

## **Unified Protocol Group Treatment** **12 two-hour sessions**

Session 1 – Introduction/Psychoeducation and Motivation Enhancement

- Treatment model, functional assessment, decisional balance

Session 2 – Psychoeducation and Emotional Awareness Training

- Nature and function of emotions, 3-component model, ARC and learned behaviors

Session 3 – Emotional Awareness Training

- Present-focused, non-judgmental awareness / mindfulness

Session 4 – Cognitive Reappraisal and Flexibility

Session 5 – Emotion/Experiential Avoidance and EDBs

Session 6 – Awareness and Tolerance of Physical Sensations

- Interoceptive Exposure

Session 7 – Introduction to Emotion Exposure

- Rationale, offer example hierarchies, & help patients complete individual hierarchies
- Conduct in-session generalized/non-specific emotion exposure

Sessions 8 to 11 – Interoceptive and Situational Emotion Exposures

- Split up therapists & conduct exposure targeted to one individual's principal diagnosis
- Rotate each session to a different individual principal diagnosis

Session 12 – Review, Relapse Prevention, Future Goals, and Termination

**Unified Protocol Group Treatment**  
**Session 1**  
**Introduction/Psychoeducation and Motivation Enhancement**

- I. Introduction (*Handout = Treatment and Confidentiality Contract*)
  - i. Introduce therapists
  - ii. Introduce group members
  - iii. Introduce treatment structure – session length/duration, homework rationale
  - iv. Review Treatment Contract
    - a. Ethics/Confidentiality, boundaries w/in treatment, any other program/center policies
  
- II. Motivation Enhancement Decisional Balance (*Handout = Decisional Balance Sheet*)
  - i. Discuss Pros and Cons for both change and staying the same
    - a. Initiate discussion among group members
  - ii. Complete example Decisional Balance Sheet on board
  - iii. Patients should complete their own for homework
  
- III. Treatment Goal Setting (*Handout = Treatment Goal Setting Worksheet*)
  - i. Have each group member discuss goals for treatment
  - ii. Discuss & identify similarities
  
- IV. Unified Model of Psychopathology (*Handout = Origins of Emotional Disorders*)
  - i. Introduce and discuss treatment principles and learning objectives
  
- V. Homework
  - i. Decisional Balance and Goal Setting Forms
  - ii. Reading (first 4 chapters of the UP workbook)

**Unified Protocol Group Treatment**  
**Session 2**  
**Psychoeducation and Emotional Awareness Training**

I. Introduction

- i. Welcome group members back and congratulate them for returning
- ii. Re-introduce group members

II. Brief Review

- i. Questions about homework, including reading
- ii. Nature and structure of treatment
- iii. Unified model of psychopathology
- iv. Treatment focus

III. Psychoeducation

- i. Nature of emotions (*Handout = Definitions of Emotions*)
  - a. Normal & adaptive
  - b. Functional – serve a purpose, information and motivation
  - c. Discuss four common emotions
- ii. Emotions and EDBs (*Handout = Understanding our Emotions and EDBs*)
  - a. Relation between emotion and behavior – action tendencies
  - b. Discuss common EDBs (at least 2)
  - c. Can maintain cycle of negative emotion via negative reinforcement
- iii. Three-component model (*Handout = Three-Component Model*)
  - a. Walk through example(s) on the board
  - b. Have patients copy down an example to help with homework
- iv. ARC (*Handout = Understanding our emotions and our behavior*)
  - a. Importance of understanding context
  - b. Natural course of emotions/role of avoidance
  - c. Avoidance or attempts to manage the natural course of emotions prevents the natural process of habituation from occurring
  - d. Learned behaviors
  - e. Eliminating avoidance or control strategies allows natural habituation to occur, which increases our tolerance of the emotions themselves

III. Homework

- i. 3-component model and Monitoring Emotional Reactions in Context Form
- ii. Reading (chapters 5 and 6 in UP workbook)

# Unified Protocol Group Treatment

## Session 3

### Emotional Awareness Training

#### I. Introduction

- i. Welcome group members back and congratulate them for returning

#### II. Review

- i. Nature of emotions
- ii. 3-component model
- iii. ARC
- iv. Review homework forms and reading

#### III. Psychoeducation

- i. Natural course of emotions/role of avoidance (*Handout = Natural Course of Emotions*)
  - a. Emotions have a natural time course, a rise, peak, and decay
  - b. Avoidance or attempts to manage the natural course of emotions prevents the natural process of habituation from occurring
  - c. Eliminating avoidance or control strategies allows natural habituation to occur, which increases our tolerance of the emotions themselves
- ii. Emotional Awareness (*Handout = Practicing Emotional Awareness,*)
  - a. Initial versus secondary emotional reactions
  - b. Goal increased emotional awareness – often less aware of reactions to our emotions
  - c. Non-judgmental emotional awareness – staying in touch with our experiences even when they are uncomfortable & accepting them as is. Letting emotions happen without trying to change them
  - d. Learning to react more thoughtfully & realistically, not in a knee-jerk response kind of way

#### V. EXERCISES

- i. Introduce and briefly practice anchoring (*Handout = Anchoring in Present Moment Form*)
- ii. Conduct present-focused, non-judgmental (mindful) awareness exercise
- iii. Conduct M=music mood induction exercise – how do people react to their emotional experience?

#### VI. Homework

- i. MEEC
- ii. Anchoring in Present Moment
- iii. Emotion Awareness Practice
- iv. Reading (chapter 7 in the UP workbook)

**Unified Protocol Group Treatment**  
**Session 4**  
**Cognitive Reappraisal and Flexibility**

I. Review

- i. Natural course of emotions
- ii. Role of avoidance
- iii. Non-judgmental emotional awareness

II. Homework Review

- i. MEEC
- ii. Anchoring
- iii. Non-judgmental awareness
- iv. Reading

III. Cognitive Appraisal

- i. We selectively attend to and assign meaning to our environment
- ii. EXERCISE (*Handout = Ambiguous Picture*)
  - a. Evaluate automatic appraisals for ambiguous picture, generate alternate appraisals
- iii. Psychoeducation
  - a. Reciprocal influence of thoughts and emotions
  - b. Automatic Appraisal (*Handout = Common Thinking Traps*)
    - i. Probability Overestimation
    - ii. Catastrophizing

IV. Cognitive Reappraisal (*Handout = Evaluating Automatic Appraisals*)

- a. Problem = rigidity; Goal = increased flexibility

V. EXERCISE

- i. Have group members generate alternate appraisals for new ambiguous situation

VI. Homework

- i. Anchoring in Present Moment
- ii. Non-judgmental emotion awareness practice
- iii. *Identifying & Evaluating Automatic Appraisals*
- iv. Reading (chapter 8 in UP workbook)

**Unified Protocol Group Treatment**  
**Session 5**  
**Emotion/Experiential Avoidance and EDBs**

I. Review

- i. Automatic Appraisal – Thinking Traps
- ii. Cognitive Reappraisal

II. Homework Review

- i. Anchoring in the Present
- ii. Non-judgmental emotional awareness
- iii. Identifying & Evaluating Automatic Appraisals
- iv. Reading

III. Psychoeducation

- i. Emotional Avoidance
  - a. Introduce & discuss negative reinforcement, including short-term benefit and long-term costs
- ii. EXERCISE - Demonstrate ironic effects of thought suppression

IV. Psychoeducation

- i. Types of emotional avoidance (*Handout = Emotional Avoidance Strategies*)
- ii. Common EDBs (*Handout = What are EDBs?*)
- iii. Countering EDBs (*Handout = Introduction to Countering EDBs*)
- iv. Discuss group members' examples of avoidance strategies and EDBs

V. Homework

- i. Identifying & Evaluating Automatic Appraisals
- ii. Changing EDBs
- iii. List of Emotional Avoidance Strategies
- iv. Reading (chapters 9 and 10 of UP workbook)

**Unified Protocol Group Treatment**  
**Session 6**  
**Awareness and Tolerance of Physical Sensations**

I. Review

- i. Emotional avoidance
- ii. Common EDBs and Alternative Actions

II. Homework Review

- i. Identifying & Evaluating Automatic Appraisals
- ii. Changing EDBs
- iii. List of Emotional Avoidance Strategies
- iv. Reading

III. Psychoeducation

- i. Physiological Component – Interoceptive conditioning and exposures
- ii. Exposure rationale –increase tolerance, learn physiological arousal not dangerous

IV. EXERCISE

- i. Conduct Interoceptive Exposures and Record Ratings
  - a. Breathing through straw
  - b. Jumping jacks
  - c. Hyperventilation
  - d. Spin in chair/place
  - e. Other

V. Homework

- i. Countering EDBs
- ii. Interoceptive Exposure Practice Record
- iii. Reading (chapter 11 of UP workbook)

**Unified Protocol Group Treatment**  
**Session 7**  
**Introduction to Situational Emotion Exposure**

- I. Review
  - i. Interoceptive exposures
  - ii. General concept of exposure
  
- II. Homework Review
  - i. Changing EDBs
  - ii. Interoceptive Exposure Practice Record
  - iii. Reading
  
- III. Exposure Rationale (*Handouts = Emotion Avoidance Hierarchy*)
  - i. Exposure rationale –increase tolerance, implement new responses
  - ii. Create and review individual Emotion Exposure Hierarchies
  
- IV. EXERCISE (*Handouts = Emotion Exposure Practice*)
  - i. Conduct In-Session Emotion Exposure
    - a. “How to”
  
- V. Homework
  - i. Changing EDBs
  - ii. Emotion Exposure Practice Records (at least 2, can also be interoceptive exposure)
  - iii. Reading (chapter 12 of UP workbook)



**Unified Protocol Group Treatment**  
**Sessions 8-11**  
**Interoceptive and Situational Emotion Exposures**

- I. Homework and Concept Review
  - i. Changing EDBs
  - ii. Interoceptive/Emotion Exposure Practice Record
  - iii. Reading
  
- II. EXERCISE
  - i. Conduct In-Session Exposure(s)
  
- III. Homework
  - i. Changing EDBs
  - ii. Emotion Exposure Practice Records (at least 2, can also be interoceptive exposure)

**Unified Protocol Group Treatment**  
**Session 12**  
**Review, Relapse Prevention, Future Goals, and Termination**

I. Homework Review

- i. Emotion Exposure Practice Records

II. Continued Implementation of Exposures

- i. Importance of continuing to schedule formal emotion exposures
- ii. Generate potential emotion exposures
- iii. Trouble shoot common problems

III. Skill Review (*Handouts = Coping with Emotions Card; Review of Treatment Concepts*)

- i. Anchoring in the present/three-point check
- ii. Cognitive Reappraisal
- iii. Countering EDBs
- iv. Interoceptive Exposure
- v. Emotion Exposure Practice

IV. Discuss Progress and Future Goals

V. Relapse Prevention

- i. Dealing with expectations
- ii. Stressors and strong emotions as triggers for relapse
- iii. Promoting non-judgmental stance towards natural symptom fluctuations
- iv. Putting the skills into use everyday
- v. Patient as therapist