoughts. In
the sixth section, the sources of stress are outlined and participants are taught some basic coping strategies. Participants are then given the opportunity to be guided through a progressive muscle relaxation exercise.

Section 7 pertains to increasing or maintaining self-esteem. Participants learn what self-esteem is, and how it affects daily life. The participants are then provided with tools to increase their self-esteem. These include: examining the evidence, making behavioural changes, and developing a list of positive attributes. Section 8 provides participants with general coping strategies for maintaining their health and activity levels, while avoiding potentially harmful ways of coping. In section 9 participants explore possible setbacks they may experience in their job searches; as well they develop a plan to overcome setbacks. Section 10 provides the participants with information about community resources, and asks them to brainstorm their own personal resources.

The final section summarizes the workshop. During this section participants are asked to complete the coping survey a second time. They are also asked fill out the satisfaction survey. The facilitator thanks the participants for attending the workshop, and encourages them to keep in contact with their employment counsellor.

Every section of the workshop has a corresponding handout in the Participant manual (see Appendix C). The handouts contain a summary of the important information about each section. Additionally, there is space for participants to record their responses to group discussions, and individual exercise.

Confidentiality/Informed Consent

Before the participants attend the workshop, they will be required to sign informed consent and confidentiality forms that are provided by the agency delivering the workshop. This could be accomplished in a one-on-one appointment with the participant’s employment counsellor. The employment counsellor should ensure that the participant understands all the elements of the informed consent and confidentiality forms. At the beginning of the workshop, the facilitator will remind participants of their obligation not to disclose any personal information about other participants.

Evaluations

Two evaluations are used during the workshop (see Appendix D). The first is a coping survey that is administered at the beginning and end of the workshop. The survey is comprised of four questions related to how well the individual perceives he or she is able to cope. Ideally there will be a change in the participants’ level of coping from the beginning to the end of the workshop. The second evaluation is a satisfaction survey. The survey will be administered at the end of the workshop. Participants will be asked to rate the effectiveness of the workshop and the workshop facilitator. They will also be asked to provide one element they disliked and one element they liked about the workshop. The data obtained from these surveys will be used to change, and improve the workshop for future use.
Chapter IV: Discussion

The current project set out to develop a method of addressing mental health issues experienced by unemployed individuals. As outlined in the literature review, some researchers believe that the employment field is not adequately addressing issues surrounding mental health, and psychological distress of individuals who have lost employment (Guindon & Smith, 2002; Harris, et al., 2002). It was thought that a workshop format administered in an employment agency would be the most effective way of filling this empirical gap. The workshop format maximizes the number of individuals that could benefit from learning coping strategies to maintain mental health, without taking up the limited time that employment counsellors have to spend with individual clients.

Final Outcomes

The final products of the current project were: a brochure, a facilitator manual, and a participant manual. These products present information on anxiety, depression, anger, stress, and coping strategies that can be used to overcome emotional distress associated with job loss. Other topics covered included: the interaction between thoughts, behaviours and actions, self-esteem, overcoming setbacks, and identifying community and personal resources. In addition to these three products, a coping strategies survey, and a satisfaction survey were developed to assess the effectiveness of the workshop material. The format and time frame of the workshop were based on workshops that were held in a community employment agency. Feedback was also sought from the agency about the relevance of such a project to the client population it served. Key members of the agency responded affirmatively, and felt it would be an excellent resource to add to the repertoire of services already provided. The agency staff also provided feedback on the workshop content and associated materials. Their comments were integrated into the final product.

Ethical Considerations

Since no actual participants were involved in the current project, there was no need to obtain ethics approval. Ethical issues, however, were discussed in terms of the future delivery of the workshop. The facilitator’s manual directs the facilitators to ensure that informed consent is obtained by the participant’s employment counsellor, and participants are required to sign a confidentiality agreement. It was also suggested that participants be linked to an employment counsellor for follow-up purposes.

Limitations

Although this project has the potential to fill a gap in the services delivered to unemployed individuals, it does have limitations. The most obvious limitation is that the workshop could not be delivered within the time frame of the project. Because of this, the hypothesis could not be formally tested, and thus the effectiveness of the workshop could not be determined. Additionally, the format and timing of the workshop is based on an estimate of what could work. These limitations may be addressed through a pilot project. In this project the workshop would be delivered to a group of clients accessing services at an employment agency. Two evaluators, who would observe and provide feedback on the materials, and length of the workshop, could also attend the workshop. Feedback would be obtained from the client participants through the use of the evaluation tools provided in the workshop package. Changes to the workshop would then be made according to the
feedback provided by the evaluators and the client participants. Once the pilot project had been completed, a study could be conducted to formally test the hypothesis of the current project.

**Multi-Level Challenges to Service Implementation**

There are several possible challenges to implementing this workshop at the client level. Clients of employment agencies may not feel that it is important to address issues of mental health, and therefore not want to participate in a workshop of this nature. The design elements of each component of the project endeavoured to address this possibility. The idea was to market the workshop as an enjoyable, yet informative workshop to attend. This challenge could also be resolved by promoting the workshop as an opportunity that will assist clients in coping with the difficulties they will face while looking for work.

A second challenge at the client level might be that unemployed individuals may be hesitant to participate in the workshop because of the stigma surrounding mental health issues. For example, an individual may not want to appear “weak” or “crazy” for attending such a workshop. This issue was addressed during the development of the workshop by creating a title that did not use key phrases such as: “mental health” or “psychological well-being”. This challenge could also be overcome by enlisting the help of employment counsellors to normalize mental health issues. This could be accomplished by providing prospective participants with information about the negative effects of unemployment.

The reading and language comprehension levels of prospective participants could also present a third challenge at the client level since the workshop relies heavily on reading and comprehension skills. This is a difficulty that is relevant, not only to those who have a low reading level, but also to recent immigrants who may not be fluent in English and who are at high risk for unemployment. This challenge was partially addressed by using common language throughout the workshop. In the future the workshop could be adapted so that it would not rely so heavily on a reading component, by using a primarily verbal delivery format.

A challenge at the organization level could be due to the nature of the workshop and the training required to be considered an appropriate facilitator, it may be difficult to find individuals adequately qualified to deliver the workshop. Specialized staff may need to be hired to facilitate the workshop, and this will result in additional agency costs. There will also be issues surrounding adequate agency resources. Consistent with this issue of resources, although running a workshop of this nature would cost less than providing coping strategies training on an individual client basis, delivering this type of workshop requires an agency commitment of monetary resources, and space. Because the primary focus of employment agencies is to help unemployed individuals find work, mental health issues may not been seen as important to address within the services delivered. This challenge could potentially be resolved by creating a short information session for agency managers that delineates the potential positive outcomes of holding such a workshop. It would be especially pertinent to provide an overview of how the workshop could accomplish the primary mandate of employment agencies, which is to assist individuals in finding work.

**Future Research**

The current project has formed a good base for further research to be conducted. For example, the evaluation methods provided in the participant manual could be used to determine the efficacy of the workshop to increase participants’ coping strategies. Additionally, if the workshop was found to be effective in increasing coping strategies, then it could be used in a future study to assess the hypothesis that increased coping abilities would help unemployed individuals engage more
fully in job search activities. Future research could set out to answer the question of whether or not mental health levels have an effect on the probability of reemployment. As outlined in the literature review this is an area of controversy in the employment research. A meta-analysis could clarify this issue by systemically analyzing existing research studies on this topic.

**Concluding Statements**

In summary, the current project is a valuable contribution to the field of employment services. As has been outlined, empirical research has identified the need to address mental health issues in unemployed individuals, as well as the practical and clinical utility of doing so (Guindon & Smith, 2002; Harris, et al., 2002). This workshop and its accompanying products provide a method of achieving this that not only is evidenced based, but cost effective as well.
References


Appendix A: Resource Centre Brochure
When should you get professional help?

- You are having suicidal thoughts or intentions
- You have been depressed for at least four weeks, and have not felt any improvement despite your best efforts
- You are feeling overwhelmed, discouraged, and cannot function effectively
- Your anxiety is interfering with your everyday life
- You have aggressive outbursts that you cannot control
- You are abusing drugs or alcohol

Community Resources

KEYS Employment Services
182 Sydenham St.
Kingston K7K 3M2
(613)-546-5559
www.keys.ca

K3C Community Counselling Centres
Unison Place
417 Bagot St.
Kingston K7K 3C1
(613)-549-7850
www.k3c.org

Home Base Non-Profit Housing Inc
Housing Help Centre
428A Barrie St.
Kingston K7K 3T9
(613)-531-3779
www.kingstonhomebase.ca

Partners in Mission Food Bank
140 Hickson Ave.
Kingston K7K 2N6
(613)-544-4534

Frontenac Community Mental Health Services
Crisis Service (613)-544-4229 (24hrs)

Telephone Aid Line Kingston (TALK)
(613)-544-1771

List Your Personal Resources

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

Unemployed?

Are You Feeling…

Stressed out?

Depressed?

Anxious?

Angry?

Wondering what you can do to help yourself feel better?

Take a look inside…
Effects of Unemployment

Unemployment is a life-changing event that not only creates financial strain, but emotional strain as well.

It is normal for people who have lost their jobs to feel stressed out, depressed, anxious, and even angry.

What Can You Do To Help?

Although employment is difficult to have to cope with, there are things you can do that will make the experience less painful.

Change Your Thinking

You can change the way you feel about things by changing the way you think about things. For example:

- "I am a failure because I lost my job."  
  Versus
  "Even though I lost my job I still have lots of things I am good at."

- "No one will ever hire me."
  Versus
  "Someone will give me a job, it just might take some time."

Steps to Change Your Thoughts:

1. Choose a negative thought you have.
2. What is some evidence that makes this thought true?
3. What are the problems with your evidence?
4. Take time to look at how your thoughts affect the way you feel and act.
5. What is the benefit of thinking that way? What is the disadvantage?
6. Think of a positive thought to replace the negative one.

Remember that it takes time and practice to change the way you think.

Relaxation

It is important to take time to relax. This could be done by going for a walk, quietly sitting by yourself or by using structured relaxation techniques.

Breathing

When you are stressed out or anxious chances are you are not breathing right.

Place one hand on your chest and one on your stomach. As you breathe you should feel your stomach rise and fall, not your chest. Take a few moments each day to check your breathing to make sure you are doing it right.

Be Active

Make a schedule of activities each day. Schedule things like doctor’s appointments, job search activities, and other things you need to do in a day.

Be sure to plan some fun activities as well. Just because you are unemployed does not mean that you have to stop having fun. There are many things you can do that do not cost any money.

You could: play sports with friends, go to the park with your kids, listen to music, play games, volunteer…and the list can go on and on.

Take Care of Yourself

- Make sure you get enough sleep
- Prepare and eat nutritious meals
- Exercise everyday, even if it is just going for a walk
- Do something you enjoy each day
- Ask for help if you need it
- Be kind to yourself

REMEMBER
YOU ARE NOT ALONE
Taking Care of Yourself

A Coping Strategies Workshop

Developed By: Alison Stoneman
✔ Workshop Considerations

Selection of Workshop Facilitator

✔ The workshop facilitator should have either a diploma or a B.A. in behavioural sciences or in psychology, and be trained in delivering cognitive behavioural therapy

Selection of Workshop Participants

✔ The workshop is intended for individuals who are unemployed
✔ Potential participants should show a willingness to learn about new coping strategies
✔ Ideally, participants should be connected to an employment counsellor
✔ Individuals taking the workshop should do on a voluntary basis

Confidentiality and Informed Consent

✔ All participants should read and sign an informed consent form, as this workshop uses therapeutic techniques
✔ Participants should also sign a confidentiality form that explains the limits of confidentiality and outlines their responsibility to not share personal information that is discussed throughout the workshop.

Workshop Materials

✔ Participant handouts, and pens
✔ Chalkboard or whiteboard or poster paper
Day 1

1. Introduction

2. Thought, Behaviours, and Moods

3. Managing Anxiety

4. Managing Depression
Section 1: Introduction

1. Introduction of Facilitator and Administrative Issues

- Length of workshop (2 days, 4 hours each day)
- Location of bathrooms
- Breaks (2-10 minute breaks or 1-20 minute break)
- Facilitator Introduction

2. Brief Overview of Workshop

- This purpose of this workshop is to help you learn how to cope with the emotional difficulties of being unemployed
- The topics that will be covered are: managing anxiety, depression, anger and stress, improving or maintaining your self-esteem, general coping, and overcoming setbacks
- Some of you may be thinking that you do not have depression, or anxiety or you may not be angry
- This is okay because most of the strategies that will be covered can be used for many situations or problems
- Throughout the workshop you will be asked to look at your thoughts and actions in ways that you may have never done before. At times you may begin to feel strong emotions related to what you are being asked to do. You are encouraged to take part in all the exercises to gain the full benefit of the workshop. However, if you feel that there is something you do not want to participate in, you do not have to.
- When you leave the workshop it is okay to discuss the skills and self-learning aspects of the workshop, but you should not discuss information that is shared by others in the group.

3. Ice Breaker and Introductions

- Use the following ice breaker or one of your own
- Put the participants into pairs
- Each person needs to find out something interesting about their partner
- Have the participants introduce their partner by saying the persons name and one interesting fact

Approximate Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of workshop</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Location of bathrooms</td>
<td></td>
</tr>
<tr>
<td>Breaks (2-10 minute breaks or 1-20 minute</td>
<td></td>
</tr>
<tr>
<td>Facilitator Introduction</td>
<td></td>
</tr>
<tr>
<td>Brief Overview of Workshop</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Ice Breaker and Introductions</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
4. The Unemployment Experience

Group Discussion

Ask:

a. What was it like to lose your job?

b. What are some of the feelings you have had?

c. What is it like looking for work?

d. What are some feelings you have had while looking for work?

Write down the participant answers on a board/presentation paper.

5. Facts about Unemployment

- Unemployed individuals can have lower levels of mental health and life satisfaction (McKee-Ryan, et al., 2005).

- Unemployed individuals can be more anxious, depressed and have lower self-esteem (Kokko & Pulkkinen, 1998).

- Unemployed individuals may experience emotional pain, and feelings of isolation, rejection, and shame (Guindon & Smith, 2002).

- Those who experience lower levels of mental health are less active in their job search (Taris, 2002).

- Conducting an active job search can make all of these things worse. This is because of the stress and rejection related to job search activities (Wanberg, 1997).

- Things that can help make the experience easier include: positive self-view, high self-esteem, social support, structured use of time, and financial resources (McKee-Ryan, et al., 2005), sense of mastery and control (Vinokur & Schul, 2002).

- The unemployment experience has been compared to being on a roller coaster.
- Just like the ups and downs of a roller coaster, being unemployed has its moments of highs and lows.

  a. Negative reaction to job loss: feelings of shock, anger, and fear (down)
  b. Thoughts about job loss: thoughts of anxiety, and worry (down)
  c. Acceptance: determined to be on top of things (up)
  d. Thoughts about job search: thoughts of hope, and optimism (up)
  e. Reaction to stress related to job search: feelings of pressure, fear, disappointment, and desperation (down)
  f. Indifference: protecting yourself from job search related stress (down)
  g. Turning rejection inside: feelings of worthlessness, loneliness, and isolation (down)
  h. Regaining control: feelings of hope, and commitment (up)

- These ups and downs will often repeat during a period of unemployment.
- If there is time ask: Can anyone relate to this roller coaster?

7. **Overall Purpose of Workshop**

a. **Educate**
   The workshop will provide you with information about stress, anxiety, depression, anger, and self-esteem, and how these things are related to the unemployment experience. Distribute the What You Should Know handout.

b. **Provide Coping Strategies**
   The workshop will teach coping strategies for maintaining mental health during unemployment. There will also be opportunity to practice these coping strategies.

c. **Identify Your Resources**
   Everyone has resources they can turn to during unemployment, whether they are personal resources or community resources. Part of the workshop is devoted to identifying these resources, and how to access them.

d. **Help You Regain/Maintain Control**
   The main purpose of this workshop is to provide participants with tools that will assist them in maintaining their mental health while unemployed.
8. Handouts and Coping Survey

- Distribute workshop handout package
- Explain that the handouts will be used throughout the workshop
- The first handout is a brief overview of the emotions that will be covered in the workshop
- It is important to bring the package to the session tomorrow. You can leave your package here if you do not think you will remember.
- Explain that the participants will be filling out the survey now and then again at the end of the next day
- The survey will help us to see if the workshop is helpful
- It is completely anonymous, so you can answer as accurately as possible
- Assign each person a number to write at the top of the page. Ask the participants to write down their number so they will be able to remember it for the next day.

Approximate Timeline

10 minutes
Section 2: Behaviours, Thoughts, and Moods

• As we have already discussed, when we have a life changing experience, such as losing a job, we can experience a wide variety of difficult emotions
• When these emotions start to weigh us down we may reach a point where we need to address them
• There are two types of strategies that can be used to overcome such things as depression, anxiety, poor self-esteem, stress, and anger
• These two strategies are: changing our behaviours and changing our thoughts

1. Behaviours

• Our actions can have an influence on our mood
• Example: When we are inactive we are more prone to feelings of depression. If we increase our activity level, our mood will naturally get better

2. Thoughts

• Before we begin our discussion on thoughts, it is important to realize that we talk to ourselves all the time even though we may not be aware of it. This is normal. Everyone does it whether they realize it or not.
• How we think affects how we feel (Burns, 2006)
• The way we think can define the mood we experience in a given situation. Once a mood occurs, the thoughts accompanying it generally support, and serve to strengthen what we are feeling (Greenberger, & Padesky, 1995)
• We can change our moods by changing our thoughts (McKay, Davis, & Fanning, 1997)

Example:
1. Kim is stuck in a traffic jam and is going to be late for work. She begins to think, “Oh no! If I am late for work my boss will fire me.” Kim starts to worry more and more. Kim begins to panic.

2. John gets stuck in traffic and is going to be late for work. He thinks, “I am going to be late for work. I wish these idiots would learn how to drive.” John becomes increasingly angry and tense. He leans on his horn and swears under his breath.

3. Joan also gets stuck in traffic. She thinks, “I going to be late for work. I better call my boss to let him know”. Joan calls her boss, who understands the situation. Relieved Joan sits back and listens to some music.

Approximate Timeline

4 minutes

2 minutes

10 minutes
• Each of these people had a thought (“I am going to be late for work.”). This thought led to a feeling that in turn led to a behaviour.

<table>
<thead>
<tr>
<th></th>
<th>Belief</th>
<th>Action</th>
<th>Feeling</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim</td>
<td>Believed thought</td>
<td>More anxious</td>
<td>Increased anxiety</td>
<td>Problems breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John</td>
<td>Believed thought</td>
<td>Angry</td>
<td>Increased anger</td>
<td>Blowing horn and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thoughts</td>
<td></td>
<td>swearing</td>
</tr>
<tr>
<td>Joan</td>
<td>Considered thought</td>
<td>Called boss</td>
<td>Sense of relief</td>
<td>Relaxed and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>listened to music</td>
</tr>
</tbody>
</table>

• They had what is called an automatic thought
• Automatic thoughts are:
  1. Short phrases
  2. Almost always believed
  3. Spontaneous—they just pop into your head
  4. Often based on the same theme
  5. Hard to change because they go unnoticed
(McKay, Davis, & Fanning, 1997)

**Group Discussion**

Ask:
• Does anyone remember his or her first thought after hearing the news that you had lost your job?
3. Thinking Errors

- The first step to changing our thoughts is learning how to recognize the thoughts that can be destructive (Greenberg, & Padesky, 1995)
- To start recognizing destructive thoughts, it will be helpful to learn about thinking errors.

1. Mind Reading: You believe that you know what someone is thinking, but do not have enough evidence to support that belief. Example: “My family thinks that I am a loser because I don’t have a job”

2. Fortune Telling: You predict the future. Example: “I know I won’t get this job”

3. Catastrophizing: You believe that the worst has happened or will happen, and that you will not be able to handle any of it. Example: “It will be more than I can bear, if I fail”

4. Discounting Positives: You minimize your accomplishments. Example: “I only got an A in the course because the teacher liked me”

5. Negative Filter: Your focus is mainly on the negative, and you rarely ever see the positive. Example: “Nothing ever goes right for me”

6. “Shoulds”: You think in terms of how things should be, and not on how things are. Example: “I should have a job, and if I don’t I am a failure”

7. Unfair Comparisons: You maintain standards that are unrealistic by focusing on others who appear more successful, and then you judge yourself as mediocre in comparison. Example: “Everyone else in my life is more successful than me”

8. Overgeneralization: You view everything in your life as negative based on a single event. Example: “I lost my job, so I’m never going to succeed at anything”

9. Black and White Thinking: You view things as all or nothing. “No one is ever going to hire me”

10. Blaming: You refuse to take responsibility for your actions, and focus on other people as the source of your problems. Example: “I lost my job because my boss is a jerk”

(Adapted from Leahy, 2003)
Group Discussion

- Direct participants to the Common Thinking Errors handout
- Have the workshop participants think of examples of thinking errors
- Now that you have identified some thinking errors, how can you turn these negative thoughts into more positive ones? The positive response should be realistic.

<table>
<thead>
<tr>
<th>Negative Thought</th>
<th>Thinking Error</th>
<th>Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“No one is ever going to hire me.”</td>
<td>Black and white thinking</td>
<td>“Even though I didn’t get this job, there are others ones out there.”</td>
</tr>
<tr>
<td>“My friend yelled at me, she must hate me”</td>
<td>Mind reading</td>
<td>“My friend yelled at me. I think she might be having a bad day.”</td>
</tr>
</tbody>
</table>

Approximate Timeline

10 minutes
• In the next few sections we are going to talk about managing specific emotions, including: anxiety/worry, depression, anger, and stress

Section 3: Managing Anxiety/Worry

• Everyone experiences anxiety
• When we are anxious, we tell ourselves that we are in danger
• While healthy fear can save us from an immediate threat, unhealthy anxiety serves no useful purpose because it is not connected to any real danger
  (Burns, 2006)

1. Healthy vs. Unhealthy Worry

• Not all worry is negative
• Unhealthy worry focuses on catastrophic thinking, and ‘what if’ scenarios
• Healthy worry leads to effective problem solving

Example 1: Tom just received a phone call for an interview tomorrow. He meets all the qualifications for the position he is being interviewed for. Although Tom is perfect for the job, he feels like he is going to bomb the interview. All Tom can think about is not being able to answer the interviewers questions. He keeps asking himself: What if I draw a blank? What if the interviewer doesn’t like me? What if I don’t get this job? I might never get a job then.

Example 2: Tara found out that she is going to have an interview for a job next week. She is excited, but is also very nervous because this will be her first interview in years. Tara starts thinking about all the things that could go wrong. She decides that if she prepares for the interview, she will be able to get through it just fine. Tara spends some time researching the company she has applied to, and practices her interviewing skills with her friend.

  (Davis, Robbins Eshelman, & McKay, 2000)

Group Discussion

Ask:
• What is the difference between the 2 scenarios?
• What is an example of unhealthy worry in your life?
• What is an example of healthy worry in your life?
2. Worry Time

- Direct participants to the Worry Time handout
- Plan a time and a place to worry. Worries that come during the day should be put aside until the time you have set aside to worry.
- This will help you to understand: you can control your worry, worry is about things that eventually will end, and worries can be decreased, but to some extent they will always be there.

3. Deep Breathing

- One tool we can use to help manage our anxiety is deep breathing
- Deep breathing is helpful for panic attacks, fatigue, headaches, hyperventilation, muscle tension, and anxiety
- Shallow breathing or breathing from your chest can increase anxiety and emotional stress, as well as decrease your ability to cope
- Deep breathing or breathing from your stomach allows you to think more clearly, and thus helps you to use other coping strategies more effectively
  (Gramling, & Auerbach, 1998)

**Instructions for Deep Breathing (Adapted from Davis, et al., 2000)**

- We are now going to take a moment to practice deep breathing
- Throughout the exercise I am going to ask you to close your eyes, notice areas of tension in your body, and take deep breathes

1. Sit comfortably in your chair and close your eyes.
2. Scan your body for areas that feel tense. Example: clenched jaw, tightness in the shoulders. Be aware of how the tension feels
3. Place one hand on your stomach and one hand on your chest.
4. Breathe in slowly and deeply through you nose into your stomach to push your hand up to a point that is still comfortable. Your chest should only move slightly, along with your stomach.
5. Now smile slightly and breathe in through your nose and breathe out through your mouth, making a quiet whooshing noise. At this point, your mouth, tongue, and jaw should be relaxed.
6. Take long, deep breaths that raise and lower your stomach. Focus on becoming more and more relaxed. Allow group to continue deep breathing for 3-5 minutes.
7. Scan your body again for any tense areas. Notice any differences in the way your body feels compared to when you started
8. When you are ready open your eyes
4. The **ABC** Technique (Adapted from Leahy, 2003)

- This exercise will help you to see the connection between the things that happen, what you think of these things, and what the consequences of your thoughts are.
- Once you are able to make this connection you will be able to see how changing your thoughts will lead to different outcomes.

**Antecedent:** Event that happens before your thought or belief  
**Belief:** Automatic thought that results from the antecedent  
**Consequence:** What you are feeling, and how you are acting as a result of the belief

Example:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>An old friend is back in town and wants to go out for lunch.</td>
<td>Your friend is very successful and you worry that you will have nothing to say to him.</td>
<td>You feel anxious about going out for lunch.</td>
<td>You called to cancel, saying that you are not feeling well.</td>
</tr>
<tr>
<td>An old friend is back in town and wants to go out for lunch.</td>
<td>You are excited to talk about the “old days” with your friend.</td>
<td>You are excited about the lunch date.</td>
<td>You start looking through old picture albums of friends</td>
</tr>
</tbody>
</table>

**Group Discussion**

Ask:

- Does anyone have an experience they would like to share?
- Bring the group through the steps of the **ABC** technique:
  1. List the situation.
  2. Ask the person what they were thinking.
  3. Ask what they were feeling.
  4. Ask what they did.
- Point out the connection between how the person was thinking, how they were feeling, and how they ended up acting.
Summary:

- Pay attention to how you talk to yourself. Be sure that what you are saying is constructive and realistic.
- Set aside a ‘worry time’
- Take time throughout your day or before an interview to notice your breathing. Use deep breathing to help decrease your anxiety and tension levels.
- Use the ABC technique to see the connections between the things that happen, what you think of these things and what the consequences are.

Approximate Timeline

5 minutes
Section 4: Managing Depression

1. The Difference Between Sadness and Depression
   - There is a difference between sadness and depression
   - Sadness is an emotion that is based on a realistic perception of loss or disappointment
   - Depression is an illness that results from distorted thinking or chemical changes in the body
   - Both sadness and depression can develop after loss (Burns, 1999)

2. Symptoms of Depression
   - Depressed mood
   - Suicidal thoughts, intentions or plans
   - Feelings of guilt and worthlessness
   - Loss of interest and pleasure
   - Too much or too little sleep
   - Weight loss or gain
   - Tired, loss of energy
   - Inability to concentrate or make decisions (Leahy & Holland, 2000)

3. Getting Help
   - If your symptoms are serious and are not going away on their own, you need to seek professional help
   - This is especially true if you are having suicidal thoughts, intentions or plans
   - Options for seeking help could include: speaking with your family doctor, your employment counsellor, or calling a local crisis line

Approximate Timeline

- 5 minutes
- 2 minutes
- 4 minutes
4. Changing Negative Thinking by Changing Behaviour  
(Adapted from Leahy, 2003)

- Another way we can change our thinking is by changing our behaviours

<table>
<thead>
<tr>
<th>Negative Thought</th>
<th>What behaviour supports this thought?</th>
<th>What can I change in my behaviour that will change my thoughts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I will never find a job.”</td>
<td>-Sitting on the couch all day</td>
<td>-Participate in job search activities</td>
</tr>
</tbody>
</table>

Independent Activity

- Give participants time write down some examples of thoughts and related behaviours
- Does anyone have an example they would like to share with the group

Summary:

- There is a difference between sadness and depression
- If your symptoms are overwhelming and you have suicidal thoughts, you should get help
- It is possible to change our thoughts by changing our actions
- It is possible to use the skills you learned in the Anxiety and Worry section to challenge your negative thoughts that are related to depression

Approximate Timeline

15 minutes

5 minutes
Day 2

5. Managing Anger
6. Managing Stress
7. Improving/Maintaining Self-esteem
8. General Coping
9. Setbacks
10. Resources
11. Conclusion
Section 5: Managing Anger

1. Signs of Anger

- When trying to overcome emotions, it is helpful to be able to recognize when you are feeling those emotions.
- The behavioural signs of anger can be obvious. They can include things like making a fist, kicking something, or punching a wall.
- The physical signs of anger, however, may not be so obvious. These signs may include: sweating, tight muscles, red face, fast breathing or clenched jaw. (Gottlieb, 1999)

2. What Else Do You Need to Know About Anger?

- It is not an automatic emotion, your interpretation of an event leads to anger.
- Anger typically results from blaming others or thinking others have broken the rules of acceptable behaviour. (Davis, et al., 2000)
- We are responsible for our anger and we can make a choice about it.
- It is a difficult emotion to overcome because there is a sense of injustice involved.
- Overcoming anger takes will power, but it will be worth it to you and those around you. (Burns, 1999)

3. What not to do?

- Do not keep your anger inside - there are appropriate ways of expressing anger.
- Do not respond aggressively.
- Do not displace your anger - directing your anger at someone or something that has nothing to do with why you are angry (eg. taking your anger out on a cashier at a store). (Gottlieb, 1999)
4. Timeout

- Take yourself out of the situation for a period of time. By doing this you interrupt your anger cycle, thus giving you the chance to “cool down” and look at some solutions.
- You can take a timeout from your anger in two ways. You can physically remove yourself from the situation. If this is not possible you can mentally take a timeout by thinking of something else.
- Once you regain control of your feelings you will be able to more easily find solutions (Gottlieb, 1999)

Group Discussion

Ask:
- Has anyone used this kind of skill?
- Can anyone give an example?
- Direct participants to the Timeout handout

5. Cost-Benefit Analysis (Adapted from Burns, 1999)

- Looking at the advantages and disadvantages of your anger can help you to determine if your anger is really worth it.

Angry Thought:

<table>
<thead>
<tr>
<th>Advantages of Anger</th>
<th>Disadvantages of Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Allow participants a few minutes to write down an angry thought, and its advantages and disadvantages

Ask yourself:

- What happens when I get angry?
- Does my anger serve any useful purpose?
- Do I benefit from my anger?
- Do others benefit from my anger?
6. Coping Thoughts

• When we are angry we usually feel that someone has broken a rule of acceptable behaviour or we hold someone else responsible for making us angry.
• There are some thoughts that you can keep in mind when you experience angry feelings:
  • “I may not like what someone is doing, but they are trying the best they can”
  • “Everyone has the right to say no”
  • “Our needs are equally important”
  • “I have a different idea of what is right than someone else”
  (Davis, et al., 2000)

Group Discussion

Ask:

• Can you think of any other coping thoughts?

7. Summary:

• Anger is within our control
• Do not keep anger inside, respond aggressively, or take it out on someone else
• Take a ‘time out’ from the situation if you are too angry
• Look at the advantages and disadvantages of your anger
• Developing coping statements that you can use when you feel angry
Section 6: Managing Stress

1. Sources of Stress

- Stress is any change that you must cope with
- Change can be negative (job loss) or positive (getting married)
- Sources of stress
  1. Environmental (noise, traffic)
  2. Social (deadlines, arguments)
  3. Physiological (illness, aging)
  4. Thoughts (interpretation of change)

(Davis, Robbins Eshelman, & McKay, 2000)

2. Key to Adaptive Coping

- To cope effectively with life’s stresses you need to be able to tell the difference between things you can control and things you cannot control

(Gramling, & Auberbach, 1998)

Ask yourself:

- What in my life is not in my control?
- What is in my control?
- These are important questions to ask on a continual basis

3. Progressive Muscle Relaxation

- Another technique for managing stress is progressive muscle relaxation
- Progressive muscle relaxation induces relaxation in the muscles
- When a muscle becomes fatigued from tensing it, it will be more relaxed than before you tensed it
- Progressive muscle relaxation also increases your awareness of the difference between a tense muscle and a relaxed muscle

(Gramling, & Auerbach, 1998)

Inform the group:

- You are going to learn how to do progressive muscle relaxation
- During the relaxation session you will be asked to tense and relax muscle groups
- You will also be asked to close your eyes
- If you have any physical concerns about this exercise you can alter the movements so as not to aggravate any injuries
- You should not participate in this exercise if you are pregnant
Instructions (Adapted from Leahy & Holland, 2000)

(Facilitator: As you go through the exercise use a soft, calm voice and speak slowly.)

1. Find a comfortable position and close your eyes.

2. Take a couple of deep breathes. In through your nose and out from your mouth. In through your nose and out through your mouth.

3. Place one hand on your chest and one hand on your stomach. Continue breathing deeply. You should be feeling your stomach move up and down. Your chest should barely move.

4. Focus on your breathing. Breath in the good air and out the bad air.

5. Tighten your fists (count for 10 seconds) and release. Feel the tension flow out of your fingers.

6. Continue breathing deeply. Tense your arms beside your body (count for 10 seconds) and release. Feel the difference as you tense and relax your muscles.

7. Push your eyebrows together (count for 10 seconds). Feel the tension grow and release.

8. Continue taking slow, deep breathes.

9. Squint with your eyes still closed. Feel the tension around your eyes growing (count for 10 seconds). Release.

10. Press your lips together without clenching your jaw (count for 10 seconds) and release. Notice the difference between your tensed and relaxed muscles. Notice how you are becoming more and more relaxed as you keep breathing.

11. Push your head back and hold it there, stretching out the muscles in the back of your neck (count to 10) and bring your head back into a normal position.

12. Pick up your shoulders towards your ears and hold them there. Feel the tension in your shoulders build (count to 10). Let your shoulders fall. Notice the leave as you become more relaxed.

13. Push you stomach back towards your spine and hold that position (count to 10). Release the tension in your stomach. You are becoming more relaxed as the tension flows out of your body. Continue breathing deeply.

14. Tense the muscles in your upper and lower legs. Keep holding in the tension (count for 10 seconds). Relax your leg muscles. Notice the tension flowing from your body. Continue breathing deeply. Notice how the muscles in your body are loose and relaxed, from the top of your head, to your shoulders, to your arms, to your stomach and to your legs and feet.

15. Open your eyes and shake out your body to relieve any leftover tension.

Approximate Timeline

25 minutes
Group Discussion

Ask:

- How did that feel?
- Did you notice any part of your body as particularly tense?
- This is good to know, as it could be an area where you hold your tension. This knowledge can help you to relax that muscle

5. Summary:

- Stress is any change in the environment
- It can be negative, as well as positive
- The key to coping is to tell the difference between the things that are in our control and the things out of our control
- Progressive muscle relaxation can be an effective way to manage stress

Approximate Timeline

10 minutes

5 minutes
Section 7: Improving/Maintaining Self-Esteem

1. What is Self-Esteem?
   - Self-Esteem is what we think of ourselves
   - When we have low self-esteem we:
     - feel worthless, flawed and incompetent
     - do not see your strengths and exaggerate your weaknesses
     - view your accomplishments as trivial
     - do not set or achieve goals
       (McKay, Davis & Fanning, 1997)

2. Look at the Evidence (Adapted from Leahy, 2003)
   - Sometimes what we think of ourselves is based on exaggerated or untrue information
   - It can be helpful to look at the negative thoughts we have about ourselves to find out if there is any proof to support what we are thinking

Automatic Thought: “I can’t do anything right.”

<table>
<thead>
<tr>
<th>Evidence that Supports the Thought</th>
<th>Evidence that Challenges the Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I have made mistakes</td>
<td>- I have a good family</td>
</tr>
<tr>
<td>- I lost my job</td>
<td>- I finished my education</td>
</tr>
<tr>
<td>- I am so deep in debt I will never get out</td>
<td>- I am good at playing sports</td>
</tr>
</tbody>
</table>

What can you conclude? Even though I have made some mistakes, I have done a lot of things right in my life.

Independent Activity:
   - Direct participants to page 6
   - Allow the group time to think of one automatic thought and the evidence that supports or contradicts that thought
• What happens when your evidence supports the negative thought you are having?
• You can do something that makes the thought untrue.
• Example:

<table>
<thead>
<tr>
<th>Thought</th>
<th>Evidence</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I always fall apart in interviews”</td>
<td>During interviews in the past I have had shaking hands, I have stuttered and I have not been able to answer the questions being asked. In one interview I broke down and cried.</td>
<td>I can get an interview coach and practice my interviewing skills.</td>
</tr>
</tbody>
</table>

• By changing something in the way you behave, you can change your thoughts about yourself.

3. Personal Strengths

• Now that we have taken the time to look at some of our negative self-views, we need to look at some of our strengths

Group Discussion

• Have each participant write down three personal strengths
• For one of those strengths ask the participants to outline ways they can use that strength to either cope with their current situation or find employment

Ask:

• Can everyone share their strength and how it can be used in your job search?

4. Summary

• Self-esteem in what we think about ourselves
• Low self-esteem can make us feel like we are bad at everything
• We can lift our self-esteem by examining the evidence. If this does not work we can change our behaviour
• Everyone has at least one strength that can be helpful
Section 8: General Coping

1. Be Active

- One effective way to improve our coping is to increase the number of pleasurable activities you do each day.
- When you increase the number of pleasurable activities you do, you allow yourself to experience more rewards in your life. These rewards help to lift your mood and decrease the time you spend thinking about all the things that go wrong in your life. (Leahy, & Holland, 2000)
- This is important to remember as sometimes when we are stressed we stop doing those positive activities because we do not think we deserve to do them or we do not have the energy
- It is precisely at these times that we need to participate in positive activities
- By effectively managing our time, we can also relieve stress

Steps:
1. Look at what you do in a normal day
2. Create a list of activities that you would like to do, as well as the things you are required to do each day. These activities can relate to the following categories:
   a. Family/friends
   b. Intimate relationships
   c. Hobbies/recreation
   d. Volunteer work
   e. Physical/health
   f. Spirituality
3. Make a daily schedule that includes both things you have to do, as well as activities from your list.
4. Follow through on doing these activities. (Lejuez, Hopko, & Hopko, 2001)

Independent Activity:

- Direct participants to page 7
- Give participants time to write down some things they could do in each category
- Allow participants to share some ideas with the group
2. Things to Limit or Avoid

Group Discussion
- What are some things that you think you should limit or avoid?
- Point out the things on the following list that the group does not discuss

- Excessive drinking and drug use
- A common mistake is to use these substances to cope
- At first they may seem to work, but in the long run they create more problems than they solve. (eg. Alcohol is a depressant)
- Disrupted sleep cycle (eg. up late, sleep in till noon)
- Sleeping at irregular hours can make your job search difficult and it can be a strain on those you live with

3. Things to Focus On: Self-Care

Exercise
- Physical activity can be a natural outlet to relieve stress and return the body to a normal balance
- A balanced exercise program should include a combination of stretching, toning, and aerobic exercise
- Consult your doctor if you have concerns about starting an exercise program (Davis, et al., 2000)

Nutrition
- A healthy body responds better to stress
- Healthy eating can help prevent high blood pressure, heart disease, indigestion, diabetes, as well as having other health benefits (Davis, et al., 2000)
- This website also provides tips about staying active

Sleep
- Get enough sleep and keep a regular sleep routine
4. Goal Setting

- One final thing that may help us cope with a stressful life situation is to set goals for things we would like to accomplish.

- Goal setting:
  - Allows us to chart our progress, and how things are going in our life.
  - Helps us to feel productive.
  - Can help increase our self-esteem as we achieve them.

- Goals should be:
  - Achievable.
  - Positive.
  - Specific and measurable.
  - Consistent with our values.

(Davis, et al., 2000)
Section 9: Job Finding Setbacks

1. Setbacks

- Setbacks are an unavoidable part of the job search process
- You will fill out lots of applications. You will hand out many resumes. You will go to several interviews. You will have good days, but you will also have bad days.
- The purpose of this section is to help you become aware of things that might set you back in your job search and how you can overcome these setbacks
- This is important because when you are aware that something can go wrong you can take steps to avoid or make it easier to cope with

Group Discussion

- Direct participants to page 8

Ask:

1. What are some possible setbacks you might encounter during your job search?

- Write down responses on a sheet of paper.
- Divide the group into smaller groups.
- Give each group a setback that has been listed on the board.

Ask:

1. What are some ways you can overcome this setback?

- Have each group present their ideas
Section 10: Resources

1. Finding Help

- People who are unemployed can often feel isolated from the community, from friends, as well as from family
- The purpose of this section is to help you become aware of your resources so that these feelings of isolation can be minimized

Group discussion

Ask:

1. What are some resources you can turn to in your community?
   - Write down the answers
   - Direct participants to page 9

2. What are some of your personal resources?
   - Allow the group some time to write down their personal resources
   - Have participants share some of their resources with the group

Approximate Time Scale

15 minutes
Section 11: Conclusion

1. Coping Survey Part 2
   - Ask participants to complete the second coping survey

2. Summary
   - The things you are feeling right now are real and normal
   - There is a connection between our moods and the way we think and act
   - If we change the way we think and act we can change the way we feel
   - We can challenge our negative thoughts by recognizing errors in the way we think and developing more positive and realistic thoughts
   - Making changes in our behaviour, such as increasing the number of fun activities we do, can help to improve our mood
   - Although unemployment is a difficult problem to cope with, there are resources in the community that can help you through this time

3. Survey and Thank You
   - Taking time to attend this workshop is a really good step towards being positive in your pursuit of employment
   - I/We hope that you have been introduced to some skills that will be of help
   - Please be sure to keep in touch with your employment counsellor. He or she will be able to direct you to further resources if you need them.
   - Please take a few minutes to fill out the satisfaction survey
   - Best of luck and thanks for attending
Appendix C: Participant Manual
Taking Care of Yourself
Coping Strategies Workshop

What you need to know about...

Anxiety

Everyone experiences anxiety from time to time. For most people it is just a bothersome feeling that goes away, but sometimes it can stop people from doing things they really want to do. Anxiety ranges from, worry, shyness, performance anxiety, and phobias, to panic attacks, agoraphobia, social phobia, and post-traumatic stress disorder. When you are anxious, you are telling yourself that you are in danger. While healthy fear can save you from an immediate threat, unhealthy anxiety serves no useful purpose because it is not connected to any real danger.

Depression

There is a difference between sadness and depression. Sadness is an emotion felt by the majority of people at one time or other. It is an emotion that is based on a realistic perception of loss or disappointment. Depression is an illness that results from distorted thinking or chronic changes in the body, and involves a loss of self-esteem, and motivation. People who are depressed often do not recognize the symptoms of depression. Symptoms to watch for include: loss of interest in everyday things, excessive feelings of guilt, thoughts of suicide, trouble making decisions, lack of energy, too much or too little sleep, weight gain or loss, and aches and pains.

Anger

You are responsible for your anger. Understanding this allows you to make a choice about your anger. Anger is usually the result of faulty thinking. It is a difficult emotion to change because it is a moral emotion, and there is a perception of injustice involved in it. Overcoming anger will take willpower, but it can be done. Ask yourself: Do I personally benefit from my anger? Do others benefit from my anger?

Stress

Stress is any change that you have to cope with. Changes can be negative or positive. For example: getting married, having a baby, or job loss, the death of a loved one. Stress comes from four sources. These sources include: 1. Environmental (eg. noise, traffic), 2. Social stressors (eg. deadlines, arguments), 3. Physiological (eg. illness, aging), 4. Thoughts (eg. interpretation of change).

Self-Esteem

Self-esteem is what you think of yourself. If you have poor self-esteem any small or insignificant mistake seems like a devastating personal defeat. You cannot base your self-esteem exclusively on your accomplishments, or on the love and approval of others. You need to examine at the thoughts that you have about yourself, and look at the evidence that supports those thoughts.

Feelings I need to watch for:
Common Thinking Errors

1. Mind Reading: You believe that you know what someone is thinking, but do not have enough evidence to support that belief. Example: “My family thinks that I am a loser because I don’t have a job”

2. Fortune Telling: You predict the future. Example: “I know I won’t get this job”

3. Catastrophizing: You believe that the worst has happened or will happen, and that you will not be able to handle any of it. Example: “It will be more than I can bear, if I fail”

4. Discounting Positives: You minimize your accomplishments. Example: “I only got an A in the course because the teacher liked me”

5. Negative Filter: Your focus is mainly on the negative, and you rarely ever see the positive. Example: “Nothing ever goes right for me”

6. “Shoulds”: You think in terms of how things should be, and not on how things are. Example: “I should have a job, and if I don’t I am a failure”

7. Unfair Comparisons: You maintain standards that are unrealistic by focusing on others who appear more successful, and then you judge yourself as mediocre in comparison. Example: “Everyone else in my life is more successful than me”

8. Overgeneralization: You view everything in your life as negative based on a single event. Example: “I lost my job, so I’m never going to succeed at anything”

9. Black and White Thinking: You view things as all or nothing. “No one is ever going to hire me”

10. Blaming: You refuse to take responsibility for your actions, and focus on other people as the source of your problems. Example: “I lost my job because my boss is a jerk”

<table>
<thead>
<tr>
<th>Negative Thought</th>
<th>Thinking Error</th>
<th>Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“No one is ever going to hire me.”</td>
<td>Black and white thinking</td>
<td>“Even though I didn’t get this job, there are others ones out there.”</td>
</tr>
</tbody>
</table>

55
Worry Time

- Plan a time and place to worry. Worries that come during the day should be put aside until the time you have set aside to worry.
- This will help you to understand that: you can control your worry, worry is about things that eventually will end, and worries can be decreased, but to some extent they will always be there.

The **ABC** Technique

**Activating Event:** Event that happens before your thought or belief

**Belief:** Automatic thought that results from the activating event

**Consequence:** What you are feeling, and how you are acting because of the belief

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>An old friend is back in town and wants to go out for lunch.</td>
<td>Your friend is very successful and you worry that you will have nothing to say to him.</td>
<td>You feel anxious about going out for lunch.</td>
<td>You called to cancel, saying that you are not feeling well.</td>
</tr>
</tbody>
</table>

* For Deep Breathing instructions see page 5

**Changing Negative Thinking by Changing Behaviour**

<table>
<thead>
<tr>
<th>Negative Thought</th>
<th>What behaviour supports this thought?</th>
<th>What can I change in my behaviour that will change my thoughts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I will never find a job.”</td>
<td>-Sitting on the couch all day</td>
<td>-Participate in job search activities</td>
</tr>
</tbody>
</table>
Timeout

Take yourself out of the situation:

- **Physically**: Leave the room, go for a walk, spend some time alone
- **Mentally**: think of something else, count to 10, take some deep breaths

**Cost-Benefit Analysis**

Angry Thought:

<table>
<thead>
<tr>
<th>Disadvantages of Anger</th>
<th>Advantages of Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ask yourself**: What happens when I get angry? Does my anger serve any useful purpose? Do I benefit from my anger? Do others benefit from my anger?

**Coping Thoughts**

- “People do what they want, not what I want them to do”
- “I may not like what someone is doing, but they are trying the best they can”
- “Everyone has the right to say no”
- “Our needs are equally important”
- “I have a different idea of what is right than someone else”

**What are some of your own examples of coping thoughts?**

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

57
Instructions for Relaxation Techniques

Deep Breathing

1. Lie down on the floor, with your knees bent, feet apart, and spine straight. Another option is to sit comfortably in a chair.
2. Scan your body for areas that feel tense. Example: clenched jaw, tightness in the shoulders. Be aware of how the tension feels.
3. Place one hand on your stomach and one hand on your chest.
4. Breathe in slowly and deeply through your nose into your stomach to push your hand up to a point that is still comfortable. Your chest should only move slightly, along with your stomach.
5. When you feel comfortable with step 4, smile slight and breathe in through your nose and breathe out through your mouth, making a quiet whooshing noise. At this point, your mouth, tongue, and jaw should be relaxed.
6. Take long, deep breaths that raise and lower your stomach. Focus on becoming more and more relaxed.
7. Continue this exercise for 5 to 10 minutes at a time, once or twice per day.
8. At the end of the exercise scan your body again for any tense areas. Notice any differences in the way your body feels compared to when you started.

Progressive Muscle Relaxation

1. Begin by taking some deep breaths. Focus on breathing from your abdomen, and not from your chest. This exercise can be done lying down or sitting.
2. Throughout the exercise you will tense and relax certain muscle groups.
   a. Lower arms: tighten your fists.
   b. Upper arms: tense your arms beside your body.
   c. Eyebrows: push your eyebrows together.
   d. Eyes: squint with your eyes closed.
   e. Lips: press your lips together without clenching your jaw.
   f. Back of neck: push your head back.
   g. Shoulders: pick your shoulders up towards your ears.
   h. Stomach: push your stomach back towards your spine.
   i. Thighs: push your legs together.
   j. Lower legs: extend your legs out and point your feet up.
3. As you tense and relax these muscle groups you should continue deep breathing. Pay attention to how your muscles feel when they are tensed, and when they are relaxed.
4. Once you have tensed and relaxed each muscle group, return your focus to breathing.

After a few minutes of breath in, shake out your body to relieve any leftover tension.

Where were you the most tense?

______________________________________________________________________________

______________________________________________________________________________
**Look at the Evidence**

Choose an automatic thought you want to evaluate. In the first column write down the evidence that supports the thought. In the second column write down evidence that challenges that thought. Below write down what you can conclude from the evidence.

Automatic Thought:

<table>
<thead>
<tr>
<th>Evidence that Supports the Thought</th>
<th>Evidence that Challenges the Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What can you conclude?

If your automatic thought turns out to be true:

<table>
<thead>
<tr>
<th>Thought</th>
<th>Evidence</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**List Three Strengths You Have**

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

**How can you use this strength to help you cope or find employment?**

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

59
Be Active

What does your average day look like?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Make a List

List 2 activities for each category.

1. Family/Friends
   a. _____________________________
   b. _____________________________
2. Intimate Relationships
   a. _____________________________
   b. _____________________________
3. Hobbies/Recreation
   a. _____________________________
   b. _____________________________
4. Volunteer Work
   a. _____________________________
   b. _____________________________
5. Physical/Health
   a. _____________________________
   b. _____________________________
6. Spirituality
   a. _____________________________
   b. _____________________________

Make a Plan

- Create a calendar of events for a month in advance
- In addition to scheduling required activities, make sure you add some fun ones as well

General Coping

1. Exercise
2. Healthy Eating-Canada’s Food Guide
3. Manage your time effectively
4. Get regular and sufficient sleep
5. Set Goals that are achievable, positive and consistent with your values

Keep Things in Perspective

- What is in your control to change?
- What is out of your control?
- Is your worry healthy or unhealthy?
Setbacks

Barriers to Employment
What is keeping me from getting a job?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Possible Setbacks
What are some setbacks that I might encounter during my job search?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Strategies for Overcoming Setbacks
What can I do to overcome these setbacks?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Community Resources

KEYS Employment Services
182 Sydenham St.
Kingston K7K 3M2
(613)-546-5559
www.keys.ca

Home Base Non-Profit Housing Inc
Housing Help Centre
428 A Barrie St.
Kingston K7K 3T9
(613)-531-3779
www.kingstonhomebase.ca

Partners in Mission Food Bank
140 Hickson Ave.
Kingston K7K 2N6
(613)-544-4534

K3C Community Counselling Centres
Unison Place 417 Bagot St.
Kingston K7K 3C1
(613)-549-7850
www.k3c.org

Frontenac Community Mental Health Services
Crisis Service (613)-544-4229 (24hrs)

Telephone Aid Line Kingston (TALK)
(613)-544-1771

My Personal Resources

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
6. _____________________________________________________________
7. _____________________________________________________________
8. _____________________________________________________________
9. _____________________________________________________________
10. _____________________________________________________________

ASK FOR HELP WHEN YOU NEED IT!
Appendix D: Evaluations
Coping Survey

1. I feel confident in handling stressful life situations.
2. I have few skills that can help me cope when my life gets hard.
3. I feel unable to deal with my current situation.
4. I feel like I can hold things together right now.

Circle the number that best describes you.

Workshop Date: ____________

Not at All  Somewhat  Very Much
1  2  3  4  5
1  2  3  4  5
1  2  3  4  5
1  2  3  4  5
Satisfaction Survey

1. The workshop was helpful.  
   Not True  Somewhat True  Very True
   1  2  3  4  5

2. The facilitator presented the strategies in a way I could understand.  
   1  2  3  4  5

3. The facilitator was able to answer the questions that I had in such a way that I understood.  
   1  2  3  4  5

4. The skills I have learned are helpful.  
   1  2  3  4  5

5. The handouts are easy to understand.  
   1  2  3  4  5

6. I would recommend the workshop to others.  
   1  2  3  4  5

7. The best thing about the workshop was:

8. The thing I would change about the workshop is: