Educator Guide for ROSE Program Sessions

Core Elements of ROSES Sessions:

Psychoeducation on:
- Postpartum Depression
- Managing stress in transition to motherhood
- Social support as a buffer against postpartum depression
- Redefine expectations for self and relationships
- Relevant postpartum resources

Teaching:
- Communication skills via role plays (e.g., skills for asking for help).
- Stress management skills
- Ways to build and increase social support (e.g., give women talk to someone else other than a professional)

Delivery of Rose

- Group or individual format
- At the office or as a home visit
- During pregnancy
- Order of sessions can vary
- Open enrollment of group
- Missed sessions can be made up
- Sessions can be split into shorter pieces or lumped together

Engagement Techniques

- Reflect or repeat what is said to clarify or deepen
- Understanding
- Affirm/validate without judgment or criticism
- Express appreciation for participation
- Praise efforts and successes
- Tailor of discussion/activity to fit her situation

Teaching Techniques:

- Respectfully redirect when off-topic
- Clarify ideas via examples relevant to daily life
- Role play or model behavior
- Use questions to check on comprehension and use check-ins
- Participation
- Provide specific feedback

Clinical Skills:

- Identify and build on woman’s strengths
- Meet her where she is at
- Help identify a reason for getting help (benefits, for baby/family/self)
- Problem solve around obstacles
- Encourage baby steps

Techniques

- Educate: correct myths about depression/motherhood
- Communication analysis: ask for detailed accounts to understand communication problems
- Reframe negative beliefs about relationships: highlight mismatched or unrealistic expectations
- Build support, reduce isolation (identify formal/informal supports)
- Teach stress/anxiety management
- Increase pleasant activities

ROSE Manual Includes: Crisis Protocol and Safety Planning
**Special Considerations**

- Be prepared for challenges in advance
- Manage off topic behaviors:
  - Respectfully address any non-urgent concerns or issues and stay on track
- Difficulties with Role Play:
  - Normalize reluctance
  - Do a one-side role play (or model behavior)
- Reluctance to try a new method of communication:
  - Explore fears of why that may happen
  - Gently challenge expectations of outcome
  - Provide reassurance
- Failure to do homework:
  - Normalize/reassure, what made it hard?
  - Emphasize its importance: way to practice new skills in real life setting; provides a chance to address unexpected barriers
- Be vigilant about depressive symptoms signs:
  - Appears unmotivated, constant negativity
  - Reveals material of major clinical significance that is unrelated to the intervention material
  - Be available to touch base with women with warning signs

**Setting Expectations**

- A lot to get through in our sessions, so I might interrupt you to keep us on track
- To get the most benefit, I need your full participation; if you think it will be difficulty fully participate at any time, let me know
- Homework will be given; they help you practice the skills that you learn in session. Practice makes them easy to use, esp. when you need them
- What is said here, stays here (within limits)

**Program Materials**

- **ROSE Manual** for provider
- **ROSE Workbook** (both provider and woman should have their own copy)
- **ROSE Resource Kit** (clinic specific)
- **Session Checklist** (Adherence Rating Scale for Provider)
- Additional paper
### Session Highlights

<table>
<thead>
<tr>
<th>Session A</th>
<th>Session B</th>
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<tr>
<td>* Create realistic expectations around the postpartum period</td>
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<td>* Highlight importance of social support</td>
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<td>* Review resources and how to access them (informal sources of support)</td>
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<td>* Demonstrate progressive relaxation exercise</td>
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<td>* Present strategies for managing changes after delivery</td>
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<td>* Focus on sources of social support</td>
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<td>* Identify pleasant activities</td>
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<td>* Assign homework (pleasant activities and relaxation exercises)</td>
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<th>Session C</th>
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<tbody>
<tr>
<td>* Review homework assignments</td>
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<tr>
<td>* Provide psychoeducation on relationships</td>
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<td>* Provide psychoeducation on assertiveness</td>
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<tr>
<td>* Demonstrate and conduct role-play on communication skills</td>
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<tr>
<td>* Assigns homework (social support, assertiveness)</td>
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<tr>
<td>* Remind women to practice relaxation and pleasant activities</td>
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<tr>
<td>* Review homework assignments</td>
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<tr>
<td>* Provide psychoeducation on communication, social support, and barriers to effective communication</td>
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<td>* Conduct role plays on saying no</td>
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<tr>
<td>* Provide psychoeducation on goal setting</td>
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<tr>
<td>* Briefly review main themes of session and plan for session after delivery</td>
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<tr>
<td>* Assign homework (complete goal setting)</td>
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<th>Session E</th>
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<tr>
<td>* Reintroduce self</td>
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<td>* Review symptoms of depression</td>
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<td>* Assess relationship or communication difficulties and if so they relate to her mood</td>
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<tr>
<td>* Focus on identified problem areas</td>
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<tr>
<td>* Provide relevant resources</td>
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<tr>
<td>* Review highlights from intervention, if no identified areas of concern</td>
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