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March 17



Robyn Metcalfe
FAMILY CHECK-UP

Developing Psychological Well-Being in People Living With Physical Disabilities

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1 CE Credit, Instructional Level: Intermediate
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Barry Nierenberg, PhD, ABPP



Barry Nierenberg, Ph.D., ABPP holds the rank of Distinguished Professor of Psychology within the NSU Florida College of Psychology, where he is part of the core faculty for doctoral psychology level training within the Department of Clinical and School Psychology.

He holds additional secondary Academic Appointments within the Department of Psychiatry at the NSU Florida's College of Osteopathic Medicine (COM) and the Department of Medical Education at their College of Allopathic Medicine (CAM). He is Board Certified in Rehabilitation Psychology, served as a member on the Executive Board of the American Board of Rehabilitation Psychology, and is one of the Past Presidents of the APA Division of Rehabilitation Psychology as well as the Academy of Rehabilitation Psychology

Disclosures/Conflicts of Interest

- I have no conflicts of interest to disclose.

Learning Objectives

1. List the six factors underlying well-being.
2. Describe the inverse relationship of well-being and negative affective states.
3. Demonstrate the eight-session group intervention for increasing well-being.

Current Literature: Living with physical disabilities

Research suggests that individuals who experience acute, traumatic injuries or sudden changes in physical functioning are at increased likelihood of experiencing significant levels of depression and a decrease in psychological well-being.

Such psychological deficits are conversely related to reduced functional autonomy, increased levels of pain, increased lengths of hospitalization, and increased associated costs.

Assumptions

- Person-First approach:
 - ***Physical changes are only one aspect of a person's life***, they do NOT define a person or their self/social worth (B. Wright, 1983)
 - Follows that ***no matter how severe or disruptive an illness may be, no physical condition eliminates peoples other “assets”*** (Dunn, 2014)

Six key dimensions of well-being (Ryff, 1989)

1. **SELF-ACCEPTANCE**: the capacity to see and accept one's strengths and weaknesses
2. **PURPOSE IN LIFE**: having goals and objectives that give life meaning and direction
3. **PERSONAL GROWTH**: feeling that personal talents and potential are being realized over time

4. **POSITIVE RELATIONS WITH OTHERS**: having close, valued connections with significant others
5. **ENVIRONMENTAL MASTERY**: being able to manage the demands of everyday life; and
6. **AUTONOMY**: having the strength to follow personal convictions, even if they go against conventional wisdom.

Fava (1998)

- Found a strong inverse relationship between well being and negative states
- Demonstrated it in a group of people with depression & found significant deficits in some factors of well being

Fava, 2004

- Found original group and retested 6 years later on assumption that the therapeutic effects of intervention done previously would persist over time
- Depression relapse well documented in the literature (70 – 90%)
- His group persisted on high well being, even after a lengthy time
- Had only a 40% relapse rate

GROUP INTERVENTION: STRUCTURE & GENERAL OVERVIEW

- Eight sessions
- 60-minutes per session
- Group format (5-10 participants)
- Sessions occur bimonthly and the duration of the intervention extends over a 16-week period.

GROUP INTERVENTION: STRUCTURE & GENERAL OVERVIEW

- Session 1-
 - serves as an introduction, where the guidelines for the group are reviewed and psychoeducation regarding the rationale is provided.
- Sessions 2 - 7
 - are each dedicated to a designated facet of well being; each session starts with a definition and detailed overview.
- Session 8 -
 - serves as an integration of all of the information regarding values and well-being.

One example of a Well-Being Workshop: Living with Spinal Cord Injury

Goals

- At all times, group members are encouraged to give examples that are related to their lives as human beings, not necessarily defined by their physical diagnosis. **Person first!**
- Increase Well-Being
- Decrease severity of symptoms of depression, anxiety, PTSD
- *Live life by values - ACT*

Values = knowing your life's priorities

- At all times, group members are encouraged to give examples related to their lives as human beings, not necessarily defined by their physical diagnosis.
 - Examples of types of values:
 - Intimate relationships
 - Family relations
 - Social relations
 - Employment
 - Education and training
 - Recreation
 - Spirituality
 - Citizenship
 - Health and physical well-being

Weekly goal (homework):

- Increase level of awareness surrounding each aspect of PWB.
- How frequently did each group member “live” their expressed value by behaving in a way that supports it
- vs. how frequently did each individual behave in ways not consistent with that value?

Weekly goal (homework):

Group leaders are encouraged to **normalize** both sides of this issue by stating that it is “human” to not reach perfection.

- ***The fundamental goal of the intervention is to act, more often than not, in a manner consistent with proposed values.***
- Each group member is encouraged to journal daily, which helps facilitate discussion at the next session.

Ryff's SWB Factors & SCI

| <u>SWB Factor</u> | <u>Value Examples</u> | <u>Behaviors?</u> |
|------------------------------|--|-------------------|
| Environmental Mastery | Knowing the easiest way I can get around Being creative about navigating obstacles | |
| Autonomy | Knowing what I want and having the courage to act on this knowledge Acting on the knowledge that no one is limited to a label | |
| Self Acceptance | .Feeling good about myself .Being honest with myself about things I like about me & things that are a “work in progress” | |

| <u>SWB</u> | <u>Value Examples</u> | <u>Behaviors?</u> |
|---------------------------------------|---|-------------------|
| Purpose in Life | Discovering new things Making music Caring for others Being a good parent | |
| Positive Relations with Others | Caring for others Being a good friend Accepting others as they are | |
| Personal Growth | Striving to be a better person Giving myself the freedom to express my creative side | |

Session 1: Introduction

Guidelines for the group are reviewed and psychoeducation regarding the rationale is provided.

The importance of well-being is emphasized and its pivotal role in an individual's ability to cope with problems and distress.

Each group member is encouraged to journal daily, which will help facilitate discussion at the next session.

Emphasize -The fundamental goal of the intervention is to act, more often than not, in a manner consistent with proposed values.**

Guidelines for the group are reviewed

- * **Do not** ask group members to describe the nature of their injury or the traumatic event that resulted in their injury, as it highlights the injury, and brings disability to the forefront, while inadvertently placing other aspects of the individual in the background.
- Instead ask them to introduce themselves: hobbies, interests etc
- The aim of this intervention is to maximize **person-first** approaches and perspectives, as opposed to highlighting the injury as a defining factor.

Session 2: Environmental Mastery

Defined as being able to manage the demands of everyday life.

Possible discussion question: “In terms of living your everyday life, what has been surprisingly easy and what has been surprisingly challenging?”

- **Example: Apartment Accessibility**

- A close family member purchased an apartment that was not accessible for the group member

Session 3: Autonomy

Defined as having the strength to follow personal convictions, even if they go against conventional wisdom.

Possible discussion question: Under what conditions do you choose to be an advocate?—

- *Airplane Accommodations*- One member had understood that the airplane would provide certain accommodations. When they were not receiving the accommodations that they expected, they refused to leave their seat until the accommodations were made.

- *Pumping gas* - In this situation, one member was at a gas station when another person came and started to help with pumping their gas. In this case, the member did not believe it was worth telling the person that he did not need their help.

Other discussion questions:

- “How do you handle it when people do something for you that you can do for yourself?”
 - There is the embedded conflict that others may be trying to help, assist, or give you something, while they simultaneously are subtly taking away feeling that you are still capable and independent.
 - or
 - “**H**ow easy or hard is it for you to ask for help when you need it?”

Session 4: Self-Acceptance

- Defined as the capacity to see and accept one's strengths and weaknesses.
- Accept who you are and who you are not:
- Accept who you could be and who or what you will never be.
- **Possible discussion question:** “What does it mean to you to accept both who you are and who you are not?”

Session 5: Purpose In Life

- Defined as having goals and objectives that give life meaning and direction.
- Possible discussion questions:
 - What gets you out of bed each morning?
 - What brings your life meaning?

Examples:

■ Being a good parent

– One group member's purpose in life before the injury was to be a good father to his children and he wanted to continue to be able to do this after his injury.

■ Being an athlete– The group member's purpose in life before the injury was to be active and participate in sports.

– As he became connected with community resources, he was excited about being able to get specific chairs for each sport that he participated in.

Session 6: Positive Relations With Others

Defined as having close, valued connections with significant others.

Possible discussion question: “What do you value in your relations with others and in what ways do you and don’t you promote and live these values?”

Session 6: Positive Relations With Others

Examples:

- How to connect using Online Dating?

- Do you show your wheelchair in profile picture?

- Some members said that they should while others said that they don't need to.

- Dependent on what they were looking for in this connection and importance they placed on their SCI

Session 7: Personal Growth

Defined as feeling that personal talents and potential are being realized over time.

Here the central question is “In what ways do you believe you are and are not becoming more of the person you need and want to be?”.

Possible discussion question: “In what ways are you putting effort into growing and in what ways are you stagnating (keeping the same-old-stuff)?”

Examples:

Art – One group member never even thought of pursuing art until his injury.

- It has now become both his hobby and a profession
- but the primary motivation is that the group member creates art for himself.

Session 8: Final Session

- Integration of all of the information regarding values and well being from the prior seven sessions.
 - It is important that each member personally reflects on individual progress and writes down what has been working and what has not been working.
 - Given everything discussed in the previous seven sessions, the group facilitators will inquire how each group member plans to incorporate these values and behaviors in their lives moving forward.
 - The journal can serve as a checklist to facilitate the self-monitoring and self-reflecting process.

Implications

- Results from the group suggest that the meaning that members give to a particular situation can change from moment to moment and situation to situation. Living one's values determines the choice made
- The meaning that one gives to their values and well being changes is a moving target as there are multiple factors that influence meaning.
- Since, meaning is a moving target, responses to situations and events will be different from moment to moment.

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Q&A With Dr. Nierenberg



- Dr. Sammons will read select questions that were submitted via the Q&A feature throughout the presentation.
- Due to time constraints, we will not be able to address every question asked.