

THE MENTAL AND EMOTIONAL HEALTH SERIES

For Clients with Clinical Diagnoses



SCOPE AND SEQUENCE



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Introduction

What Is the Mental and Emotional Health Series: For Clients with Clinical Diagnoses?

The Mental and Emotional Health Series: For Clients with Clinical Diagnoses is a flexible, easy-to-use curriculum designed for individuals who have moderate to severe mental health disorders. Using evidence-based approaches from cognitive-behavioral therapy (CBT), acceptance and commitment therapy (ACT), and dialectical behavior therapy (DBT), the series offers learners targeted exercises to build skills in managing a mental health disorder. The series includes a facilitator guide for the whole series as well as a workbook and video for each of the following six topics:

- *ADHD* (Attention-Deficit/Hyperactivity Disorder)
- *Anxiety Disorders*
- *Bipolar Disorder*
- *Depressive Disorders*
- *Suicide*
- *Trauma and PTSD* (Post-traumatic Stress Disorder)

The workbooks and videos for each topic address these core concepts:

- defining what a specific mental health disorder is
- recognizing the signs and symptoms of that disorder
- identifying the impacts the mental health disorder has had on different areas of life
- managing medications for the mental health disorder
- identifying healthy coping strategies to manage the disorder
- identifying connections between events, thoughts, feelings, and behaviors
- challenging unhelpful thinking patterns
- practicing grounding and mindfulness techniques
- identifying healthy habits to enhance well-being
- planning for ongoing support

The workbooks are divided into five to seven sections with a total of twenty-three to twenty-eight exercises. The exercises can be used individually or in a sequence and are designed for facilitated use in individual or group settings. Group activities throughout the guide may be appropriate for more than one disorder/topic. The workbooks use a strengths-based instructional approach that features simple, inclusive language with reflection questions and exercises designed for a variety of learning styles.

Each topic also has an accompanying video that is divided into one- to four-minute segments. These segments correspond to exercises within the workbooks. They feature compelling animations that reinforce key concepts as well as unscripted interviews with individuals who speak from their own experience.

A facilitator guide offers clinicians and counselors an overview of the curriculum and information about the therapeutic approaches used in the exercises as well as video discussion questions, learning objectives, group activities, workbook answer keys, and tips. Each topic area also includes a section about medications and treatment approaches that facilitators may choose to explore and/or refer to in their work with clients.

Who Is the Target Audience for the Series?

The Mental and Emotional Health Series: For Clients with Clinical Diagnoses is designed for adults and young adults who have been diagnosed with one or more moderate to severe mental health disorders. Workbooks use inclusive language, and video segments feature individuals from diverse backgrounds, making the series appropriate for clients with varied life experiences.

In What Settings Can the Series Be Used?

The Mental and Emotional Health Series: For Clients with Clinical Diagnoses could be used in, but is not limited to, the following settings:

- mental health clinics or counseling services
- substance use disorder treatment programs
- college and university mental health services
- mental health programs in correctional settings
- hospital settings

What Are the Program Materials for the Series?

The following is a brief description of content that is covered in each topic's workbook and video:

ADHD

The *ADHD* workbook and video are intended to help clients understand that attention-deficit/hyperactivity disorder is a neurodevelopmental condition that can be managed with medication and appropriate supports. Exercises encourage clients to practice self-regulation; notice and manage impulsive behaviors; and develop cognitive flexibility, working memory, and organization and time-management skills.

Anxiety Disorders

The *Anxiety Disorders* workbook and video are meant to help clients with chronic, severe, or long-term anxiety that interferes with their enjoyment of life. Exercises encourage clients to examine and challenge unhelpful thought patterns and practice healthy habits. In addition, informational texts explore the brain science behind common anxiety disorders and guide learners in medication management and grounding practices.

Bipolar Disorder

The *Bipolar Disorder* workbook and video are designed to help individuals with bipolar I and bipolar II understand their diagnosis and develop their capacity to manage it. Exercises help clients track their moods; identify triggers that induce mania, hypomania, and depression; understand the importance of medication adherence; and implement wellness practices to effectively manage their symptoms.

Depressive Disorders

The *Depressive Disorders* workbook and video are meant to help clients with different types of depression manage their condition. Exercises explain a variety of treatment options and encourage clients to examine and challenge the thoughts that may be exacerbating their symptoms. Exercises also cover lifestyle practices intended to help clients develop habits to improve their health and well-being.

Suicide

Designed for clients who have attempted suicide or experienced suicide ideation, the *Suicide* workbook and video are meant to help learners understand that they are not alone. Exercises help clients build resilience, develop safety plans, maintain support networks, manage medication, and monitor their thoughts in order to reach out for help when necessary.

Trauma and PTSD

The *Trauma and PTSD* workbook and video help clients understand that their symptoms of distress are normal responses to adverse experiences. Exercises in the workbook and accompanying video explain trauma's impact on the brain and nervous system, describe safety considerations, and introduce healing practices that include grounding and mindfulness exercises. The materials also cover medication management and explain the importance of following healthy habits to enhance well-being.

How Can This Series Be Implemented?

The Mental and Emotional Health Series: For Clients with Clinical Diagnoses is designed to be very flexible. It can be used in many ways, including, but not limited to, individual and group use.

Individual Use

Individuals could be assigned the workbooks to complete on their own, provided the facilitator is comfortable with the learner's ability to handle the content. They could also watch the corresponding video segments independently. As they complete this work, the facilitator could discuss the learner's work and insights. Alternatively, a facilitator could choose to do the exercises and watch the corresponding videos with the learner, discussing insights together as they work through a topic.

Group Use

This series can be used in a variety of ways in a group setting. The workbook guidelines in the facilitator guide provide learning objectives and video discussion questions as well as group activities, workbook answer keys, and essential tips for a facilitator. Here are just three examples of how these resources could be used in a group setting:

Example 1: Individuals complete workbook exercises on their own before a group session. During the group session, the facilitator presents a video segment and asks video discussion questions from the facilitator guide. Then learners share their workbook answers and insights with each other. If time permits, the facilitator could engage learners in one of the suggested group activities to extend what they're learning.

Example 2: The facilitator shows the group a video segment and asks the video discussion questions that correspond to it. The group then does one or more of the suggested group activities. Learners are then encouraged to complete the workbook on their own after the session. At the next session, the facilitator could discuss their workbook answers before introducing the next topic.

Example 3: The series could also be used based on the presenting topic or issue in a group session. Group members could be asked to share the issues they would like to discuss related to the topic. Based on the needs of the group, the facilitator could decide to use workbook exercises and videos in a nonsequential order.

Is the Series an Evidence-Based Program?

The Mental and Emotional Health Series: For Clients with Clinical Diagnoses is not, in its entirety, an evidence-based program. However, many exercises within each workbook draw on evidence-based techniques from cognitive-behavioral therapy (CBT), acceptance and commitment therapy (ACT), and dialectical behavior therapy (DBT) to help learners recognize situations that challenge them and manage their symptoms and responses to events.

Cognitive-Behavioral Therapy

Cognitive-behavioral therapy, or CBT, is a therapeutic approach often used to address a wide array of mental health problems, including anxiety disorders, depressive disorders, and substance use disorders. CBT is based on the concept that people have ways of interpreting an event based on their beliefs and thoughts about the event, which in turn lead to feelings and behaviors. It aims to help people recognize and challenge ways of thinking that are counterproductive and contribute to their mental health disorder.



Through CBT, individuals develop an awareness of unhealthy thought patterns and core beliefs and replace them with healthy, alternative thoughts and beliefs. Through this process of challenging and changing thoughts and beliefs, individuals notice changes in their emotions and, ultimately, their choices and behaviors.

CBT emphasizes problem-solving in the present by helping individuals develop new habits and response patterns when facing stressors. Ultimately, the aim of CBT is for individuals to become self-sufficient in recognizing and adapting their thoughts in order to cope with challenges.

CBT principles are integrated into the Mental and Emotional Health Series: For Clients with Clinical Diagnoses with workbook exercises and videos on recognizing the connections between events, thoughts, feelings, and behaviors; identifying patterns of distorted thinking; and examining and challenging unhelpful core beliefs.

Acceptance and Commitment Therapy

Acceptance and commitment therapy, or ACT, is a type of psychotherapy that has been proven effective for several mental health issues, including stress and situational anxiety, depression, and substance use disorders. It combines elements of traditional and cognitive-behavioral therapies to help individuals face difficult feelings and learn to accept them rather than avoid them. ACT also aims to help individuals learn to accept challenges that are inherent in life and make action plans to move forward with self-understanding and acceptance.

ACT principles are integrated into the Mental and Emotional Health Series: For Clients with Clinical Diagnoses with workbook exercises and videos that focus on values, events that can and cannot be controlled, and being present or practicing mindfulness in the moment.

Dialectical Behavior Therapy

Dialectical behavior therapy, or DBT, is a therapeutic approach to emotional regulation. Initially developed by Dr. Marsha Linehan as a treatment for borderline personality disorder, DBT offers people ways to stabilize and manage their feelings when they feel they have little or no control over them. DBT has been adapted for use for a variety of mental health challenges including depression and substance use disorders. It has been proven to provide tools for regulating emotions and distress. “Dialectical” refers to opposing ideas or emotions. Through DBT, individuals can learn to tolerate and adapt to having more than one feeling or thought at the same time without feeling disrupted or overwhelmed.

DBT principles are integrated into the Mental and Emotional Health Series: For Clients with Clinical Diagnoses with workbook exercises and videos that introduce learners to the concept of “wise mind” as well as mindfulness and assertive communication.

Mindfulness, which is common to both ACT and DBT, is a broad term that describes tools and practices that help people focus on their present life experience. It offers effective ways for individuals to remain “in the moment” to avoid being drawn backward into rumination (depression) or get lost in “what-ifs” (anxiety). In the workbooks and videos, different mindfulness techniques are covered, along with grounding and distraction techniques.

**Learner Objectives for the Mental and Emotional Health Series:
For Clients with Clinical Diagnoses**

The following is an overview of the concepts taught in each module and their order. In each section, learners will gain these outcomes:

ADHD	
SECTION 1: ADHD Explained	<ul style="list-style-type: none"> • define “attention-deficit/hyperactivity disorder (ADHD)” and its different presentations • describe the symptoms of ADHD • come to believe that ADHD is a neurodevelopmental disorder that can be treated and managed • identify genetic and environmental causes of ADHD • describe how ADHD affects the brain’s executive function
SECTION 2: How ADHD Affects My Life	<ul style="list-style-type: none"> • describe how ADHD has affected different areas of their lives • describe how stigma about ADHD has affected them • identify healthy strategies to respond to stigma • describe how people with ADHD can be at risk of harmful substance use
SECTION 3: Medication	<ul style="list-style-type: none"> • evaluate their personal views on using medication • describe the role of stimulant and nonstimulant medications in treating ADHD • demonstrate adherence to and follow best practices for medication use • identify the side effects of medication • come to believe that these side effects can be managed
SECTION 4: ADHD and Our Thinking	<ul style="list-style-type: none"> • explain the connections between events, thoughts, feelings, and behaviors • explore ways to pause and evaluate their thoughts • identify and challenge thought distortions • describe techniques to improve working memory • describe skills to strengthen cognitive flexibility
SECTION 5: Healthy Life Skills	<ul style="list-style-type: none"> • identify ways to organize their spaces • determine how to set up a schedule • describe strategies to manage procrastination • explain the role of practicing mindfulness techniques in managing emotions • describe self-monitoring techniques to gain self-awareness • apply helpful strategies to get adequate exercise and sleep • identify helpful strategies for managing their ADHD symptoms

ANXIETY DISORDERS	
<p>SECTION 1: Anxiety Disorders</p>	<ul style="list-style-type: none"> • explain the difference between everyday anxiety and an anxiety disorder • describe different types of anxiety disorders • identify the physical and emotional signs of anxiety disorders • determine the areas of their lives that are affected by anxiety
<p>SECTION 2: Sources of Anxiety Disorders</p>	<ul style="list-style-type: none"> • describe various sources of anxiety—genetic, environmental, and biological • explain that it's possible to have a genetic predisposition to anxiety • explain the stress response and how different parts of the brain are involved • describe the effects of substance use on anxiety • describe how people with an anxiety disorder often use substances to self-medicate
<p>SECTION 3: Anxiety Disorders in My Life</p>	<ul style="list-style-type: none"> • identify ways in which they experience anxiety • describe how anxiety has affected different aspects of their lives • evaluate the effects of anxiety on their current quality of life • describe how stigma about anxiety has affected them • reframe experiences to resist the effects of stigma
<p>SECTION 4: Managing Medications</p>	<ul style="list-style-type: none"> • evaluate their personal views on using medication • explain why medications work best when paired with therapy • come to believe that medication can be beneficial for managing anxiety symptoms • follow best practices for medication use • explain the side effects of medication • come to believe that side effects can be managed
<p>SECTION 5: Anxiety and Our Thinking</p>	<ul style="list-style-type: none"> • explain the connections between events, thoughts, feelings, and behaviors • identify and challenge thought distortions • identify their anxiety triggers and apply supportive strategies to manage symptoms that arise from their triggers • describe how core beliefs influence thoughts • identify avoidance behaviors they practice and evaluate the impact those behaviors have on their lives • apply a “wise mind” posture to avoid becoming overwhelmed
<p>SECTION 6: Healthy Skills for Managing Anxiety</p>	<ul style="list-style-type: none"> • apply progressive muscle relaxation, breathing, mindfulness, and grounding techniques to calm themselves • apply helpful strategies for improving their sleep quality • explain the importance of nutrition and exercise in managing anxiety and take steps to improve their eating and exercise habits • identify tasks they're anxious about and make preparations ahead of time • apply assertive speaking skills to set boundaries and improve their communication
<p>SECTION 7: Looking Ahead</p>	<ul style="list-style-type: none"> • identify individuals and resources to contact for ongoing support • determine their personal signs of becoming overwhelmed • identify which strategies are most helpful to manage their anxiety • determine goals to reduce the negative effects of anxiety on their lives

BIPOLAR DISORDER	
SECTION 1: Bipolar Disorder	<ul style="list-style-type: none"> • define key terms associated with bipolar disorder (e.g., mania, hypomania, depression, and mixed features) • differentiate between bipolar I and bipolar II disorders • identify their personal experiences of manic or hypomanic and depressive episodes • evaluate effects of their upbringing and adverse experiences on their mental and emotional health • come to believe that bipolar disorder is a manageable condition
SECTION 2: Moods and Triggers	<ul style="list-style-type: none"> • determine their reasons for substance use • evaluate the effects of substance use on their mental and emotional health • determine events and circumstances that trigger manic and/or depressive episodes • identify ways to manage their symptoms on a daily basis by using mood charts
SECTION 3: Medication	<ul style="list-style-type: none"> • evaluate their personal views on using medication for symptom management • come to believe that medication can be beneficial for managing symptoms • demonstrate adherence to a medication schedule and follow best practices for medication use • describe ways to manage the side effects of medication • recognize the importance of medication adherence in overall wellness plan
SECTION 4: Bipolar Disorder and Our Thinking	<ul style="list-style-type: none"> • explain the connections between thoughts, feelings, and behaviors • identify and challenge thought distortions • apply strategies to manage racing and/or suicidal thoughts • describe the importance of having a safety plan and a safe environment • apply a “wise mind” posture to avoid becoming overwhelmed
SECTION 5: Self-Care and Practical Tools	<ul style="list-style-type: none"> • apply mindfulness and grounding practices to manage distressing thoughts • apply helpful strategies to improve their sleep quality • explain the importance of exercise in maintaining wellness • apply assertive speaking skills to set boundaries and improve their communication • determine signs of symptom recurrence and actions to take in the event they occur

DEPRESSIVE DISORDERS	
SECTION 1: Depressive Disorders	<ul style="list-style-type: none"> • define types of depressive disorders • describe both emotional and physical symptoms of depressive disorders • describe how depression can affect them differently during different stages of life • determine how stress in different areas of their lives contributes to their symptoms
SECTION 2: Sources of Depressive Disorders	<ul style="list-style-type: none"> • identify genetic, biological, and environmental sources of depression • describe how imbalances in the brain can both cause depression and be the result of depression • describe the effects of substance use on depression • recognize that people with a depressive disorder often use substances to self-medicate
SECTION 3: Depression in Our Lives	<ul style="list-style-type: none"> • explain how they experience depression in their everyday lives • describe how depression has affected their energy level, enjoyment of life, and hopefulness • identify information necessary for a safety plan if experiencing suicidal thoughts • explain how stigma about depression has affected them • identify strategies to respond to stigma
SECTION 4: Depression Treatments	<ul style="list-style-type: none"> • evaluate their personal views on using medication • identify common medical treatments for depressive disorders • explain why medical treatments work best when paired with therapy • demonstrate adherence to and follow best practices for medication use • identify the side effects of medication • come to believe that these side effects can be managed
SECTION 5: Depression and Our Thinking	<ul style="list-style-type: none"> • explain the connections between events, thoughts, feelings, and behaviors • identify and challenge thought distortions • describe techniques they can use to detach from thoughts • describe how core beliefs influence thoughts and can worsen depression • apply a “wise mind” posture to avoid becoming overwhelmed • identify their avoidance behaviors and evaluate the impact those behaviors have on their lives • explore the use of positive affirmations to build their confidence
SECTION 6: Healthy Skills for Managing Depression	<ul style="list-style-type: none"> • apply mindfulness and grounding techniques when they’re distressed • explain the importance of physical activity and nutrition in managing depression, and take steps to improve them • apply helpful strategies for improving their sleep quality • explain how structure and routines foster coping skills • identify their support system and learn to set boundaries • explain the role of adhering to their values in managing depression
SECTION 7: Looking Ahead	<ul style="list-style-type: none"> • determine the warning signs that indicate they may be heading toward a depressive episode • identify individuals and resources to contact for support • identify which strategies are most helpful in managing their depression • identify their successes

SUICIDE	
SECTION 1: Suicide	<ul style="list-style-type: none"> • define terms associated with suicide ideation and intent • differentiate between suicide ideation and intent • come to believe that questioning their life purpose can be healthy • describe their conflicting feelings about their circumstances • determine their needs and wants in life
SECTION 2: Health and Safety	<ul style="list-style-type: none"> • define “stigma” • apply strategies to resist stigma • determine their reasons to live • describe the importance of having a safety plan and a safe environment • describe what should be included in a safety plan • evaluate the effects of substance use on their mental and emotional health • explain the importance of nutrition and exercise in maintaining wellness • apply helpful strategies for improving their sleep quality
SECTION 3: Contributing Risk Factors	<ul style="list-style-type: none"> • evaluate the effects of upbringing and adverse childhood experiences on their mental and emotional health • explain how biological factors affect a person’s risk for suicide • explain the relationship between suicidality and other mental health disorders • describe past challenges they have overcome
SECTION 4: Suicidal Thinking	<ul style="list-style-type: none"> • explain the connections between events, thoughts, feelings, and behaviors • apply techniques to monitor and manage suicidal thoughts • describe how core beliefs influence thinking patterns • apply a “wise mind” posture to avoid becoming overwhelmed
SECTION 5: Building Resilience	<ul style="list-style-type: none"> • apply acceptance practices to view experiences without judgment • differentiate between events that can and cannot be controlled • evaluate the effects of controlling behaviors on their quality of life • apply mindfulness, grounding, and self-compassion practices to ease their emotional pain
SECTION 6: Medication and Treatment	<ul style="list-style-type: none"> • evaluate their personal views on using medication or therapeutic interventions • come to believe that medication and other treatments can be beneficial for symptom management • demonstrate adherence to a medication schedule and follow best practices for medication use • explain the side effects of medication • come to believe that side effects can be managed
SECTION 7: Looking Ahead	<ul style="list-style-type: none"> • identify their personal signs of setbacks or relapse • determine actions to take in the event of a setback or relapse • determine their personal sources of meaning • determine items in their lives that impart a sense of hope • describe their personal victories and sources of pride • practice strategies to maintain a sense of well-being

TRAUMA AND PTSD	
<p>SECTION 1: Trauma Defined</p>	<ul style="list-style-type: none"> • define the different types of trauma • differentiate between acute, chronic, and complex trauma • describe the common reactions after trauma • identify the symptoms of acute and post-traumatic stress disorder (PTSD) • evaluate the effects of PTSD on their current quality of life • identify their adverse childhood experiences (ACEs) • evaluate the effects of ACEs on their current quality of life • come to believe that generational trauma can affect their present-day circumstances • describe how trauma affects different areas of the brain
<p>SECTION 2: Preparing for Trauma Recovery</p>	<ul style="list-style-type: none"> • explain the five phases of trauma healing • evaluate the safety of their personal environment • identify individuals and resources to contact for support • apply assertive speaking skills to improve their communication • explain the importance of nutrition and exercise in maintaining wellness • apply helpful strategies for improving their sleep quality • reframe past trauma experiences to resist the effects of stigma
<p>SECTION 3: Trauma and Our Thinking</p>	<ul style="list-style-type: none"> • explain the connections between events, thoughts, feelings, and behaviors • identify their trauma triggers • apply supportive strategies to manage symptoms that arise from their triggers • identify and challenge unhelpful thought patterns • describe how core beliefs influence thinking patterns
<p>SECTION 4: Trauma Recovery Practices</p>	<ul style="list-style-type: none"> • describe how traumatic events affect the body's nervous system • differentiate between events that can and cannot be controlled • apply grounding, breathing, and mindfulness techniques to remain calm • apply a "wise mind" posture to avoid becoming overwhelmed • explain the role of music and nature in the healing process
<p>SECTION 5: Managing Our Medications</p>	<ul style="list-style-type: none"> • evaluate their personal views on using medication • come to believe that medication can be beneficial for symptom management • demonstrate adherence to a medication schedule and follow best practices for medication use • explain the side effects of medication • come to believe that side effects can be managed
<p>SECTION 6: Continuing Our Healing Journey</p>	<ul style="list-style-type: none"> • identify signs of grief and strategies to manage it • explain how trauma has affected their sense of meaning and purpose • identify their personal signs of trauma setbacks or relapse • determine actions to take in the event of a setback or relapse • practice strategies to maintain wellness