

Prilog 2.

PROBLEM SOLVING TRAINING - MODULI

1. Initial Structuring
 - Establish a positive therapeutic relationship.
 - Present overall rationale and structure of PST and how it can be of specific help to a given client.
 - Encourage optimism.
2. Assessment
 - Formally (e.g., administer SPSI-R) or informally (e.g., interview) assess problem-solving strengths and weaknesses.
 - Assess areas of a client's life that are stressful.
3. Obstacles to Effective Problem Solving
 - Discuss cognitive limits of conscious mind (i.e., difficulties in "multitasking," especially when under stress)
 - Discuss ways to foster multitasking: (a) "externalization" (e.g., make lists of ideas); (b) "visualization" (e.g., covertly rehearse implementing a solution plan); and (c) "simplification" (e.g., break down complex problem into more manageable subproblems).
4. Problem Orientation: Fostering Self-Efficacy
 - Introduce concept and importance of maintaining a positive problem orientation.
 - Foster client's self-efficacy, for example, use visualization exercise to help client "experience" having successfully solved a problem (i.e., facilitate sense of being able to "see the light at the end of the tunnel").
5. Problem Orientation: Recognizing Problems
 - Enhance client's ability to recognize problems when they occur.
 - Use feelings, ineffective behavior, and certain thoughts as cues that a problem exists.
 - Use problem checklist to help "normalize" the experience of problems.
6. Problem Orientation: Viewing Problem as Challenges
 - Foster the patient's ability to identify and subsequently alter negative thinking, dysfunctional attitudes, and restricted ways of thinking.
 - Engage in a "reversed advocate role-play" exercise, where the client argues a contrasting point of view from a given maladaptive belief that he or she holds.
7. Problem Orientation: Use and Control of Emotions
 - Foster the client's understanding of the role of emotions in problem solving.
 - Teach patients to (a) "use" emotions to inform the problem-solving process (e.g., as a cue that a problem exists, to facilitate motivation); and (b) manage disruptive emotions (e.g., via cognitive reframing techniques, relaxation exercises).
8. Problem Orientation: STOP & THINK!
 - Teach the STOP & THINK technique to inhibit tendencies to be impulsive or avoidant (i.e., to visualize a red STOP sign or traffic light as a cue to "stop" and then to "think" in a problem-solving mode).

9. Problem Definition and Formulation
 - Foster the client's ability to understand better the nature of the problem (e.g., the reasons why it is a problem for that given individual) and to set realistic problem-solving goals and objectives.
10. Generation of Alternatives
 - Facilitate the patient's creative ability to produce a wide range and variety of potential solution ideas for a given problem using various brainstorming techniques (e.g., "the more the better").
11. Decision Making
 - Enhance the client's ability to make effective decisions by being able to (a) better identify possible consequences to a given action, and (b) conduct a cost-benefit analysis regarding the value and likelihood of various outcomes of a given action.
12. Solution Implementation and Verification
 - Foster the individual's ability to (a) carry out a solution plan effectively, (b) monitor its outcome, (c) evaluate its effectiveness, and (d) engage in self-reinforcement in the process of problem solving, as well as the possible success of the actual outcome.
13. Guided Practice
 - Maximize proficiency in the application of problem-solving attitudes and skills, and facilitate the transfer and generalization of these attitudes and skills to a variety of current and future stressful problems in the natural environment.
14. Rapid Problem Solving
 - Teach the client a set of problem-solving questions/guidelines that help him or her to apply the overall model in just a few minutes.