

This workbook provides ways that clients can better manage their symptoms.

Lilly

TEAM SOLUTIONS™

Understanding Your Symptoms

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INSTRUCTOR'S GUIDE

This instructor's guide and the corresponding workbook have been prepared in consultation with a number of leading authorities in the field of treatment of schizophrenia. They are designed and intended to be used with patients being treated for symptoms of schizophrenia as educational materials to supplement information provided by the patient's physician. This instructor's guide does not substitute for appropriate medical treatment and counseling. The material may be useful in answering questions about schizophrenia or medications. It may not answer all questions. Remember to remind patients that if they should have questions about their medications or particular treatment, or if they think they are having any possible unwanted effects, they should consult with their physician.

Instructor's Notes

Goals for This Workbook

After completing this workbook, individuals will be familiar with:

1. Some of the most common psychiatric symptoms
2. The importance of taking action to manage symptoms
3. The impact of caffeine, drugs, alcohol, and some over-the-counter drugs on psychiatric symptoms
4. Some of the treatments that can help relieve symptoms

Note to Instructor

Duplicate the Knowledge Assessment (pre- and post-test) and have your clients complete it before starting this workbook. This will help you identify the subject areas in which your clients may need more help. When you've completed the workbook, have your clients complete the same Knowledge Assessment once again, so that you can measure how much they've learned and can identify subject areas that may require review. You will find the Knowledge Assessment at the end of these Instructor's Notes.

Page 2 – When Symptoms Are Taking Over Your Life

Objectives for This Section:

After reading this section, individuals will be able to:

1. Express an understanding that emotional or psychiatric symptoms can make it hard to get through the day and work toward goals
2. Discuss the importance of taking action to manage symptoms
3. Give at least one example of someone who can help them manage emotional symptoms

Page 3 – Emotional Symptoms Can Contribute to Difficulties in Your Life

Suggested Approach:

After reading this page, encourage individuals to:

- Discuss examples of how emotional symptoms could cause problems in school, at work, or in relationships
- Discuss some of the reasons people who have emotional symptoms might feel fearful, embarrassed, lonely, or worthless
- Talk about who might be able to help manage emotional symptoms

Potential Problem:

An individual seems reluctant to discuss their own emotional or psychiatric symptoms.

Suggested Response:

1. Depersonalize the information on the page by saying things such as “What are some examples of how emotional symptoms could cause problems for a person who is in school or working?” or “How might emotional problems affect a person’s relationships?” instead of “How have emotional problems caused problems in your life?”
2. Avoid confronting or challenging the person
3. Suggest that it’s okay not to talk about their personal problems right now, but they can when they’re ready
4. Move on

Page 4—Taking Action to Manage Symptoms

Suggested Approach:

After reading this page, encourage individuals to:

- Discuss some of the reasons people who have emotional symptoms might ignore them or pretend they don't exist
- Identify the disadvantages of ignoring emotional symptoms or pretending they don't exist
- Identify the advantages of taking action to manage emotional symptoms

Pages 5-6—Stress Can Worsen Emotional Symptoms

Objectives for This Section:

After reading this section, individuals will be able to:

1. Express an understanding that stress can make emotional symptoms worse or trigger symptoms of psychosis
2. Give one or more examples of things that can cause emotional symptoms
3. Define hallucinations and delusions
4. Verbalize an example of a positive life change that can be stressful
5. Express an understanding that there are some things they can do to help reduce symptoms or help keep them from returning

Suggested Approach:

After reading pages 5 and 6, encourage individuals to:

- Discuss stressful experiences they've had
- Give examples of common hallucinations and delusions
- Identify problems they've had with not being able to sleep, being confused, and seeing or hearing strange things
- Mention good things that have happened in their life that have been stressful

Potential Problem:

An individual says they've never been in a stressful situation and have never been anxious, depressed, had trouble sleeping, or seen or heard strange things (and you know this is not accurate).

Suggested Response:

1. Tell them anxiety and stress are unavoidable life experiences—most people experience stress and anxiety at some time in their life
2. Suggest that recognizing stress and anxiety is a sign of honesty and maturity, not a sign of weakness
3. Tell them that you'd like to help them deal with their problems more openly and honestly at their own pace—when they're ready
4. Move on

Page 7—Possible Causes of Symptoms**Suggested Approach:**

After reading this page, encourage individuals to:

- Comment on causes of symptoms that they're familiar with
- Talk about why it's not important to pinpoint the exact causes at this time (because they can start doing things that will help reduce symptoms no matter what the cause)
- Discuss why it's so important to be honest in discussing symptoms with their doctor

Potential Problem:

An individual begins to raise concerns about the accuracy of their diagnosis.

Suggested Response:

1. Agree that it's important for them to question and understand how their diagnosis was determined
2. Suggest they make a list of those important questions and concerns so they can discuss them with their psychiatrist or treatment team
3. Reinforce the idea that there are things they can do to work on overcoming their problems regardless of their diagnosis

Page 8—Stress Is Harder on Some People

Objectives for This Section:



After reading this section, individuals will be able to:

1. Express an understanding that people who have a mental illness tend to have an inborn vulnerability to stress
2. Discuss the importance of learning and practicing behaviors that help reduce stress
3. Give at least one example of something they can do each day to reduce stress

Suggested Approach:

After reading this page, encourage individuals to:

- Discuss the idea that people who have a mental illness tend to have an inborn vulnerability to stress
- Identify at least one behavior they can practice each day that will help keep their stress level down
- Talk about the importance of practicing coping skills every day

Potential Problem:

An individual says “I’ve tried x, y, and z, and nothing works.”

Suggested Response:

1. Agree with them that coping skills do not lead to instant results
2. Talk about the difference between practicing behaviors every day and trying a behavior a few times
3. Emphasize the importance of patience, practice, and persistence
4. Suggest that they practice the behaviors they choose to use (avoid making the choice for them or advising about which one to practice)

Page 9—Knowing Your Symptoms

Suggested Approach:

After reading this page, encourage individuals to:

- Discuss some of the reasons that people might be reluctant to discuss some symptoms
- List some of the reasons it's important to take an honest look at symptoms
- Give at least one example of something in their life that will be easier once their symptoms start going away

Potential Problem:

An individual focuses exclusively on how a person in their life has caused their problems and if that person would just change there wouldn't be a problem anymore.

Suggested Response:

1. Empathize with their feelings (anger? depression? frustration?)
2. Agree that it's much more difficult to solve problems that involve other people because no one can make them change
3. Suggest that they're capable of taking control of the situation by focusing on the things they can do even if the other person doesn't change
4. Move on

Potential Problem:

An individual becomes involved in a detailed discussion of fixed delusional reasons for their illness or relapse.

Suggested Response:

1. Listen, and empathize with their feelings that the reasons why things may be happening to them are out of their control
2. Move on
3. Speak with their psychiatrist about their delusions

Pages 10-13—Symptoms That Improve With Treatment

Objectives For This Section:

After reading this section, individuals will be able to:

1. Express an understanding of anxiety, depression, and psychosis
2. Give at least one example of each type of these symptoms
3. Discuss the significance of how hard it is for some people to distinguish between experiences that are created by the brain and those that exist in the external environment

Suggested Approach:

After reading each page, encourage individuals to:

- Discuss each type of symptom (anxiety, depression, and psychosis)
- Identify examples of each subtype of symptom
- Discuss the differences between the subtypes of symptoms
- Identify some reasons why it is so hard for some people to distinguish between experiences that are created by the brain and those that exist in the external environment
- Discuss the significance of not being able to distinguish between experiences created by the brain and ones that really exist in the external environment

Potential Problem:

An individual seems very depressed, hopeless, and acutely suicidal.

Suggested Response:

1. Reflect their thoughts or feelings back to them (e.g., “It really seems hopeless to you, doesn’t it?”)
2. Express belief that they can and will regain hope over time through treatment
3. If appropriate, have the proper member of the treatment team assess for risk of suicide
4. Talk with the psychiatrist as warranted by the results of the risk assessment and the current treatment setting

Pages 14-15 – Recognizing Your Symptoms

Objective for This Section:

After completing this section, individuals will be able to:

1. Identify symptoms they've been experiencing

Suggested Approach:

- Ask individuals to read each item aloud
- Instruct them to place a check mark in the boxes for each symptom they've experienced
- Encourage discussion and sharing of personal examples of the ones they've experienced

Potential Problem:

One or more individuals laugh, joke, or poke fun at peers who disclose personal examples of symptoms.

Suggested Response:

1. Stop the discussion
2. Comment that sometimes people laugh, joke, or poke fun at others as a way of dealing with their own discomfort or embarrassment
3. Ask how a mature adult would respond in the same situation or ask what standard they want to set for how they're going to treat each other in group
4. Suggest that offering support to one another is important because everyone needs at least one place where it's safe to talk honestly and openly about problems

Potential Problem:

An individual refuses to acknowledge the impact of symptoms by rationalizing them through fixed delusions.

Suggested Response:

1. You may want to consider waiting to introduce this section of the workbook until the individual has been on medication for a longer period of time and can acknowledge symptoms
2. You may want to switch to a workbook that does not focus on symptoms, such as the workbook entitled *You and Your Treatment Team*

Pages 16-20—Ways People React to Their Symptoms

Objectives for This Section:

After reading this section, individuals will be able to:

1. Identify some of the most common reactions to symptoms
2. Discuss the benefits of talking to someone they trust about their thoughts, feelings, and reactions to their symptoms
3. Give at least one example of how they've reacted to their symptoms
4. Identify the disadvantages of using drugs and alcohol to try to cope with symptoms

Suggested Approach:

After reading each section or paragraph, encourage individuals to:

- Summarize the information
- Discuss the information
- Give personal examples of the information

At the end of page 20, encourage individuals to:

- Discuss personal experiences with using drugs or alcohol to try to cope with symptoms
- Identify the disadvantages of using drugs and alcohol to try to cope with symptoms
- Discuss the benefits of talking to someone they trust about their thoughts, feelings, and reactions to their symptoms

Potential Problem:

An individual says that someone important to them doesn't understand the problems they're having, thinks they're just lazy, or says they just need to have a stronger faith in God.

Suggested Response:

1. Empathize with how hard it is to cope with other people's uninformed opinions. Suggest that most people in the world are uneducated about emotional problems and that lack of knowledge usually causes people to jump to incorrect conclusions (and incorrect solutions or advice)
2. Suggest that they look at the other person's opinion as a reflection of lack of knowledge, instead of as a personal attack
3. Explore possible ways to open opportunities for learning
4. Suggest that it may take some time for the other person to be ready to learn—just like it took time for them to be ready to learn

Potential Problem:

An individual explains to the group that the voices are telling him or her to take illegal drugs or drink alcohol.

Suggested Response:

1. Empathize with how difficult it is to stand up against the voices to do what they know is right
2. Acknowledge that it takes strength to do the right thing, and recognize their ability to do the right thing, even though it's not easy

Pages 21-24—Getting Relief From Your Symptoms, Types of Services and Treatments Available**Objectives for This Section:**

After reading this section, individuals will be able to:

1. Discuss feelings of embarrassment associated with symptoms
2. Express an understanding of the different types of services and treatments
3. Discuss the potential benefits of each type of service or treatment

Suggested Approach:

Before reading page 21, encourage individuals to:

- Express feelings of embarrassment regarding these symptoms
- Discuss the advantages (or disadvantages) of describing their symptoms to their doctor or other members of their treatment team

After reading each section, encourage individuals to:

- Summarize the information
- Talk about their (positive and negative) experiences with the treatment or service
- Discuss the potential benefits of the treatment/service
- Identify the member of their treatment team that would be most likely to provide or refer them to the treatment/service

Potential Problem:

An individual talks negatively about every treatment or service and says that they're not willing to use any of them.

Suggested Response:

1. Empathize with or reflect their thoughts and/or feelings (anger? frustration?)
2. In group setting: Ask peers to talk about times when they've had similar thoughts and feelings
3. In one-to-one situation: Normalize their experience—their thoughts and feelings are common and understandable, given the circumstances
4. Express belief in their ability to explore and work through those issues with someone they trust, in their own time, when they're ready
5. Offer to help them work through the issues when they're ready
6. Move on

Pages 25-26—Medicines May Offer Protection Against Symptoms, How Antipsychotic Medicines Work to Help Relieve Your Symptoms**Objectives for This Section:**

After completing this section, individuals will be able to:

1. Express an understanding of basic information about antipsychotic medications
2. Discuss the importance of continuing to take medication daily, even after they start to feel better

Suggested Approach:

After reading each paragraph, encourage individuals to explain what kinds of symptoms antipsychotic medicines help relieve.

At the end of page 26, encourage individuals to:

- Explain how antipsychotic medications work to help relieve symptoms
- Discuss why it's important to continue taking medication daily, even after they start to feel better

Potential Problem:

An individual says their medication is causing their problems or is making their problems worse.

Suggested Response:

1. Empathize with their thoughts and/or feelings (e.g., comment on how frustrating it must be to have people tell them to take medicine that only seems to make things worse instead of better)
2. If time and situation permit, encourage them to talk about their concerns in greater detail
3. Help them come up with a workable plan for letting the psychiatrist know about their problems and concerns
4. Discuss how you can both be sure it's discussed with the psychiatrist within a reasonable amount of time (i.e., waiting a month or longer until the person's next appointment with the psychiatrist may not be a good idea)

Pages 27-32 – Michael's Story**Objectives For This Section:**

After completing this section, individuals will be able to:

1. Identify the advantages of getting help with problems before they get to be overwhelming
2. Identify at least one way to avoid getting into a fist fight
3. Discuss the importance of being open and honest when talking to a psychiatrist about symptoms and problems
4. Identify some of the factors that are likely to cause setbacks
5. Discuss what they can do to overcome their symptoms and achieve their goals

Suggested Approach:

Before reading the first paragraph, encourage individuals to focus on Michael's problems and suggest ways that Michael could manage these problems, based on their own experiences.

After reading each section, encourage individuals to express thoughts or opinions about the information. Remind them to talk with their physician and other treatment team members if they feel their symptoms are getting harder to manage.

Before (or after—depending on the group's abilities) completing each written exercise, encourage individuals to share ideas about possible answers to the question.

Potential Problem:

An individual writes answers that seem irrelevant, disorganized, or hard to understand.

Suggested Response:

1. Ask them to explain their answer (e.g., "Tell me more about what you mean.")
2. If their response still seems irrelevant, disorganized, or hard to understand, you might want to consider writing several possible answers on the board and encouraging them to copy the one they like best
3. If they can't copy anything from the board, just encourage them do the best they can, and be sure to discuss your observations with the psychiatrist

Potential Problem:

An individual isn't able to do the written exercises due to visual impairments, illiteracy, or whatever.

Suggested Response:

1. Ask them to respond to each question orally
2. Write their answers for them

Potential Problem:

An individual can't seem to come up with anything to write.

Suggested Response:

1. Use the group to generate at least two possible answers to each question
2. Write the ideas on the board
3. Encourage them to copy the idea they like best

Potential Problem:

An individual believes that the use of illegal drugs or alcohol is somehow curative.

Suggested Response:

1. Explain how people sometimes can only see the good in drugs and alcohol when they first start using them, but how over time, the disadvantages usually outweigh the advantages
2. In a group session, ask others who have recovered from drug or alcohol abuse to describe their experiences—how their experience with drugs or alcohol may have started out positive, but became very bad over time

Pages 33-36—Discovering Things About Yourself**Suggested Approach:**

After reading each question, encourage individuals to:

- Do the written exercise
- Discuss their answers if they want to (be sure you allow them a graceful way of declining)

After completing this section, encourage individuals to:

- Discuss the impact of caffeine on symptoms
- Discuss the importance of checking with their doctor, pharmacist, or a member of their treatment team before taking nonprescription medicines

Potential Problem:

An individual consumes caffeine and denies that it has any negative effect.

Suggested Response:

1. Remind them that caffeine can be addictive
2. Discuss the body's ability to develop a tolerance to addictive substances
 - Over time, it takes more and more to get the same effect
 - At some point, it doesn't seem to have the same effect no matter how much you consume
3. Ask them how they'd feel if they didn't have any caffeine for a whole day
4. Explain that the symptoms of addiction and withdrawal include:
 - No energy until you get your first cup of coffee, tea, or soda
 - Edginess (e.g., "I'm a bear until I've had my first cup of coffee")
 - Waking up in the morning with a headache
 - Needing some coffee, tea, or soda "to get you going in the morning"
 - Needing more "for a pick-up" in the afternoon or evening
 - Feeling like you need it to function or keep going
5. Explain that caffeine can make their symptoms worse and keep their medicine from working
6. Encourage them to avoid caffeinated beverages and foods (chocolate)
7. Move on

Options for Getting Closure at the End of the Workbook:

- Help the person summarize the main points of the workbook
- Ask the person what parts of the workbook were most helpful
- Ask the person to identify two things they learned from the workbook
- Turn to the Contents page and help them identify one main point for each topic

It's time to complete the Knowledge Assessment. Please note that the Knowledge Assessment that follows is an original document that will need to be duplicated for your use.

Knowledge Assessment

For each question or statement, circle the best answer:

1. **Reactions to problems that get out of control are called:** (pg. 3)
 - a. Normal
 - b. Emotional or psychiatric symptoms
 - c. A personal weakness
 - d. A sign of bad parenting

2. **Emotional symptoms affect your ability to cope and function.** (pg. 3)
 - a. True
 - b. False

3. **Emotional symptoms never get so bad that they're disabling, overwhelming, or unbearably painful.** (pg. 3)
 - a. True
 - b. False

4. **The BEST thing to do when symptoms begin to take over your life is:** (pg. 4)
 - a. Ignore the problems and hope they'll go away
 - b. Make sure no one else knows what's happening to you
 - c. Cut down on everything you're doing and just stay in bed
 - d. Take action by finding help and support from other people

5. **A lot of emotional or physical stress can:** (pg. 5)
- Help you get over your problems more quickly
 - Cut down on the number of symptoms you're having
 - Make your symptoms worse
 - Help you concentrate and sleep better
6. **Examples of constant stresses that are likely to make symptoms worse are:** (pg. 6)
- Staying up too late, getting drunk, or getting high every night
 - Having an argument or disagreement
 - Taking a pop quiz or writing a short essay
 - Exercising or participating in a basketball game
7. **Good things in life like getting a new job can make emotional symptoms worse.** (pg. 6)
- True
 - False
8. **You can't do anything to help yourself reduce symptoms or keep them from returning until you figure out what's causing them.** (pg. 7)
- True
 - False
9. **Some people have an easier time handling stress because:** (pg. 8)
- They never make any mistakes
 - They're better or smarter than everyone else
 - The people who can't are weak, stupid, or lazy
 - They've learned better ways to cope

10. One thing that is unlikely to keep your stress level down is: (pg. 8)

- a. Making sure you get enough sleep
- b. Listening to your favorite music
- c. Talking with friends regularly
- d. Getting high on booze or street drugs more often

11. One of the first steps to helping yourself feel better is: (pg. 9)

- a. Figure out who's causing your problems
- b. Blame yourself
- c. Figure out what problems or symptoms are bothering you
- d. Work harder on things that are important to you, such as work or school

12. Anxiety symptoms refer to: (pg. 10)

- a. Having a sense of fear or danger that doesn't fit the situation
- b. Being frightened or nervous when you're in a car accident
- c. Having a fear of falling when you're at the edge of a cliff
- d. None of the above

13. Generalized anxiety refers to a constant, exaggerated fearfulness or nervousness. (pg. 10)

- a. True
- b. False

14. **One example of social anxiety is:** (pg. 10)
- Feeling nervous at home alone
 - Being anxious or nervous around a lot of people
 - Having trouble relaxing all the time
 - Being afraid of riding in an elevator
15. **Anxiety symptoms are never caused by other kinds of symptoms such as depression or psychosis.** (pg. 10)
- True
 - False
16. **Symptoms of depression do NOT usually include:** (pg. 11)
- Depressed mood that lasts more than two weeks
 - Hopelessness
 - Suicidal thoughts
 - Delusional thinking
17. **Psychotic symptoms are unusual thoughts and experiences that are caused by:** (pg. 12)
- Trauma or abuse during early childhood
 - Being sinful
 - A medical illness in the brain
 - Demon possession or black magic

- 18. An example of a delusion is:** (pg. 12)
- a. Seeing or hearing things that aren't really there
 - b. Having trouble getting your thoughts together
 - c. Smelling or tasting things that other people don't experience
 - d. Believing that someone has poisoned your food
- 19. People who experience psychotic symptoms usually think they're real.** (pg. 12)
- a. True b. False
- 20. Anxiety, depression, and feeling overwhelmed can be reactions to the stress of being psychotic.** (pg. 13)
- a. True b. False
- 21. Examples of psychotic symptoms do NOT usually include:** (pg. 15)
- a. Thinking people on TV are having a conversation about you
 - b. Believing the house or phone is bugged and people listen in on what you say
 - c. Hearing voices even when no one around you is talking
 - d. Depressed mood that lasts more than two weeks
- 22. Common reactions to symptoms do NOT usually include feeling:** (pg. 16)
- a. Fear, panic, and terror
 - b. Embarrassed, worthless, isolated, or ashamed
 - c. Anger toward other people
 - d. Pride, confidence, and a sense of accomplishment

23. **Drugs and alcohol always make symptoms worse in the long run.** (pg. 20)
- a. True
 - b. False
24. **Just one joint or drink probably won't cause any problems for a person who is sensitive to psychiatric symptoms.** (pg. 20)
- a. True
 - b. False
25. **Thousands of people have psychiatric symptoms.** (pg. 21)
- a. True
 - b. False
26. **Peer support groups are:** (pg. 24)
- a. Rehabilitation programs that help you learn the skills you need to live on your own, get a job, or go to school
 - b. Classes you and your family attend to learn about your symptoms, treatment, and how to get better
 - c. Meetings where professionals help you apply for disability payments and medical benefits
 - d. Meetings you can attend where you can talk to people who have problems like yours
27. **Antipsychotic medications:** (pg. 25)
- a. Are addictive or habit forming
 - b. Usually work in a few hours and make you feel lots better very quickly
 - c. Can help you feel less anxious, improve bothersome symptoms, and help you concentrate
 - d. Should only be taken until you feel better so you should always stop taking them when your symptoms go away

28. Antipsychotic medications may work by: (pg. 26)

- a. Adjusting a chemical imbalance in the brain
- b. Getting rid of the stress in your life
- c. Calming you down so nothing will ever upset you
- d. Making your depression go away

29. Caffeine can make anxiety worse and cause trouble sleeping. (pg. 34)

- a. True
- b. False

30. Some nonprescription medicines, such as decongestants, diet pills, and pain pills, can make your condition worse. (pg. 35)

- a. True
- b. False

Answer Key

1. b	11. c	21. d
2. a	12. a	22. d
3. b	13. a	23. a
4. d	14. b	24. b
5. c	15. b	25. a
6. a	16. d	26. d
7. a	17. c	27. c
8. b	18. d	28. a
9. d	19. a	29. a
10. d	20. a	30. a

