DBT Skills: Interpersonal Effectiveness and Delivery

THE TALKING THERAPIES UK PRACTITIONER SERIES



DBT Skills: Interpersonal Effectiveness and Delivery

Relationship skills and running DBT with fidelity

Advanced level · 14 hours of continuing professional development

TALKING THERAPIES UK

First edition · 2026

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First edition, 2026.

This manual accompanies the DBT Skills: Interpersonal Effectiveness and Delivery course in the Talking Therapies UK Digital Classroom, from which its content is drawn and against which it is kept current.

Revision 3. This printing was set on 9 November 2026 from the course as it stood that day.

A note on the clinical material. Every case in this book is a fictional composite written for teaching. No real person appears in it, however disguised. Nothing here constitutes clinical supervision, and nothing in it replaces the judgement of a qualified practitioner working within their competence, their professional body's code and their local governance. Where guidance is cited it was current at the date of this edition; readers must check the standing of any guidance before relying on it.

Set in Poppins and Roboto, the Talking Therapies UK typefaces. Figures drawn by the Talking Therapies UK teaching-diagram engine.

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How to use this manual

This advanced module provides a comprehensive deep dive into Interpersonal Effectiveness, equipping clinicians with the precise strategies needed to ask for what they want, refuse requests effectively, and negotiate compromises that simultaneously preserve self-respect and maintain relationships. Participants will master the DEAR MAN, GIVE, and FAST acronyms, learning to apply these tools in high-stress situations to navigate social interactions with clarity and assertiveness. The curriculum places a strong emphasis on the GRRR acronym—Goals, Reality, Risks, and Reinforcers—ensuring that learners can critically weigh the pros and cons of their actions to achieve long-term objectives while establishing healthy boundaries. The second component of this training shifts the focus from individual skill acquisition to the rigorous systemic delivery of Dialectical Behaviour Therapy. Participants will explore the stringent standards required to run DBT skills training groups with fidelity, covering session structure, homework review, and the implementation of role-play exercises. The course provides an in-depth look at the Consultation Team model, which is essential for therapist support and accountability, and addresses common operational challenges such as client dropout, resistance, and crisis management. Finally, the training guides experienced clinicians in adapting the manualized protocol to meet the diverse needs of clients without compromising the integrity of the evidence-based model.

This manual is the written form of a course taught in the Talking Therapies UK Digital Classroom. It is set at advanced level and carries 14 hours of continuing professional development for practitioners who complete the accompanying course and its assessment.

It is written to be read in order. Each part opens with what it is for; each chapter teaches one idea to a working depth and closes with the points worth keeping and a practice task that converts reading into something you do. The tasks are the part most often skipped and the part that most reliably changes practice, and several of them are designed to be taken to supervision rather than completed alone.

The figures are teaching diagrams rather than decoration. Each is the

conventional form of a model you will meet in the literature and in supervision, drawn in one visual language across the whole series so that the shape of an idea is recognisable wherever it reappears.

Where a chapter draws on published work, the reference is named in the text and gathered in the further reading at the back. Terms of art are defined in the glossary, which is worth reading straight through once before you begin.

What this manual will leave you able to do

- Teach objective effectiveness with DEAR MAN, with realistic scripting and rehearsal
- Teach relationship effectiveness with GIVE and self-respect effectiveness with FAST
- Coach intensity calibration: how strongly to ask or refuse, and when to let go
- Run skills groups: structure, pacing, homework review and managing group process
- Coach skills generalisation between sessions within sustainable boundaries
- Weave all four modules into coherent responses to real client situations

PART 1

Foundations of Interpersonal Effectiveness Skills

Covers core DBT interpersonal skills, priority balancing, wise mind integration, and advanced strategies for challenging interactions.

CHAPTER 1

The interpersonal effectiveness skills

The interpersonal effectiveness skills:

Interpersonal effectiveness is one of the four skills modules of Dialectical Behaviour Therapy (DBT) and is often the most challenging for clients whose lives have been dominated by emotional dysregulation and chaotic relationships. The central insight that underpins this module is that every interpersonal encounter simultaneously involves three overlapping games: the objective game (what you want to obtain or avoid), the relationship game (how the other person feels about you after the interaction), and the self-respect game (how you feel about yourself after the encounter). When a client habitually wins one game at the expense of the other two, the pattern becomes a self-reinforcing cycle of conflict, guilt, and loss of self-esteem. The purpose of this lesson is to teach the three skill-sets that allow a client to choose deliberately which game to prioritise in any given moment, and to execute the chosen game with precision. The skill-sets are presented as acronyms—DEAR MAN for the objective game, GIVE for the relationship game, and FAST for the self-respect game—because the scripted nature of the acronyms provides a cognitive anchor that survives the physiological arousal that typically accompanies interpersonal stress.

The learning objectives for this lesson are threefold. First, the participant will be able to articulate the distinction between the objective, relationship, and self-respect goals that underlie every interpersonal exchange. Second, the participant will be able to demonstrate, in a role-play or real-world situation, the step-by-step application of DEAR MAN, GIVE, and FAST, including the mindful delivery components that sustain the skill under pressure. Third, the participant will be able to evaluate, after a real-world interaction, which of the three goals was prioritised, whether the chosen goal was appropriate, and how the skill could be refined for future use. These objectives align with Marsha Linehan's original DBT hierarchy, which places interpersonal effectiveness after mindfulness and distress tolerance, and before emotion regulation, because effective communication is a prerequisite for the successful implementation of all other skills.

The objective game is concerned with getting what you need or saying no to what you do not want. The relationship game is about preserving or enhancing the quality of the interpersonal bond, even when the objective is not fully met. The self-respect game is about maintaining a sense of personal integrity and dignity, regardless of the outcome for the other person. In practice, a client may find that the objective is most pressing—such as needing a deadline extension at work—while the relationship and self-respect goals are secondary. In other circumstances, the relationship may be paramount, for example when a client wishes to maintain a fragile family connection, and the objective is modest, such as asking for a brief phone call. Finally, some situations demand the preservation of self-respect, such as refusing a request that violates personal values, even if it risks a temporary strain in the relationship. The skill-sets are therefore not mutually exclusive; they are tools that can be blended, sequenced, or used in isolation depending on the client's hierarchy of goals.

DEAR MAN is the procedural script for the objective game. The acronym expands to Describe, Express, Assert, Reinforce, Mindful, Appear confident, and Negotiate. The first three letters—Describe, Express, Assert—constitute the core request or refusal. Description involves stating the factual, observable details of the situation without interpretation or blame. For example, a client might say, "You have asked me to work an extra shift on Saturday, which is the third weekend in a row that I have covered your shift." Express requires the client to convey a feeling or opinion that is owned, using first-person language, such as "I feel overwhelmed by the repeated requests." Assert is the clear, concise articulation of the desired outcome, for instance, "I am not able to work this Saturday." Reinforce reminds the other person of the benefit of complying with the request, perhaps by noting, "When we share the workload more evenly, I can be more reliable on the days I do work." The final four letters—Mindful, Appear confident, Negotiate—govern the delivery. Mindfulness entails staying present, returning to the core statement if the conversation drifts, and avoiding emotional hijacking. Appear confident is expressed through posture, eye contact, and a steady tone, regardless of internal anxiety. Negotiation invites collaborative problem-solving, such as offering alternative dates or asking the other party what would work for them. Linehan (1993) emphasised behavioural rehearsal of skills such as DEAR MAN in the safety of the skills

group, so that they are available when strong emotion would otherwise derail spontaneous attempts at assertiveness.

GIVE is the script for the relationship game. Its letters stand for Gentle, Interested, Validate, and Easy manner. Gentle means communicating without threats, sarcasm, or contempt, even when disagreement is present. The tone remains calm, and the language is softened, for example, “I understand you are under pressure, and I want to help find a solution that works for both of us.” Interested signals that the client is truly listening, using open-ended questions and reflective statements, thereby signalling to the other person that their perspective matters. Validation involves acknowledging the other’s feelings or viewpoint without necessarily agreeing, such as “It sounds like you feel that the team is already stretched thin.” Finally, an Easy manner introduces a lightness or humour appropriate to the context, which can serve as a social lubricant and reduce tension. The GIVE script is particularly valuable for clients whose interpersonal histories are marked by conflictual or punitive communication patterns, as it models a corrective emotional experience that can reshape relational expectations.

FAST is the script for the self-respect game. The letters denote Fair, Apology (no unnecessary apologies), Stick to values, and Truthful. Fair requires the client to treat themselves with the same equity they would extend to others, recognising that their needs are legitimate. Apology is limited to situations where the client is genuinely at fault; reflexive apologies for merely existing or for expressing a need are eliminated, because they erode self-esteem. Sticking to values means that the client refuses to compromise core principles for the sake of appeasement, for example, “I cannot lie about my availability because honesty is a value I hold dear.” Truthful insists on honesty in both content and affect, avoiding exaggeration or minimisation. The FAST script empowers clients to exit or modify interactions without feeling shame, and it is especially relevant in relationships where the client has historically lost their sense of self, such as with a demanding parent or a charismatic but manipulative partner.

The integration of the three scripts is a hallmark of advanced DBT training. In real life, a single interaction may require the client to move fluidly between DEAR MAN, GIVE, and FAST. Consider a client, Maya, who works as a freelance graphic designer and is approached by her landlord, Mr. Patel, to perform urgent repairs in her flat on short notice. Maya’s primary objective is

to obtain a reasonable timeline for the repairs, but she also wishes to preserve the landlord-tenant relationship and maintain her self-respect by not appearing overly demanding. Using DEAR MAN, Maya describes the situation: “You have asked me to have the plumbing fixed by tomorrow, which is the day after my deadline for a major project.” She expresses: “I feel anxious because I cannot meet both demands.” She asserts: “I need the repairs to be completed after Friday, when my project is submitted.” She reinforces: “If we schedule the work after Friday, I can be present to ensure the repairs are done correctly, which benefits both of us.” While remaining mindful, Maya repeats her request if Mr. Patel attempts to divert the conversation, appears confident in her tone, and negotiates by offering to provide access to the flat on Saturday morning. Simultaneously, she employs GIVE by speaking gently, showing interest in Mr. Patel’s schedule, validating his concerns about the property, and maintaining an easy manner with a light comment about the weather. Finally, she upholds FAST by being fair to herself—recognising her right to a reasonable timeline—by not apologising for setting a boundary, by sticking to the value of professional reliability, and by being truthful about her capacity. In the end, Mr. Patel agrees to a Friday evening repair, the relationship remains amicable, and Maya feels that she has defended her self-respect.

A concrete worked example that illustrates the full sequence of the three scripts is presented below. Sarah, a 28-year-old client with a history of borderline personality disorder, wishes to tell her mother that she will not host the family Christmas dinner this year. Her habitual pattern is to capitulate after a cascade of apologies, resulting in resentment and a loss of self-respect. In the first role-play, Sarah describes: “You have asked me to host Christmas at my flat for the past four years.” She expresses: “I feel exhausted and overwhelmed by the planning each year.” She asserts: “I cannot host Christmas this year.” She reinforces: “I would be happy to organise a family lunch on Boxing Day instead, which would still allow us to celebrate together.” While remaining mindful, Sarah repeats her statement when her mother raises guilt, appears confident by keeping her shoulders back and speaking in a steady voice, and negotiates by offering to help with the Boxing Day menu. In the GIVE phase, Sarah speaks gently, saying, “I understand how important Christmas is for you,” shows interest by asking, “What would make Boxing Day special for you?”, validates her mother’s feelings, “I can see that you feel disappointed,” and uses an easy manner by

adding a light comment about the weather. In the FAST phase, Sarah treats herself fairly, recognising her need for rest, does not apologise for setting a boundary, sticks to her value of self-care, and remains truthful about her capacity. After the role-play, Sarah reports that her mother initially expressed disappointment but ultimately accepted the Boxing Day plan, and Sarah felt proud of herself for maintaining her self-respect. This example demonstrates how the three scripts can be layered, with DEAR MAN providing the structural request, GIVE softening the relational impact, and FAST safeguarding personal integrity.

Training in this lesson proceeds through a series of experiential exercises. The first exercise involves a brief mindfulness check to ensure participants are present and able to observe their internal cues. The second exercise is a guided rehearsal of each letter of DEAR MAN, GIVE, and FAST in isolation, using a neutral scenario such as requesting a change in a work shift. The third exercise introduces a blended scenario where participants must decide, in the moment, which goal takes precedence, and then apply the appropriate script. The final exercise is a diary-card review, where participants record a real-world interaction, note which letters were present, and reflect on the outcome relative to their intended goal hierarchy. Feedback from the group facilitator focuses on fidelity to the script, the presence of mindful delivery, and the alignment of the chosen goal with the client's values.

Cultural considerations are integral to the teaching of these scripts. Assertion norms differ across families, ethnic groups, and occupational contexts, and the DBT trainer must convey that the acronyms are a repertoire of behaviours that can be calibrated to fit the client's cultural script. For instance, in collectivist cultures where direct confrontation may be discouraged, the client might emphasise the Validate and Easy manner components of GIVE while still employing the core Assert element of DEAR MAN, but phrasing the request in a more indirect manner. The overarching principle is that effectiveness is defined by what works in the client's actual world, not by adherence to a universal standard of communication.

The evidence base for interpersonal effectiveness in DBT is robust. Linehan's first randomised controlled trial showed that women receiving the full DBT package, including interpersonal effectiveness training, had fewer and less medically severe parasuicidal acts than those receiving treatment as usual (Linehan et al., 1991), and a further report found better anger scores

and social adjustment (Linehan et al., 1994). The evidence for the DEAR MAN, GIVE and FAST skills comes mainly from trials of DBT and of its skills training as a whole, in which the interventions that included skills training reduced self-injury more than DBT without it (Linehan et al., 2015). Moreover, the procedural nature of the scripts aligns with the neurocognitive model of skill acquisition, whereby repeated rehearsal creates procedural memory that can be accessed automatically under stress.

In summary, this lesson equips the advanced DBT practitioner with a deep understanding of the three interlocking games that underlie every interpersonal encounter, and with the concrete, evidence-based scripts—DEAR MAN, GIVE, FAST—that enable clients to navigate these games with intentionality. By mastering the description, expression, assertion, reinforcement, mindfulness, confidence, negotiation, gentleness, interest, validation, easy manner, fairness, apology restraint, value adherence, and truthfulness, clients can transform chaotic relational patterns into purposeful, skilful interactions. The final activity invites participants to script a current personal or client situation, declare the primary goal, and map the appropriate letters, thereby consolidating the learning and preparing them for the next module, which will explore the decision-making process when goals genuinely conflict.

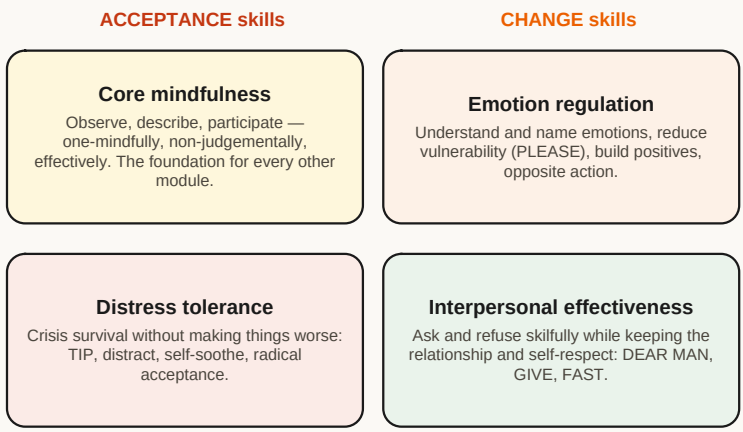


FIGURE 1.1 The four DBT skills modules

Linehan's skills curriculum balances acceptance and change. Mindfulness and distress tolerance teach how to be with experience as it is; emotion regulation and interpersonal effectiveness teach how to change it. Core mindfulness underpins all three of the others.

Points worth keeping

- Objectives, relationship and self-respect goals
- DEAR MAN for getting what you need
- GIVE for keeping the relationship
- FAST for keeping self-respect

PRACTICE TASK

Script a DEAR MAN request for a realistic situation.

CHAPTER 2

Balancing priorities and obstacles

Balancing priorities and obstacles:

Scripts make interpersonal skill possible; judgement makes it wise, and this lesson teaches the judgement layer: how to weigh the three goals when they conflict, how to calibrate the intensity of an ask or a refusal, and how to dissolve the obstacles that keep skilful people from using skills they demonstrably have. It ends where the module's honesty requires: with the relationships that should be built, and the ones that should be ended. The framework rests on Linehan's original tripartite formulation of interpersonal effectiveness, first articulated in the 1993 treatment manual and tested as part of DBT in randomised controlled trials by Linehan's Seattle group and others, among them Koons and colleagues (2001); in it, objective effectiveness, relationship effectiveness, and self-respect effectiveness are not merely desirable outcomes but competing contingencies that must be triaged in real time. The advanced practitioner recognises that the biosocial theory's core proposition — that pervasive emotion dysregulation arises from the transaction between biological vulnerability and an invalidating environment — renders this triage especially fraught for the borderline population, whose learning histories have often fused relationship preservation with physical and psychological survival, making any assertion feel existentially dangerous. The Social GGRRAAACCEEESSS framework, drawn from Burnham and colleagues' work on systemic positioning, reminds us that the weighting of goals is never neutral but is inflected by gender, geography, race, religion, age, ability, appearance, class, culture, ethnicity, education, employment, sexuality, sexual orientation, and spirituality, each axis shaping what the client has learned is permissible to want and dangerous to request.

Weighing the goals is a per-situation decision, not a personality trait, and the module teaches it as explicit triage. Before the interaction: which goal is primary here — objective, relationship, or self-respect — and which am I willing to spend? The weighting shifts with the relationship's nature and stakes: with the utilities company, objective effectiveness leads and relationship effectiveness is nearly irrelevant; with a grieving friend asking

too much, relationship effectiveness may lead this month, with the objective deferred; with the coercive partner, self-respect effectiveness leads even at relationship cost, and naming that aloud in session is often the treatment's hinge. The population's characteristic error is a frozen weighting, relationship first, always, everywhere, installed by histories where displeasing anyone was dangerous, and the triage question thaws it: not is it acceptable to want things, but which game is this, decided fresh each time. Linehan's dialectical stance insists that the synthesis lies not in compromise but in the capacity to hold the tension: I can want the money back and I can love my brother and I can refuse to be the person who enables his fecklessness, all at once, and the wise mind decision is the one that honours the hierarchy appropriate to this moment. The diary card, reviewed weekly, captures not only skill use but the goal hierarchy declared for each significant interaction, allowing the therapist to spot the drift towards over-accommodation or over-assertion that signals relapse before the PHQ-9 or GAD-7 scores climb.

Intensity calibration is the module's dimmer-switch teaching, replacing the population's two settings — silence and explosion — with a scale. Asking runs from the barest hint, through the open ask that accepts no gracefully, up to the firm insistence and, at the top, the refusal to take no where the stakes justify it; refusing runs the mirror, from hesitant demurral to the unqualified no. Where to set the dial is itself proceduralised, the manual's checklist walked as questions: capability — can they actually give it; priorities — how much does this matter; self-respect — what does asking or not asking do to mine; rights — is this mine to demand or theirs to refuse; authority — who decides here; relationship — what does its current state carry; reciprocity — what is the give-and-take history; homework — have I done my part first; timing — is now survivable for them; preparation — do I have my facts. Tallied honestly, the questions yield a setting, and the discipline is matching the delivery to the setting: a level-nine need asked at level-two intensity is self-abandonment, a level-two preference demanded at level nine is the relationship arson the population knows too well. The DEAR MAN script — Describe, Express, Assert, Reinforce, Mindful, Appear confident, Negotiate — is not a rigid formula but a scaffold that can be deployed at any intensity; the GIVE skills — Gentle, Interested, Validate, Easy manner — modulate the relationship goal; the FAST skills — Fair, Apologies (none), Stick to values, Truthful — protect self-respect. The advanced clinician

teaches clients to run the checklist aloud in session, then to rehearse the matched intensity until the body learns the new set point, because the invalidating environment has often calibrated the nervous system to experience assertion as threat and the opposite action approach of approaching the feared conversation with the voice shaking is the mechanism of change.

The obstacles section is where the module turns clinical, because the standard discovery by mid-module, is capability without use: the client who runs flawless DEAR MAN in role-play and goes silent at home. The manual's obstacle taxonomy organises the work. Skills deficit, genuinely not knowing, is the rarest by now, and rehearsal fixes it. Worry thoughts, the belief layer — they will hate me, I do not deserve to ask, if I refuse they will leave — are met with the cognitive tools the curriculum has already installed, checking the facts against the actual friend, the actual boss, and behavioural experiments, the small ask made and the prediction tested. Emotions blocking, fear or shame surging at the moment of assertion, are met with emotion regulation deployed in real time, opposite action's approach, the script begun with the voice shaking, because waiting for comfort before asserting means never asserting. Indecision, the goals unweighed, is met with the triage taught above. And environment, the module's crucial realism: sometimes the skills are used perfectly and punished anyway, the family that retaliates against every boundary, the workplace that promotes the compliant, and the honest teaching is that skill increases the odds, it does not repeal other people's pathology; environments that reliably punish healthy assertion are information, and the module's final section is about acting on it. The therapist's own Social GGRRAAACCEEESSS positioning shapes which obstacles are visible: a white, middle-class, non-disabled clinician may underestimate the environmental obstacle for a Black, working-class, disabled client whose assertion is read as aggression, and the supervision space must hold this complexity.

Building and ending relationships is that section, and its inclusion is itself therapeutic: the curriculum asserts that clients are entitled to shape their relational field, not merely survive it. Building is taught practically, the neglected mechanics of finding and deepening: proximity and repetition, the class, the group, the standing arrangement; the small disclosures that escalate closeness gradually; interest deployed as GIVE taught; the initiative taken and taken again, because acquaintances become friends through

invitations someone risks. The research on adult friendship formation, from Fehr and Rawlins to contemporary network science, confirms that reciprocity and vulnerability escalation are the engines, and the module translates this into homework: one new proximity, one small disclosure, one invitation per week, tracked on the diary card. Ending is taught with equal frankness: some relationships are destructive, draining or dead, and ending them skilfully — DEAR MAN for the conversation, FAST for the self-respect, safety planning where the relationship is dangerous — is an interpersonal skill of the highest order, distinguished carefully from the population's impulsive cutoffs: this is the considered close, decided in wise mind, executed with as much grace as the situation permits, mourned as real endings deserve. The dialectic here is that the capacity to end relationships is what makes the capacity to deepen them genuine; without the freedom to leave, staying is not a choice but a trap, and the invalidating environment has often taught the opposite.

The judgement layer is also where relapse shows first: a client whose asks drift back towards level two across a month is usually not forgetting letters but re-weighting games under some renewed fear, and the drift, caught on the diary card, is worked as material rather than nagged as compliance. Skills use is behaviour, and behaviour has controlling variables; the module's last gift is teaching everyone, therapist included, to look for them. The chain analysis, applied to the missed assertion, reveals the prompting event, the vulnerability factors, the links of thought, emotion, and action, and the consequence that reinforces the silence, and the solution is always in the chain. The therapist models this by running their own chain analyses in consultation team, because the parallel process is real: the clinician who cannot assert with their manager will struggle to teach the client to assert with theirs.

A fragment integrates the lesson. A client's brother borrows money and does not repay, a pattern of years. Triage: objective matters, the sum is rent-sized; relationship matters but is corroding anyway under the resentment; self-respect, she realises aloud, has been the running casualty. Intensity checklist walked: his capability yes, her priority high, reciprocity ledger grotesque, homework done. Setting: high, firm ask, prepared for no repayment plan, no new loans. Obstacle surfaced in rehearsal: the worry thought he is fragile, he might spiral, examined against facts, he is feckless, not fragile, and the guilt is her mother's voice, not her data. The conversation happens Thursday: plan agreed, first payment made, relationship, to her

surprise, easier afterwards, because resentment was the thing actually killing it. A second worked example, drawn from clinical practice with identifying details altered: a thirty-four-year-old Black British woman, referred to as A, employed as a senior nurse in an NHS trust, presents with chronic over-accommodation at work, taking extra shifts, covering colleagues' absences, accepting clinical decisions she judges unsafe. Her PHQ-9 is eighteen, GAD-7 fifteen. Social GGRRAAACCEEESSS analysis reveals the intersection: as a Black woman in a predominantly white, female profession, her assertion has historically been labelled aggressive, her competence questioned, her boundaries treated as insubordination. The triage for a specific interaction — the ward manager requesting a sixth consecutive weekend shift — is walked in session. Objective effectiveness: the shift must be refused, her fatigue is a patient safety risk. Relationship effectiveness: she values the team and the manager. Self-respect effectiveness: saying yes again erodes her professional integrity and her licence to practise safely. The hierarchy declared: self-respect primary, objective secondary, relationship tertiary. Intensity checklist: capability — the manager can authorise agency cover; priorities — patient safety and her registration are paramount; self-respect — saying yes violates her NMC code; rights — she has the right to refuse overtime; authority — the roster is negotiated, not dictated; relationship — currently strained by her resentment; reciprocity — she has covered twelve of the last fourteen requests; homework — she has documented her hours and the policy; timing — the request is made Friday for Saturday, survivable for the manager to find cover; preparation — she has the rota, the policy, her hours log. Setting: level eight, firm refusal with brief rationale, no over-explanation. Obstacles: worry thought — they will mark my card, I will lose progression; checked against facts — the trust's own policy protects refusal on safety grounds, the last three nurses who refused were not penalised; emotion blocking — shame and fear surge at the imagined confrontation; opposite action — rehearse the script with the voice shaking, use paced breathing, approach the manager's office; indecision — resolved by the triage; environment — the trust culture is improving but not safe, so she documents the conversation by email immediately after. The conversation occurs Monday: manager accepts, agency booked, A reports a drop in shame and a rise in self-respect, diary card shows first weekend off in fourteen weeks. At three-month follow-up, her PHQ-9 is nine, GAD-7 seven, and she has joined the trust's BAME staff network, a proximity-and-repetition building step. Close with the same walk on a live case of your own: triage

written, dial set by the checklist, obstacle named and answered, and the module's judgement layer is yours. The course's final lessons turn from using the skills to delivering them: running the training, and keeping the therapist alive.

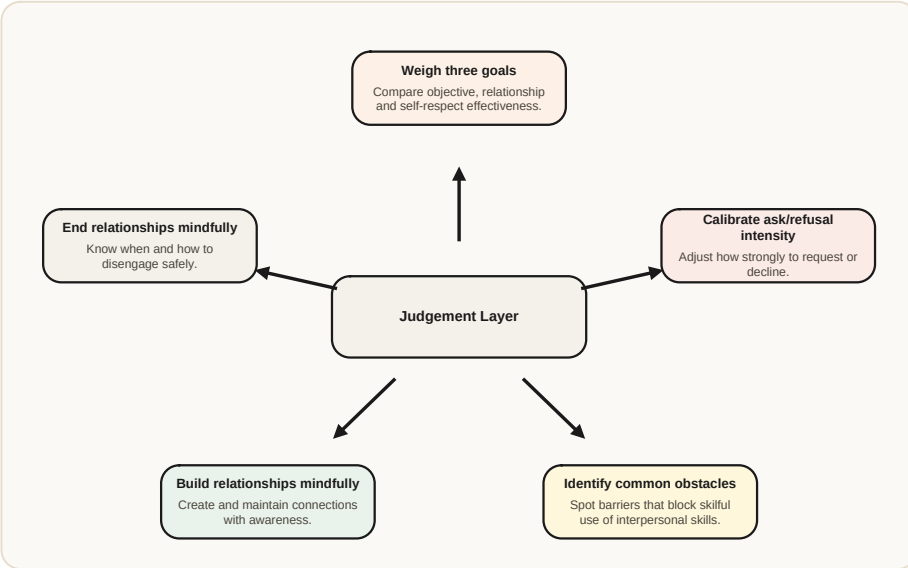


FIGURE 2.1 Balancing Priorities and Obstacles

The hub illustrates the judgement layer that guides interpersonal effectiveness. It shows how practitioners balance goals, manage intensity, overcome obstacles, and decide on building or ending relationships.

Points worth keeping

- Weighing the three goals
- How intensely to ask or refuse
- Common obstacles to effectiveness
- Building and ending relationships mindfully

PRACTICE TASK

Decide how intensely to ask in a given scenario and justify it.