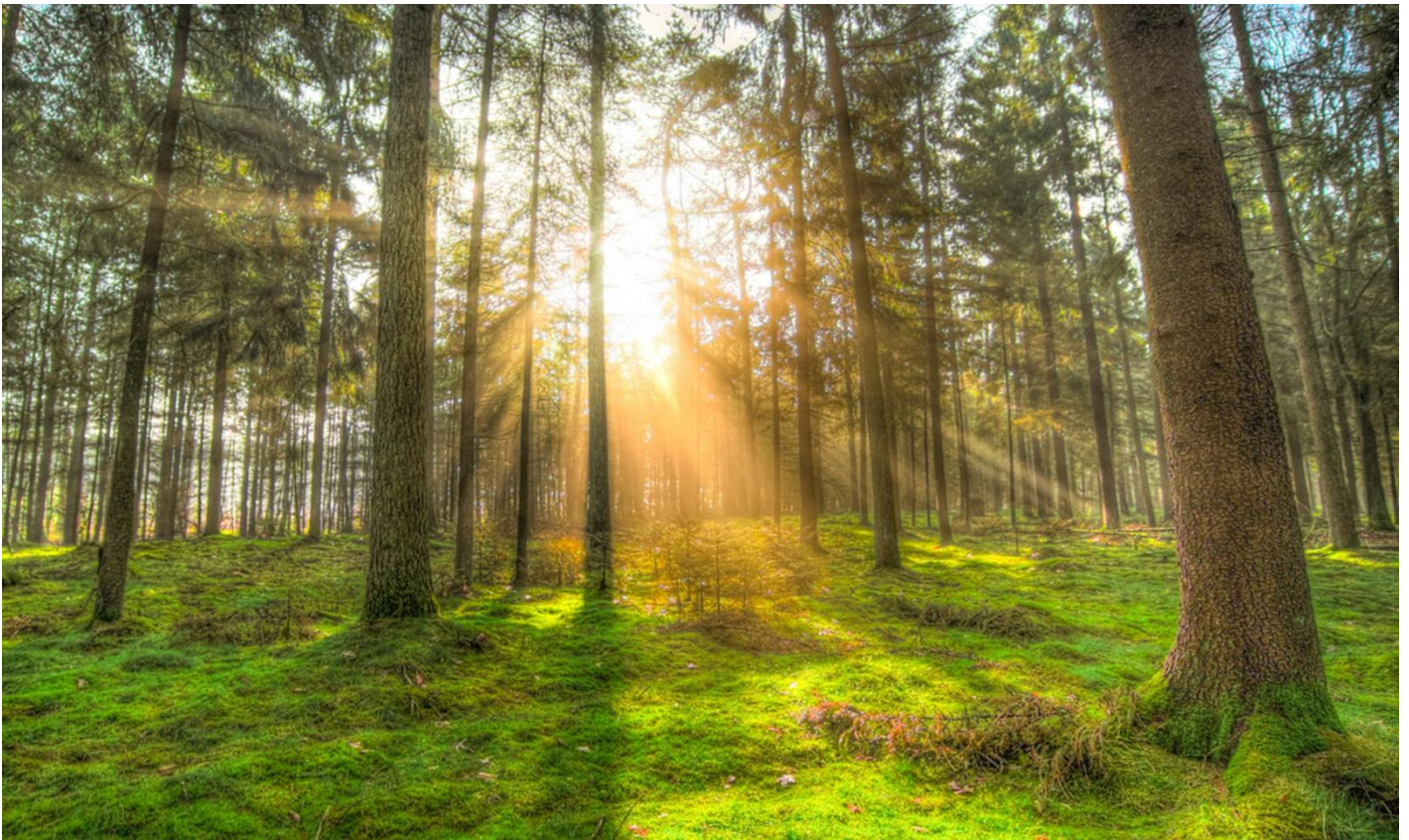


Lifting Your Mood



Cognitive Behavioural Therapy for Depression Course Booklet

Session 1 to Session 12

SESSION 1: Introduction to Course and Understanding Depression

Agenda for Today's Session

- Introductions and Welcome to the Course
- Group Guidelines
- Keeping Safe Between Sessions
- Hopes and Concerns

* Tea Break *

- What is Depression?
- What is CBT?
- 5 areas
- Weekly Task
- Feedback/Take Home Message



Welcome to the Course

This booklet accompanies the course and is for you to keep. This course will meet weekly for 12 sessions, each session last up to 2 hours, including a coffee break.



Group Guidelines

One of the most valuable things about courses is the support that you can give to each other. To help everyone feel safe and comfortable, it is helpful for the group to agree some guidelines for the sessions. We will discuss and agree these as a group, but here are some suggestions below:

- **Ensure your camera and microphone are working. It is important to keep the camera on– unless we are having a break.**
- **Check that you have only your name and no email showing when you join the session.**
- **Please put mobile phones on silent so they do not interrupt the group.**
- **Try to be on time, but if you are ‘one off’ late do come in and join the session.**
- **Respect other people’s points of view; they may be different from your own.**
- **Listen when others are talking.**
- **If you are unable to make it to the session, please let Steps to Wellbeing know.**
- **Do not come to the group under the influence of alcohol or drugs.**
- **Please keep any personal information shared within the group sessions confidential.**
- **Please turn your camera off if you are away from your screen for any length of time.**

Steps to Wellbeing Contact Telephone Numbers

We have one, freephone telephone number for all of Dorset.

If you live in Dorset, please call 0800 484 0500.

If you live in Southampton City, please call:
02380 272000 or 0800 612 7000

Keeping Safe Between Sessions

Steps to Wellbeing is not a crisis service, and although you are welcome to contact the service between sessions, the course facilitators may not be available to speak to you. If you feel at risk to yourself or others or feel at risk from anyone else please utilise your risk management plan agreed at assessment (it might be a good idea to write it here below in the space provided).

The services listed here are really useful if you feel overwhelmed emotionally and/or at breaking point:

- **Contact your GP surgery during your GP Surgery opening times and request an urgent appointment.**
- **If you live in Dorset:**
 - Call **Connections**, on 0800 652 0190 or via NHS 111, which is a 24/7 helpline for people needing urgent mental health support
 - **The Retreat** in Bournemouth and Dorchester - The Retreat offers 'drop-in' and virtual 'drop-in' 7 days a week. It is a safe place to access if you feel you are reaching a crisis point. Either Ring the bell at the addresses below OR access via virtual link:
 - Hahneemann Road, Bournemouth BH2 5JW (4.30pm-midnight, Mon-Sun)
 - 30 Maiden Castle Rd, Dorchester, DT1 2ER (4.30pm-midnight, Mon-Sun)
 - www.dorsethealthcare.nhs.uk/patients-and-visitors/our-services-hospitals/mental-health/retreat (between 5pm and 11pm, Mon-Sun)
- **If you live in Southampton:**
 - **The Lighthouse** – <https://www.southernhealth.nhs.uk/our-services/a-z-list-of-services/lighthouse>
 - **Solent Mind** – for peer support Tel 023 8017 9049 (M-F 9am-7pm; weekends 10am-2pm)
- Call 999 in an emergency
- Go to A&E if you are worried about hurting yourself or someone else
- Call "The Samaritans" (24/7 service) on 116 123 for someone to talk to
- Think of a friend, partner or family member that you can seek support from
- There may be another professional involved in your care who could help, e.g. your Health Visitor, Social/Support Worker, Community Mental Health Team or GP Practice Nurse.

Please make a note of your useful telephone numbers below so that you have them to hand when you need them

My Personal Safety Plan

Signs that my mood is deteriorating

What steps can I take to manage this?

Where can I professional support?

Where can I get social support? (e,g, friends, family, colleagues)

Course Content

Below is an overview of what each session will cover so you know what to expect.

Session Number	Session Title
Session 1	Introduction to Course and Understanding Depression
Session 2	Beginning to Change My Behaviours – Starting with the Basics
Session 3	Changing My Behaviours - Understanding the Mood-Activity Link and Setting Goals (Part 1)
Session 4	Changing My Behaviours – Understanding Mood-Activity Link (Part 2)
Session 5	Identifying Negative Automatic Thoughts and Unhelpful Thinking Habits
Session 6	Challenging Negative Automatic Thoughts – The Court Room Technique
Session 7	Challenging Unhelpful Thinking Styles and Mid-Way Review
Session 8	Identifying Core Beliefs and Rules for Living
Session 9	Modifying Core Beliefs
Session 10	Updating and Testing Rules for Living
Session 11	Rumination
Session 12	Staying Well for the Future and Next Steps

Hopes and Concerns?

You may have certain expectations, hopes and concerns about coming to this course. Please take some time to think about these and write them down in the spaces below. You can choose to share this information with the group or keep it to yourself. We will come back to these at the end of the course.





Recovery from depression is a journey. During the course you may have times where you feel better, and times where you feel low again. Remember that these times are NOT a sign of failure or that nothing works.

Our low and difficult times are a chance to notice the triggers, to try out new techniques and to think about what could be done differently next time. These are often the times when the most learning takes place.

Expectations of Attending the Group

The Group is an Opportunity to...

- Learn about depression
- Build awareness of own experiences of depression
- Challenge unhelpful thoughts and behaviours that keep depression going
- Set and work towards goals
- Learn how to keep well for the future
- Be an active participant and practice learning between sessions

The group isn't...

- A passive process
- All about 'positive' thinking (no-one can do this!)
- Counselling



What is Depression?

Depression is different to feeling sad or blue for a few days - everyone is likely to experience a bad/low day from time to time. Depression symptoms last for longer and they interfere with your ability to do the things you are normally able to easily do e.g work, socialize, self-care.

Even though you might feel utterly alone with your depression, it is actually a very common illness. In fact, 1 in 4 people will experience depression at some point in their life. Often people feel embarrassed about sharing this, but it is important to note that it can happen to anyone, at any time.



What Causes Depression?

Depression is not caused by just one thing. It is probably the result of several factors none of which indicate any personal failings. These may include a family history of depression, physical health conditions, hormonal changes, and life events such as relationship difficulties, bereavement, redundancy, or trauma.

Once depression has arrived, it keeps itself going through the vicious cycle above (note that the arrows link the 4 aspects of depression we talked about before and one can get 'stuck' in the cycle). Low mood affects motivation to do things, leaves you feeling drained, and clouds your thinking, resulting in more negative thoughts and biased or distorted thinking. These patterns of thinking can lower your mood further. Behaviour, such as staying in bed or avoiding friends, leaves you more time to dwell on things, cuts you off from activities that could lift your mood, and from people that could help. This vicious cycle can trap you in a state of depression.

What can we do about Depression?

There are several options for the management of depression the main three are:

Medication:

Antidepressants are medicines that treat the symptoms of depression. There are many different types of antidepressants, and you will need to speak to your GP to have these prescribed.

They must be prescribed by a doctor, usually for depression that's moderate or severe



Support:

Our family, friends and colleagues can be a great resource for getting support. Sometimes we may feel able to actively discuss our difficulties with our social support network, other times they may help us by helping to distract us by helping us go out, talking about what is going on with them or sharing an activity together.



Another type of support can come from peer groups or helplines. This type of support can be helpful if we don't feel able to obtain support from our current social support network. help us to feel validated and understood. This type of support can also be a helpful resource for signposting.

Talking therapies:

This is an umbrella term for professional therapeutic support and includes treatments such as counselling and cognitive behavioural therapy (CBT). CBT is a thoroughly researched and evidence-based treatment for depression and is the basis of this course. We will explain CBT in more detail shortly.



Symptoms of Depression

The symptoms of depression can be divided into 4 categories. The earlier you can recognize the signs (your own symptoms of depression), the earlier you will be able to act before your mood becomes lower.

Physical Symptoms (how depression is experienced in your body)

- Tiredness, heaviness and fatigue
- Increased or decreased appetite
- Sleep disturbances, such as early waking, trouble getting to sleep, sleeping too much
- Changes in the way you move, either becoming restless or slowed down
- Pain, foggy head

Cognitive Symptoms (what you think, your thoughts)

- Negative about yourself (e.g. I'm a burden, people would be better off without me)
- Negative about the future (e.g. this will never change, I'll never get better)
- Negative about the world and others (e.g. the world is a bad place, nobody cares)
- Only noticing the negatives whilst overlooking the positives
- Difficulty concentrating and planning and making decisions
- Thoughts of harming yourself and/or suicide

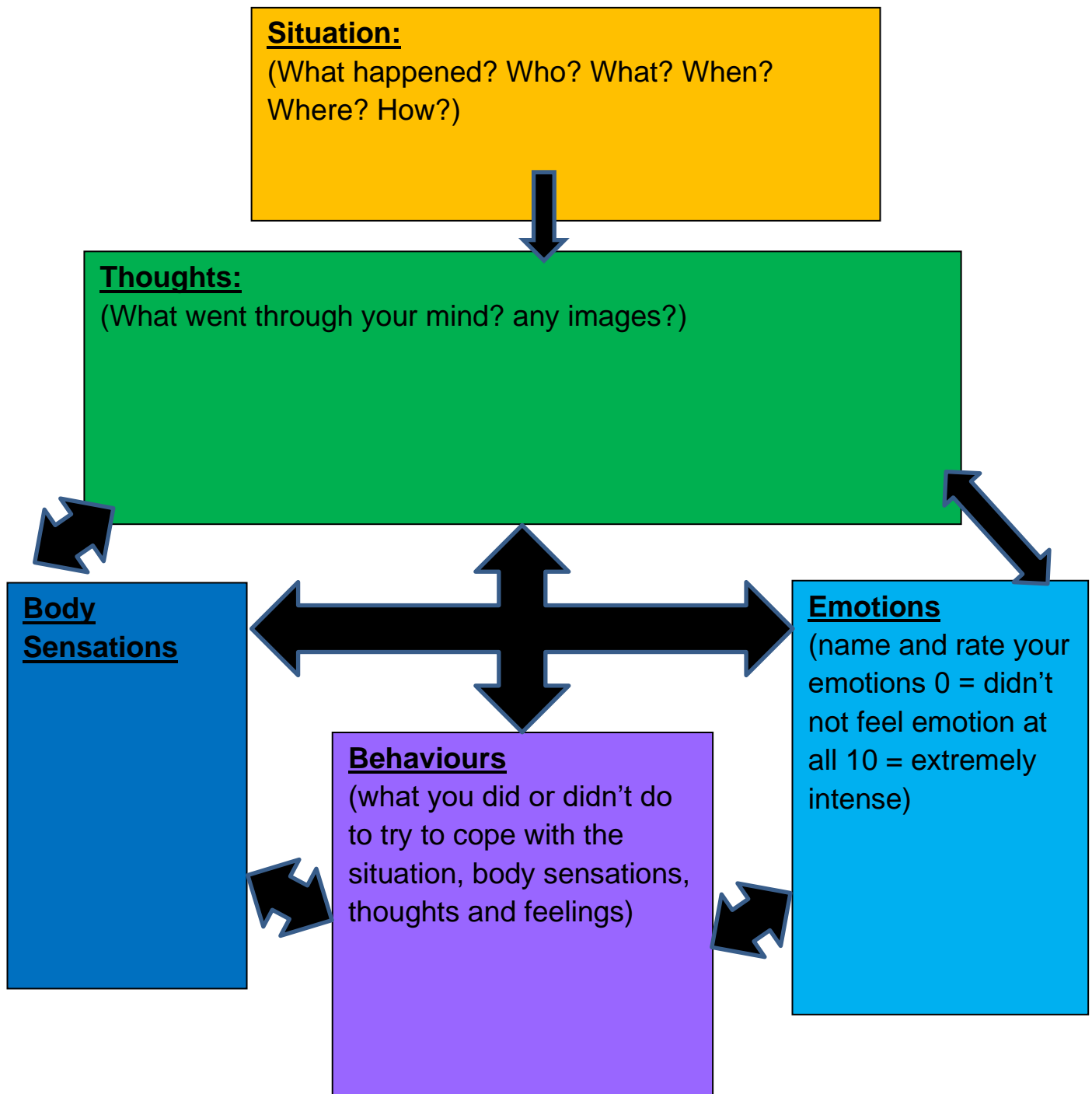
Emotional Symptoms (what you feel emotionally)

- Sadness, Despair, Hopelessness, Helplessness
- Guilt, Shame, Envy, Resentment
- Irritation, Anger, Fear, Anxiety

Behavioral Symptoms (what you do, or avoid doing)

- Withdrawing from other people
- Difficulty keeping up with household tasks or work
- Neglecting your appearance or self-care
- Using alcohol or other substances to feel better or not to think
- Comfort eating or avoiding eating
- Arguing

The Cognitive Behavioural Therapy (CBT) Five Areas Model



Task: In which box (in the 5-area-model) does each of these go?

I'm useless	Anxious	Vulnerable
Stay in bed	Headache	I feel like no one cares
Tired	Buy clothes	Sleep
They don't like me	Sad	Cleaning
Crying	Nausea	I can do this
He doesn't understand	Angry	Not motivated
Drink alcohol	Heart pounding	Talk to someone
I can't do it	Go for a walk	Trembling hands
Guilty	Turn off my phone	Phone-in sick to work

What is Cognitive Behavioural Therapy (CBT)?

Cognitive Behavioural Therapy (**CBT**) helps you to understand how your thoughts, mood and behaviour are connected to each other. Once you are able to identify these key aspects and patterns, you will be able to start noticing how these patterns turn into vicious cycles that may be key in maintaining your depression.



CBT gives you strategies to start breaking those cycles. Below is a summary of some of the strategies we will cover during this course:

Strategies to help you target unhelpful behaviours

- * Building a personalised and helpful daily routine
- * Understanding the Sleep-wake and developing a more routine to help improve sleep
- * Identifying and engaging with people and activities that are important to you

Strategies to help you target unhelpful thoughts

- * Learn how to view events (internal and external) from different point of views
- * Learn how to identify and modify unhelpful thinking patterns
- * Challenge thoughts, opinions and beliefs that are keeping you stuck
- * Realistically notice both positives and negatives in ourselves, the world and others

CBT focuses on your difficulties in the here and now; it is time limited, collaborative and empowering in nature: the idea is that you learn the skills and become your own therapist!

CBT has been researched widely and research clinical trials (all over the world) have shown it is an effective treatment for depression, the National Institute of Clinical Excellence (NICE) recognises CBT as one of the most effective treatments for depression.

Change can be difficult, and it is normal to think “I can’t see this helping me” or “I can’t do it”, particularly if you are caught in the vicious cycle! Asking for help can be difficult, and it can be hard to find the motivation to change. Any change takes effort, but the rewards can be huge.

Weekly Task

A key component of CBT is your “weekly task”. Basically, this means putting into practice, between one session and the next, what we have discussed and learnt during each session. Research shows that without practice between sessions the positive gains are very limited.



Weekly Task from Session 1

- * Read through Session 1 of your handbook
- * Make a note of your own personalised safety plan in your handbooks (page 5)
- * Make a note of your own personalised hopes and concerns (page 7)
- * Log at least one situation this week that reflects your depression. By completing either the 5 areas diagram (Unhelpful cycle of depression) OR the diary log (whichever one you think would most suit your learning style)

How is diary/log keeping helpful?

Diary/ log keeping is an important part of CBT and has several benefits to your recovery journey including:

- * Helping you to focus on the parts of your problem you have learnt about during session.
- * Boosting your self-insight as you become more self-reflective
- * Helping you to capture the negative thoughts you have – you cannot move on to challenging thoughts if you do not know what negative thoughts you have!
- * Helping you to recognise behaviours that might be keeping your anxiety going and keeping you stuck in the long term.
- * Helping you to identify key areas where you could implement skills to break your vicious cycles

Weekly Task Option1: Fill in the 5 areas model

Situation: (What happened? Who? What? When? Where? How?)

Thoughts :(What went through your mind? any images?)

Body Sensations

Emotions

(name and rate your emotions
0 = didn't not feel emotion at
all 10 = extremely intense)

Behaviours

(what you did or didn't do to try to cope)

Weekly Task Option 2: Diary Log

Date/Time	Situation or Trigger Where, what, who with...	Thoughts or Images	Emotion or Mood Rate Intensity 0-100%	Behaviour What you did as a result. What helped you cope, or not	Physical Sensations What do I feel in my body? Where?

Review:

At the end of each session we encourage you to pause and reflect on the session you just had and write down some comments. This will help you to track your recovery journey and reflect on the most important elements for you.



Session 1 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 2

Beginning to Change My Behaviours – Starting with the Basics

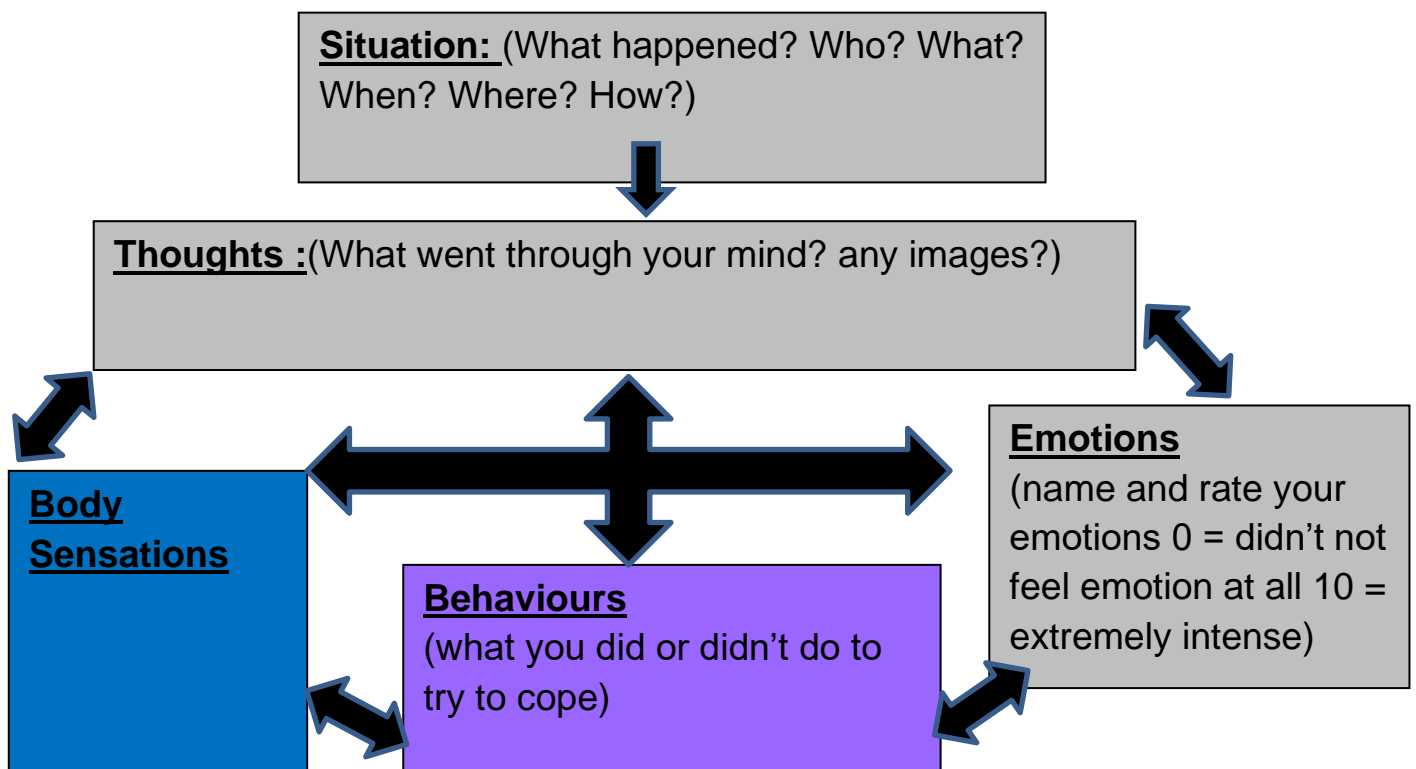
Agenda for Today's Session



- Check In
- Review last week's session
- Review last week weekly task
- The Link Between Mood and Activity
- Vicious cycles
- Maslow's Hierarchy
- Behavioural Changes
 - Diet
 - Exercise

* Tea Break*

- Behavioural Changes
 - Sleep
- Weekly Task



Check In

Why do we do check ins?

Check ins helps you practice the skill of monitoring your mood and reflecting on what might have contributed to any changes. This is an essential skill to learn to aid your recovery.

When answering the question below, it can be helpful to include a mood rating out of 10, this is a quick way of monitoring fluctuations in your mood. Explaining why or what might be contributing to your mood rating will also help you to determine what improves or worsens your mood over time.



Rate your mood on a scale of 0 to 10

0 = worst my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more difficult days

10 = best my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 1's weekly task

The Link between Mood (emotions) & Activities: the Vicious Cycle

The symptoms of depression have a huge impact on your life, particularly in terms of your behavior. Often, behaviour such as withdrawing and avoiding friends are what make the depression worse and prevents recovery. This is called the vicious cycle of depression.



How you feel emotionally affects how you behave. When you feel low in mood, it is common to feel low in motivation and energy. You may lose interest in your usual activities or want to withdraw from other people. Low mood often leads to a reduction in activity; you may stop doing the things you would usually do, avoid other people, and stay at home more.

Low mood leads to changes in activity. Loss of interest, motivation, and energy

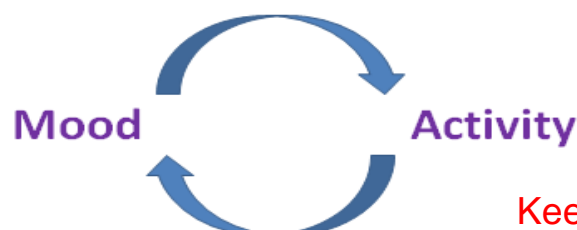


Reduced activity maintains low mood

Less enjoyment, achievement, or distraction from thoughts

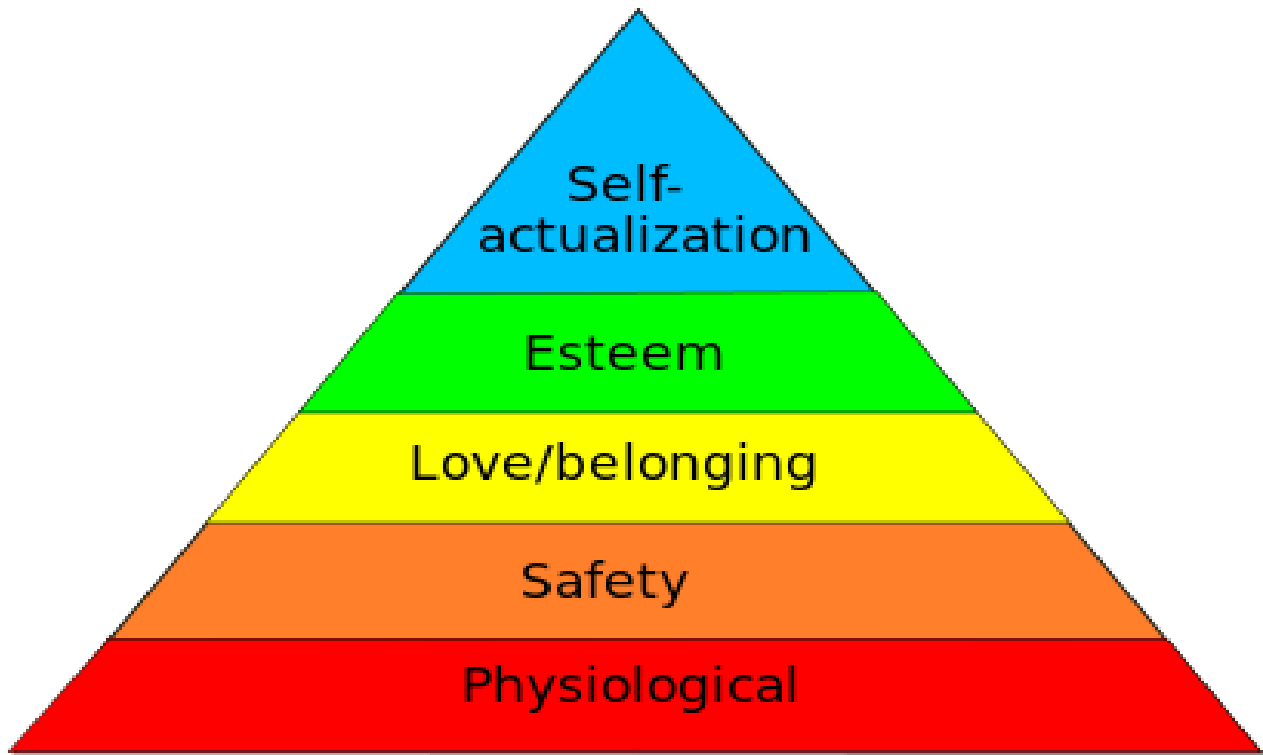
Sometimes the opposite may happen, and you may become over-active, keeping busy and trying to distract yourself from your emotions or thoughts. Being over-busy can be exhausting! It can also prevent you from addressing underlying problems, and therefore these problems stick around.

Feel exhausted, overwhelmed, not able to accomplish everything, worsens mood.



Keep busy, go out all the time, sign up for classes and groups

Maslow's Hierarchy of Needs



*Maslow's Hierarchy of Needs says that we **need to take care of the basics needs first** → meeting our **body needs***

Looking after Yourself

You may notice that when your mood is low, you tend to devote less time and effort to looking after yourself. Your appetite may be affected, and motivation to live a healthy lifestyle may be low. You may lack the energy to prepare nutritious meals or manage any ongoing health conditions. Home environment, personal appearance and health can all suffer. Yet the food and drink you take in, your sleep patterns and spending time on your appearance can all influence your mood.

Behavioural Changes

Meeting the needs of Our Body

This section contains general healthy lifestyle advice- if you have any medical conditions, please seek advice from your GP to make sure that you are eating and exercising appropriately.

Diet:

You can find helpful tips on eating a healthy diet on the NHS website

<https://www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/?tabname=food-and-diet>



A healthy diet can be good for our mental health-we also need to make sure that we have enough fuel to help us function and embrace changes as part of CBT.

- Brain relies on glucose (*potatoes, rice, cereals, bread, pasta*) eat little and often to keep your mood at its best.
- Brains are made up of 50% fat and need fat to maintain structure and health.
- Choose **unsaturated** naturally found fats (*nuts, seed, olive oil*)
- Avoid **trans fats** found in ready meals, pre-packaged cakes and biscuits, processed meats as this changes the cell structure and its function.
- A healthy brain is made up of 78% water and even slight dehydration can affect mood-aim to drink 6-8 glasses of fluid each day. **Remember the importance of drinking plenty of water.**
- Avoid drinking too much caffeine and alcohol as these contribute to dehydration, low mood, disturbed sleep and increase symptoms of anxiety.

Make a note of how you could improve your diet to help boost your mood

Exercise:

Keeping active is very important both for our physical and emotional wellbeing. You can find more explanations on the benefit of keeping active on the NHS website: <https://www.nhs.uk/live-well/exercise/exercise-health-benefits/>



- Exercise has long been known to have a positive benefit on mood and evidence shows it helps ease symptoms of mild, moderate, and severe depression.
- Exercising not only increasing blood flow and oxygen to the brain which helps improve our functioning, it also releases endorphins- the body's natural anti-depressant hormone.
- Any exercise is better than none and the key is finding something you enjoy, or it will be harder to find the motivation to do it regularly.

Make a note of how you could exercise to help boost your mood

Sleep:



When feeling depressed sleep is often disturbed or disrupted. You can suffer from a range of insomnia symptoms including difficulty falling asleep (sleep onset insomnia), difficulty staying asleep (sleep maintenance insomnia), and/or unrefreshing sleep.

There are ways to try and reduce sleep difficulties as part of CBT interventions. Some of these you may have heard of and tried others may be new to you.

Sleep hygiene:

- Avoid caffeine after lunch and alcohol within 6 hours of bedtime- Alcohol helps with sleep initiation, but it impairs sleep maintenance as it changes your sleep architecture. Additionally, alcohol is a depressant which will impact negatively on your mood.
 - Avoid nicotine close to bedtime or during the night- Nicotine is a potent stimulant with a short half-life which means as part of the frequent withdrawal symptoms you will experience you will induce broken sleep through regular awakenings in the night.
 - Exercising will help your sleep. Engage in moderate physical activity but avoid heavy exercise within 3 hours of bedtime.
 - Avoid consuming excessive liquids or a heavy evening meal before bedtime
- Bedroom environment:
- Maintain a quiet, dark and comfortable sleep environment. Blue screen light suppresses the sleep hormone melatonin, so try not to use phones, screens or TVs for at least 30 to 60 minutes before bed.

- Keep the bedroom cool: evidence suggests a drop in body temperature aids our internal systems to prepare for sleep
- Develop a bedtime routine to cue your brain to sleep, e.g. Brush your teeth, relax, turn lights down, have an herbal tea.
- Using the sleep diary, we can monitor our sleep and this will help us to return to a good sleep-wake routine. An adult generally sleeps around 7-8 hours to feel refreshed, however there are individual differences, and some people don't need more than 6.5 hours to feel refreshed and others need 9 hours.
- Set an alarm so as to get up at the same time each day. Even if you had a sleepless night get up at the agreed time, you will increase your chances of having a good sleep the following night.
- Avoid napping during the day. If you really want to have a nap (15-30 minutes) during the early afternoon, you need to set the alarm clock so as to ensure you are not in bed for more than 15-20 minutes. Falling asleep in the early evening will decrease the chances of having a good night sleep.

Stimulus control:

Stimulus control is designed to re-associate the bed/bedroom with sleep and to re-establish a consistent sleep-wake schedule. This is achieved by limiting activities that serve as cues for staying awake. The treatment consists of the following behavioural instructions:

- Eliminate non-sleep activities in the bedroom. Remove the TV and computer from the bedroom.
- Use the bed and bedroom only for sleep (and sex); that is no 'texting, eating, watching TV' in bed.
- Establish a pre-bed routine such as brushing your teeth, putting your PJ on, listening to a relaxation application, drinking an herbal tea and then go to bed only when sleepy tired.
- If once you are in bed, you are not asleep within 15-20 minutes, then get out of bed, go to another room and do something relaxing such as reading a book, listen to some soft music (no working or planning). As soon as you feel sleepy again, go back to your bed. Repeat this process as many times as needed until you fall asleep within the 15-20 minutes.



Make a note of changes you could make to help improve your sleep

Remember:

Looking after your diet, physical exercise and sleep means you are starting to take care of yourself. Taking care of yourself is a key building block to returning to wellbeing.

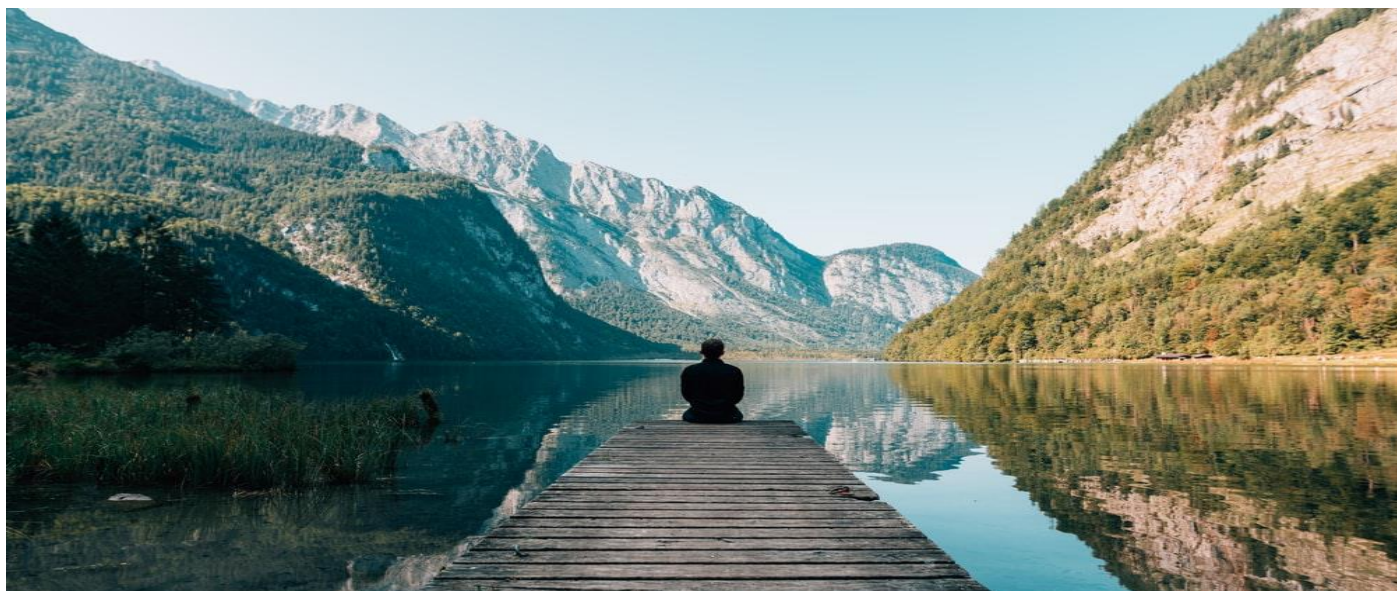


Weekly Tasks For Session 2

- Read through Session 2 of your handbook
- Continue with 5 areas
- Choose one small change to make this week in relation to your diet, sleep or exercise. Make a note of how it goes below

Weekly Task: Change Diary

Date and time	Area of Change e.g. diet, sleep, exercise	Detail of chosen behaviour e.g. no screen time 1 hour before bed	Reflections and comments e.g. how did it go? What did you notice?



Session 2 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

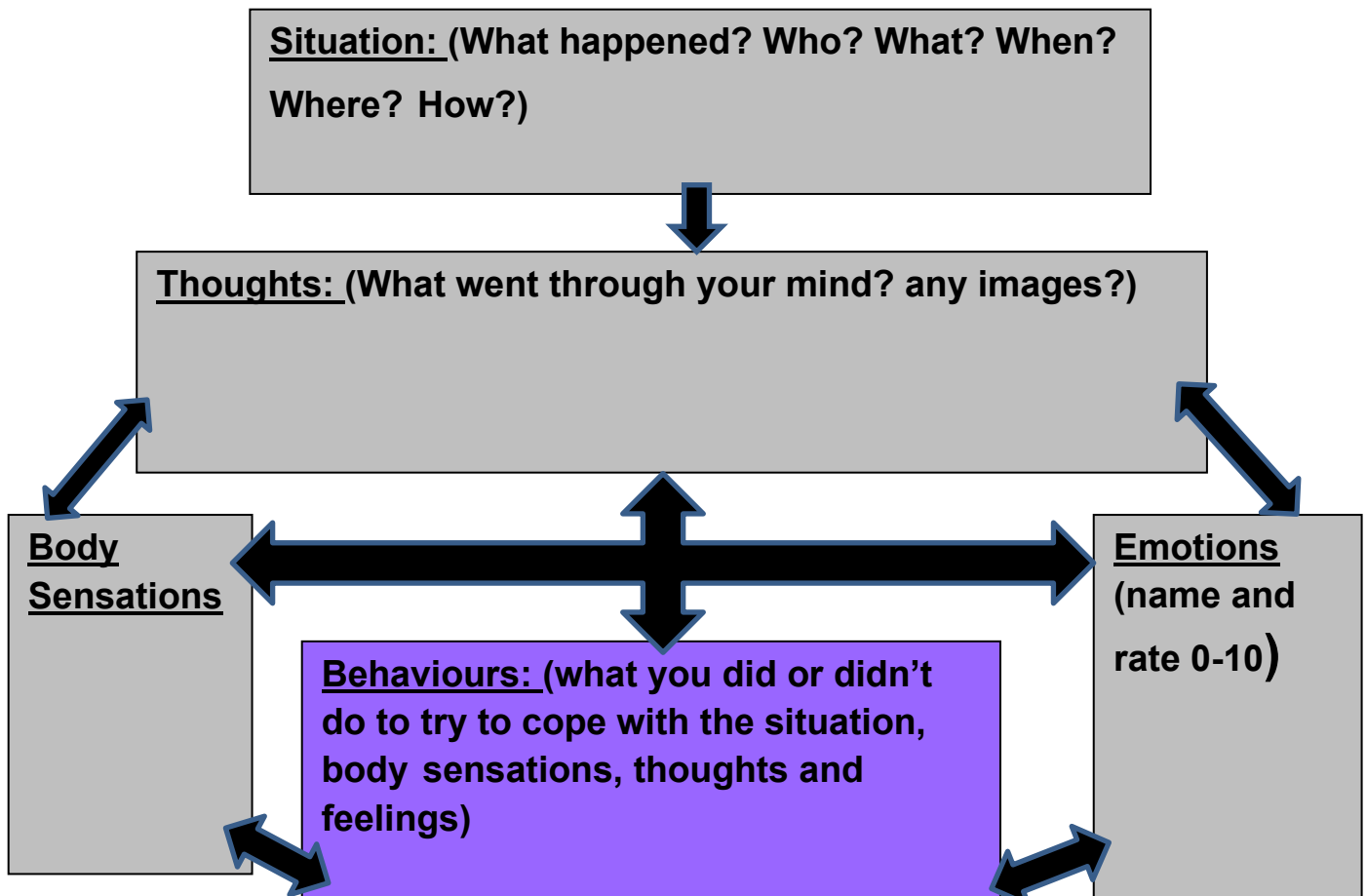
SESSION 3

Changing My Behaviours - Understanding the Mood-Activity Link and Setting Goals

Agenda for Today's Session



- Check In
- Review last week's session
- Review weekly task
- Behavioural Changes
 - Mood-Activity Link (Vicious Cycles)
 - BACEs
- * Tea Break*
- Goal Setting
- Weekly Task:
 - Activity Scheduling
 - Goals
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = worst my mood has ever been

5 = my mood has been pretty evenly split
pretty even between better days and more
difficult days

10 = best my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 2's weekly task

Reversing the Vicious Cycle of Depression through Behavioural Changes

In session 2 we have discussed the importance of taking care of our basic needs: a healthy diet, physical activities, and sleep. This is to provide our bodies with the necessary ingredients for physical and emotional wellbeing. These activities represent the 'B' of 'BACE' – this is an acronym we will be introducing you to today.

When we feel depressed, we stop doing many of the activities in our lives because we feel overwhelmed, or don't have the motivation or energy to do things. It may be the last thing you feel like doing but increasing your activity level really can help you feel better. Becoming more active has several advantages:

- Doing things you enjoy is likely to boost your mood in the long term
- Engaging in activities gives you a sense of achievement
- Activity actually makes you feel less tired
- Activity helps you think more clearly
- Activity increases social support from others

A Balance of Activities – Introducing the BACEs

Body
(Movement and Self Care)

Examples:
Exercise, Sleep,
Diet, Shower
Neurotransmitter:
Endorphins

Closeness
(Connection)

Examples:
Spending time with
people we like,
helping others
Neurotransmitter:
Oxytocin



Achievement
(Success)

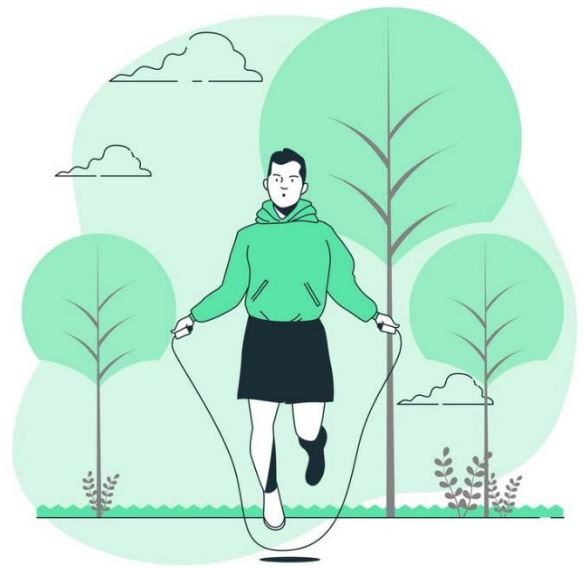
Examples:
Chores, Projects,
Work, Goals,
Study, Progress
Neurotransmitter:
Dopamine

Enjoyment
(Fun and Pleasure)

Examples:
Reading, Sports,
Arts and Crafts,
Baking
Neurotransmitter:
Serotonin

To stay well, we need to have a **balance** of activities that give us an opportunity to boost our mood.

B for Body – Including these types of activities ensure we take care of our basic physical needs. Exercising or moving our body is really important as it gives us the opportunity to improve our mood by releasing endorphins. Endorphins have a positive impact on our mood by helping to relieve pain, reduce stress and improve our sense of well-being.



A for Achievement – Including these types of activities ensure we engage in tasks that give us a sense of purpose, success and meaning. These activities can include working towards a goal, doing some chores or progressing our skills in a hobby. These activities encourage the release of the neurotransmitter Dopamine. Dopamine has a positive impact on our mood by contributing to us feeling a sense of motivation by reinforcing a sense of pleasure or reward when engaging in activities. Dopamine can also positively impact our concentration, memory, and sleep.

C for Closeness – Including these types of activities supports the building and maintaining of healthy relationships. As humans we are instinctively wired to crave a sense of belonging and as early humans this increased our chances of survival.

In modern life, we may all differ in how much time we want to spend with others, however, having an opportunity to make meaningful connections has been scientifically proven to reduce depression and improve our mood. When we engage in activities that promote opportunities for closeness and connection, this stimulates the potential for the neurotransmitter Oxytocin to be released. Oxytocin is often known as the “love”, “cuddle” or “bonding” hormone. It positively impacts on our wellbeing by increasing our sense of belonging, trust and connection.



Please note: We don't always need to connect to other people in order to give ourselves the opportunity to release Oxytocin, spending time stroking or cuddling our pets or feeling connected via our spirituality, religion or nature can all give us an opportunity to release oxytocin as well. help relieve pain, reduce stress and improve your sense of well-being.



E for Enjoyment – Including these types of activities helps us increase our chances of having fun and experiencing pleasure. Often, people report not feeling pleasure or enjoyment out of activities they used to do before depression and so have stopped doing them to avoid “tainting them” with depression. However, reducing these activities further limits or eliminates opportunities to feel a sense of pleasure. Some research suggests that engaging in activities that give us opportunities to feel a sense of enjoyment can help stimulate Serotonin.

Some of you may have been prescribed antidepressants known as Selective Serotonin Reuptake Inhibitors or SSRIs. SSRIs work by blocking (“inhibiting”) reuptake, meaning more serotonin is available to pass further messages between nearby nerve cells.

Serotonin works on lots of different systems in our body. Some of which help regulate our mood by helping us feel happier, calmer, and more focused.

Useful tip: Some of our activities will cover multiple BACEs or even all of them!

For example:

- (B) Going for a walk
- (A) which is one of your goals
- (C) with someone you like e.g. a friend or partner
- (E) in the forest, which is a place you enjoy going



Consider: Would you say that your activities during the past week had a good balance of BACE activities?

Are there any types of activities that were easier or harder for you to include?

Hierarchy of Activities

An optional but helpful next step is to make a list of different types of activities you are currently doing, need to do or would like to do using the BACEs model. If you get stuck, we have also included an “other” box for you to use below:

Body Activities

Achievement Activities

Closeness Activities

Enjoyment Activities

Other Activities

Looking at the activities you have listed above, try to put them into the table below based on how difficult you currently find them to do.

Top tip: Try to ensure there are several activities in each section to help you decide where to start. If you are finding this difficult, consider what ones feel most or least time consuming and rewarding to help you determine how difficult you currently find doing each task.

Body Activities	Difficulty Rating (Easy, Medium, Hard)	Achievement Activities	Difficulty Rating (Easy, Medium, Hard)	Other Activities	Difficulty Rating (Easy, Medium, Hard)
Closeness Activities	Difficulty Rating (Easy, Medium, Hard)	Enjoyment Activities	Difficulty Rating (Easy, Medium, Hard)		

Activity scheduling

This section covers how to plan, or schedule activities, to boost your mood.

Sometimes it can be hard to think of an activity on the day, especially for activities that bring a sense of enjoyment or 'just for me' feeling.

Sometimes we simply cannot think of ideas and get stuck in a rut.

Other times we are waiting to "feel in the mood" or motivated to do a task. However, for all of us, regardless of whether we have depression or not, motivation comes after action. This means that if we make a start on something, no matter how small, we are more likely to keep going. Alternatively, if we wait until we "feel motivated" this can take a very long time.

Activity scheduling involves planning when, where and how an activity will happen, regardless of how we emotionally feel. Taking the time to make a plan makes it much more likely that it **will** happen.

Getting Started – add in details

A vague plan can feel overwhelming when the moment comes to do it because we may then need to think of additional information which we don't feel able to figure out at the time

For example: "I want to go out more... "

This is very vague as it does not state when, how, or for how long

Instead Try:

I will go out three times a week:

Every Monday I will meet a friend for coffee;

Each Wednesday I will go to the library

Each Friday I will go swimming



Below is a list of activities that you could use to help you to start considering activities you would like to schedule in to your routine. Look through the list and mark those activities that you think you might have enjoyed at one point, might have considered at one point or which you are willing to try.

Don't expect to feel any great enthusiasm for any of them at the moment. The key to introducing activities is to have a balance of both daily tasks and activities that are enjoyable.

When you are struggling with depression, it is often the routine tasks that are prioritized, and pleasurable activities may not be thought about.

This list was taken from <https://www.cci.health.wa.gov.au/-/media/CCI/Mental-Health-Professionals/Depression/Depression---Information-Sheets/Depression-Information-Sheet---06---Fun-Activities-Catalogue.pdf>

Please use the above link for a the full "Fun Activities Catalogue" list. The full list has over 350 ideas!

- | | |
|---|--|
| <input type="checkbox"/> Go to a trivia or quiz night
(or put on your own) | <input type="checkbox"/> Play football, volleyball, golf or
rounders |
| <input type="checkbox"/> Paint your nails | <input type="checkbox"/> Go bike riding |
| <input type="checkbox"/> Go ice skating, roller
skating/blading | <input type="checkbox"/> Enter a competition |
| <input type="checkbox"/> Feed the birds | <input type="checkbox"/> Do crossword puzzles or sudoku |
| <input type="checkbox"/> Spend an evening with good
friends | <input type="checkbox"/> Pat or cuddle your pet or loved
one |
| <input type="checkbox"/> Go out to dinner | <input type="checkbox"/> Soak in the bathtub |
| <input type="checkbox"/> Buy gifts – for yourself or
someone else | <input type="checkbox"/> Put extra effort in to your
appearance |
| <input type="checkbox"/> Wash your car | <input type="checkbox"/> Do a favour for someone |
| <input type="checkbox"/> Send a loved one a card in the
mail | <input type="checkbox"/> Build a bird house or feeder |
| <input type="checkbox"/> Bake or cook something for
yourself or to share with others | <input type="checkbox"/> Looking at pictures of beautiful
scenery or positive memories |
| <input type="checkbox"/> Take a sauna, spa or a steam
bath | <input type="checkbox"/> Have family get-togethers |
| <input type="checkbox"/> Re-watch a favourite movie or TV
show | <input type="checkbox"/> Listen to music or a podcast |
| <input type="checkbox"/> Gardening | <input type="checkbox"/> Stargazing or cloud watching |
| <input type="checkbox"/> Go camping | <input type="checkbox"/> Take a free online class |
| | <input type="checkbox"/> Go for a walk at the beach, in the
forest or in the park |
| | <input type="checkbox"/> Pick flowers or gather objects for
a wreath depending on the
season |

SMART Goal Setting

Goals can help to motivate us but often we set goals that are too big or poorly set up. When we don't achieve our goals, we can feel bad about ourselves, and this can contribute to the vicious cycle of depression.

Goals can be short term, medium or long term. When set up properly they can give us a sense of achievement.

Please refer to this link: <https://www.youtube.com/watch?v=XpKvs-apvOs>



Below is an explanation on what each letter of the above acronym means and prompts to help you fulfil that part of the strategy.

Specific – To set a specific goal you must answer the six “W” questions:

- ***Who:** Who is involved?
- ***What:** What do I want to accomplish?
- ***Where:** Identify a location.
- ***When:** Establish a time frame.
- ***Which:** Identify requirements and constraints.
- ***Why:** Specific reasons, purpose, or benefits of accomplishing the goal.

Measurable – Establish a way of measuring your progress towards each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience a sense of achievement that motivates you further.

To determine if your goal is measurable, ask questions such as.....

- How much?
- How many?
- How will I know when it is accomplished?

Achievable – You can attain almost any goal when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals, you build your self-image. You see yourself as worthy of these goals and develop the traits and personality that allow you to possess them.

Realistic – To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. A high goal may be easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished seem easy simply because they were a labour of love.

Timely – A goal should be grounded within a time period. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., "someday" won't work. But if you state a timeframe; "by May 1st", then you've set your unconscious mind into motion to begin working on the goal. Your goal is probably realistic if you truly *believe* that it can be accomplished. Another way to judge if your goal is realistic is to ask yourself whether you have accomplished anything similar in the past, or what conditions would have to exist to accomplish this goal.

→ and don't forget that goals are easier when they are enjoyable! And of course, we need to review and amend if necessary.

Below is an Activity Schedule Based SMART Goal

Original Goal: This week I want to do more self-care

S = I want to shower for 5 to 10 minutes 3 times a week. I will shower on Monday, Wednesday, and Saturday. I will do this first thing in the morning so that there is less opportunity for other things to get in the way and start my day off with a sense of achievement.

M = I will be able to measure this by time in the shower and how many times I shower.

A = I think this is manageable for a starting point. In the longer term I want to shower daily but this feels too daunting right now

R = I am noticing these types of activities are lacking and feel the most important ones to start with as I know when I shower, I feel better.

T = I will review this on Wednesday evening and Sunday. I think it will help me to have a halfway check in to see if I am on track.



Optional: Setting short term, medium term and longer-term personal goals

Have a think about your personal goals.

What would you like to be different?

What would you like to achieve, perhaps by the end of the group sessions, or by the end of the year.

Try to have a selection of short term, medium term, and long-term goals.

Use the table below to capture these goals.

When you are ready to start actively working on the goal, use the worksheet on the next page to help make it a SMART goal.

Short Term Goals- over the next 2 weeks
Medium Term Goals- by the end of the group sessions
Longer Term Goals- by the end of the year, or next year

SMART Goal Worksheet – with prompts



Specific - Ask Yourself: Who? What? Where? When? Which? Why?



Measurable - Ask yourself: How Much? How Many? How Will I Know When It Is Accomplished?



Attainable - Ask Yourself: How will I achieve this? What Steps Might I Need to Take?



Relevant - Ask Yourself: Am I Willing to Work on This Goal? Am I Able to Work on This? Will This Help You Achieve What You Want?



Time Bound - Ask Yourself: When Would I Like to Achieve This Goal/Step By?

Weekly Tasks For Session 3

- Read through Session 3 in your booklet
- Identify your personal goals and write them down
- Pick at least one behavioural goal and make it a SMART Goal using the worksheet on the previous page
- Use the worksheet on the next page to log your activities this week and/or schedule some activities this week

- Watch YouTube clip if needed

<https://www.youtube.com/watch?v=XpKvs-apvOs>



Home Task: Activity Log

Use this table to log and/or schedule activities over the next week.

Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
⇒ Activity ↓							
Body Care E.g. Exercise Healthy Eating Treat Illness Sleep							
Achievement E.g. Work Chores Study							
Closeness/ Connectedness E.g. Friends Family Community							
Enjoyment E.g. Play Fun Pleasure							



Session 3 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 4

Changing My Behaviours - Understanding the Mood-Activity Link

Part Two

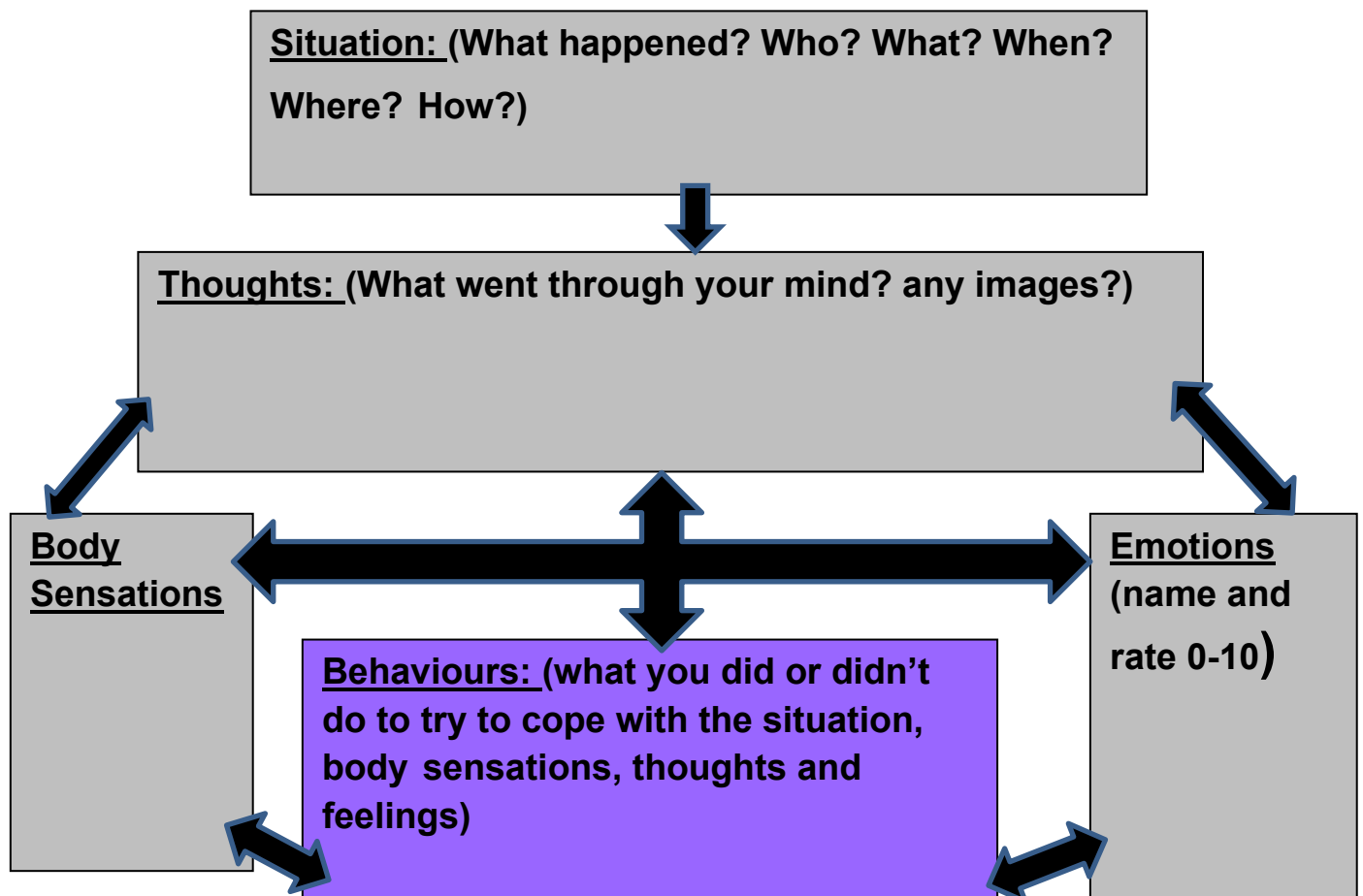
Agenda for Today's Session



- Check In
- Review last week's session
- Review last week weekly task
- Tips for Activity Scheduling

* Tea Break *

- Reviewing Activity Scheduling
- Weekly Task
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = worst my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = best my mood has ever been

My mood has been () out of 10 this week



Learning from session



How has my depression been this week and why?



Questions and reflection on Session 3's weekly task

Consider: What difficulties did I encounter when trying activity scheduling this last week?

Difficulty Level

For the best chance to reverse the cycle of depression it is recommended to schedule things that feel easier than harder for now (i.e even on a bad day I'm able to do this). This means it is more likely you'll complete the task and begin to have access to some sense of achievement and pleasure. When we schedule things that feel too difficult, we're more likely to put it off which keeps us stuck in the negative loop of depression.

Have a look at your BACE list from session 3. How many activities are rated easy vs medium vs hard? If there aren't as many easy things, can you break the tasks down into more manageable chunks?

Planning – How much should I plan?

We're all different, however what we do know from the research is that when we schedule and write activities down, we are more likely to complete it. Consider whether you work best to plan the week ahead; or if that feels a lot; try the next three days.

There's a variety of methods to help us keep track of doing activities. Paper diary, electronic reminders & alarms on our mobile phones.

Something else to consider is the pacing and balance of activities. It's good to have a balance of BACE across the day and week (remember the wobbly stool?). Also, we don't want to overload all at once, so consider managing your energy levels like a mobile phone battery. This is so we don't feel wiped out.

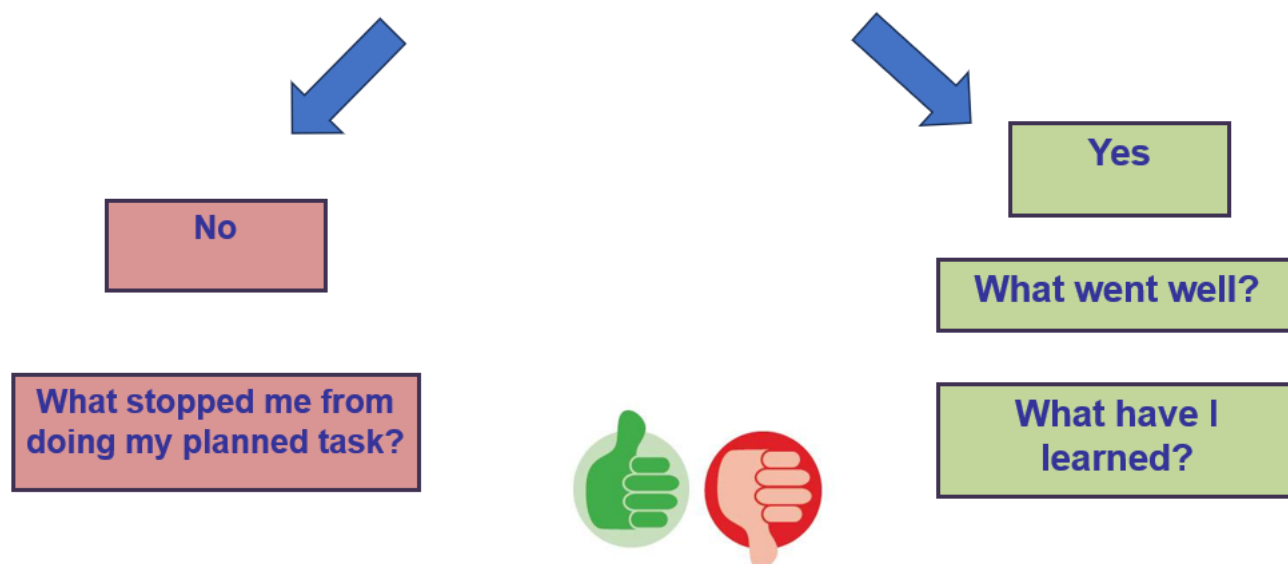
Planning – What if I'm not in the mood?

That's exactly what it's going to feel like for now, that's the nature of depression. However, if we hold the motto "listen to the plan and not my mood" that can go a long way.

Also, try the '5-minute motivation rule'. This is when you try the activity for five minutes with a timer, and when the timer goes off you can stop if you want to. What we see is it's the getting going in the first place that's the most difficult bit.

Reflect and Review

When it came to doing the activity, ask yourself; did I do what I had planned?



Common Thoughts when Activity Scheduling

It's entirely normal and common that when trying this technique some negative thoughts may come up. This is to be expected, some common ones are:

"What's the point"

"It's too cold"

"They won't want to see me anyway"

"There's always tomorrow"

"I'm too tired"

"This won't make me feel good"

"This is pointless, I'm not going to keep it up anyway"

What thoughts are you having about this? Write them here:

Instead, let's pose these questions when we notice those thoughts:

What can we say to ourselves instead?

What would we say to someone else?

What are the advantages of doing this activity?

How do I think I am going to feel once I've done this?

When we're depressed, we focus on what could go wrong/reasons not to. Depression doesn't think ahead or about the unintended consequences, it thinks for now.

What happened last time I encouraged myself to do something I didn't want to do?

Weekly Tasks for Session 4

- Read Session 4
- Continue Activity Scheduling with the revised tips





Session 4 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 5

Identifying Negative Automatic Thoughts and Unhelpful Thinking Habits

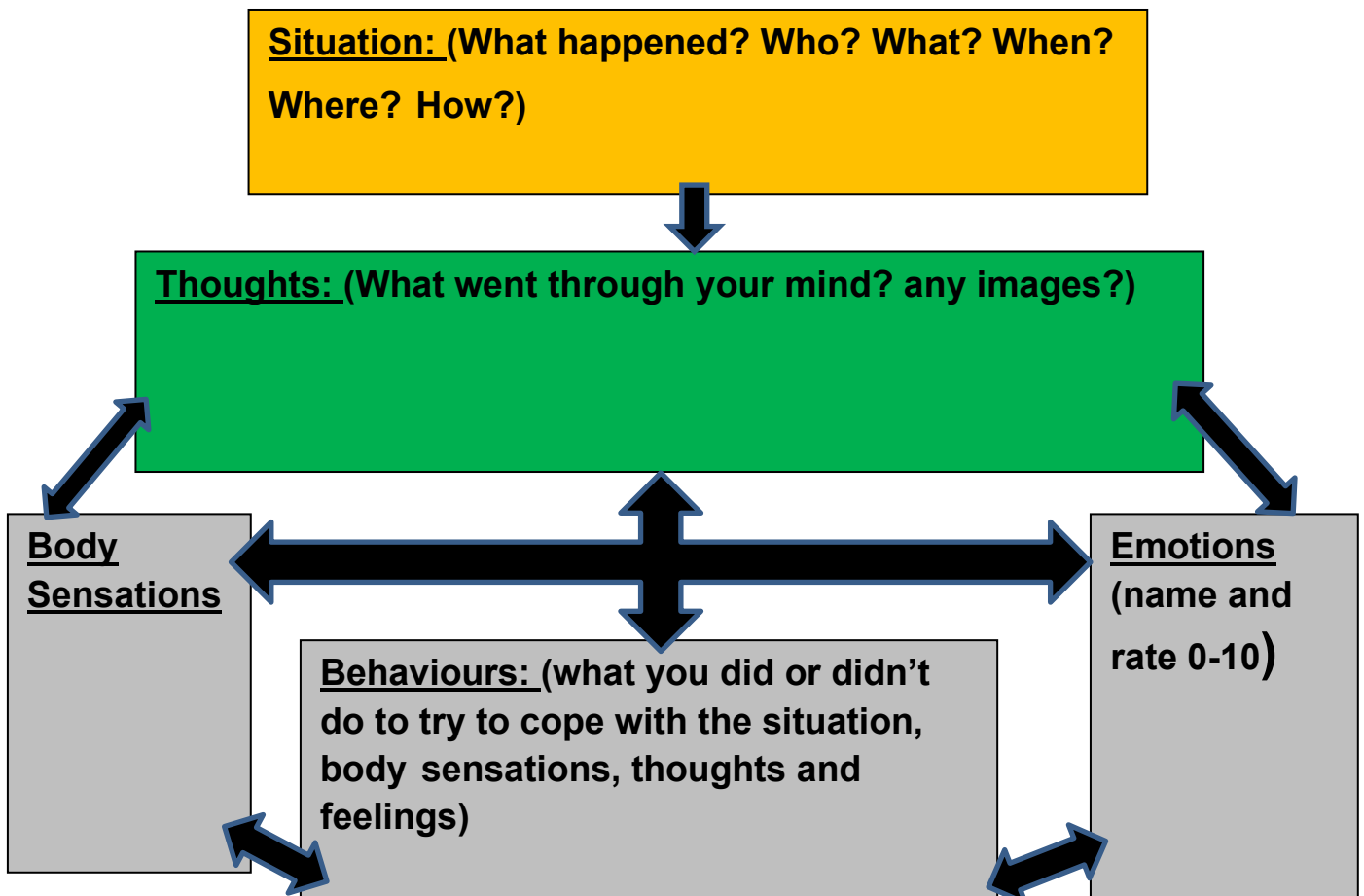
Agenda for Today's Session



- Check In
- Review last week's session
- Review last week weekly task
- Negative Automatic Thoughts (NATs)

* Tea Break*

- Unhelpful Thinking Habits/Styles
- Weekly Task



Check In

Rate your mood on a scale of 0 to 10

0 = worst my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = best my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 4's weekly task

Identifying Negative Automatic Thoughts (NATs)

Most of us believe that external events, situations, and the behavior of other people cause us to feel emotions like, for example, anxiety, sadness, or anger.

Look at the example below and write in how you would emotionally respond to this situation/ how this would impact on your mood.

Situation



You are walking down the street when you see a friend. You wave, they ignore you and keep walking.



Emotions



How would you feel?

If this were true then everybody in a particular situation would react the same way, but we know that different people react differently.

Think about the situation above. Now imagine this happened simultaneously to four people:

- * One person's mood is unaffected or neutral.
- * Another person feels quite anxious.
- * The third person feels upset and low.
- * The fourth person feels angry.

It is the same situation and yet we have a set of very different emotions.

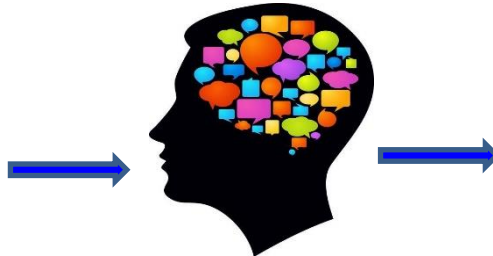
This suggests that it is the way that we think about, perceive, or interpret the situation or others' actions that influences how we feel (and how we behave).

Below, add what sorts of thoughts, beliefs or interpretations might have led to your initial emotional reaction on the previous page

Situation



Thoughts/Beliefs/ Interpretations



Emotions



You are walking down the street when you see a friend. You wave, they ignore

I would think:

I would feel:

The way we think in a situation, and how we make sense of it in our minds, is shaped by our previous experiences, our personality, and our underlying beliefs about ourselves, other people, and the world.

We tend to interpret new situations in line with beliefs and ideas that we already hold. However, they may not always be helpful to us, even if they were in the past.

Looking at the situation and emotions below, what might these different people be thinking?

Situation 	Thoughts	Emotions
A large dog is running loose in the park		Excited, Happy
A Large dog is running loose in the park		Anxious, frightened

Identifying and Recording Your Thoughts

CBT helps people to see how their thoughts and behavior interact in helpful or unhelpful ways.

The first step to being able to do this, is learning to identify our thoughts, emotions, and behavior when we are faced with triggering situations.

This is often easier said than done.

Often the feelings seem like they just happen, and, therefore, we need to learn to be like detectives, asking ourselves questions such as: 'what was going through my mind when I started feel down?', 'and what did I do then?'.

When you notice a change in your mood, try to write down a brief description of the situation (event), how you were feeling emotionally (mood), what was going through your mind (thoughts), and what you did, or avoided doing to try to cope (behavior).

The following steps can help with this process.

1. Identify the situation

The situation or trigger which occurred just before we noticed the shift in mood. [e.g. thinking about yesterday at work when my colleagues did not reply]

2. Identify the emotions

Sadness/Anger/Anxiety/Guilt/Fear/ etc. (one word for each emotion, we can have lots of different emotions at the same time – just use one word for each of them)

Rating how strong our emotion(s) is felt. How strong was it between 0 and 10 (10 the strongest)? [e.g. sadness= 7; anxiety= 5; shame= 8]

3. Identify the thoughts

'What was going through my mind when that happened, and I noticed a shift in my emotion?' Remember that it could be thoughts but also images. [e.g. I am really stupid; image of being asked questions and not knowing how to reply; my partner raising their eyes when I speak]

4. Identify the behaviour

'When I noticed the shift in my emotion: what did I do?' [e.g. shouted; cried; open the fridge and got a sandwich, did not answer my friend's call]

Identifying Emotional Feelings

It can be hard to identify our emotions/feelings. The following 'feeling wheel' may help you find a word to accurately label your emotions if you are struggling.

<https://feelingswheel.com/>



Thought Records

How you wish to capture this information is your choice. Some people like to continue using the 5 areas diagram which we introduced early on in sessions (page 12). Some people prefer using a table such as the one below.

SITUATION where were you?, who was there?, when was it? What was going on?	
EMOTION Label the emotion(s) and rate the intensity out of 10 0 = Not experienced 5 = Moderately intense 10 = Extremely intense	
THOUGHTS what went through your mind? Any images? What did you feel this said about you, the situation or others?	
BEHAVIOURS What did you do to try to cope with the situation? What did avoid doing to cope?	

Thoughts vs. Facts

When we have a thought, we tend to just accept it as true without considering how realistic or helpful it is. But sometimes we can “jump to conclusions” or form a judgement about a situation without having all the facts.

Sometimes we can form an opinion based on things that have happened to us in the past, which may not be relevant to the present. We all do this at times.

When we are feeling ok our mind can consider alternative thoughts such as ‘perhaps they didn’t hear me, or they were thinking about something else and didn’t realise I was speaking to them’.

If we are already feeling down or anxious or angry, our mind assumes that there are no alternatives: our thought must be the truth!

We tend to go for the negative thought or get stuck in habitual patterns of thinking. This affects our mood, which in turn makes it harder to think of alternatives, leading us back to our vicious cycle.



The good news is that by becoming more aware of our negative automatic thoughts (NATs), we can take steps to change them.

We can learn to notice & examine our negative thoughts to replace them with more helpful, balanced thoughts, which in turn helps us to improve our mood, and to behave in ways that are more helpful for us.





In the coming sessions we will introduce you to a variety of strategies to help you to examine and challenge your thoughts.

One of those techniques is learning to identify unhelpful thinking styles.

Unhelpful Thinking Styles/Habits

When we start recording our thoughts, we are likely to notice there are themes or patterns in our thinking. Unhelpful thinking styles are ways that our thoughts can become biased.

As we have already discussed, we human beings are continuously interpreting the world around us, we are trying to make sense of what is happening. Sometimes we take 'short cuts' when we try to make sense of something that has happened using 'thinking styles' to reach conclusions. In so doing we can make interpretations that are not completely accurate, and we can jump to the wrong conclusions.

Unhelpful Thinking Style	Explanation	Examples
Mental filter 	Only focus on one part of the situation, typically on the negatives, and not seeing the whole picture	
Fortune telling 	We make predictions about what will happen. These predictions are never positive.	
Mind reading 	We assume we know that people are thinking, this is never positive.	
Catastrophising 	We blow things out of proportion; we view the situation as terrible, awful, and dreadful and often fail to focus on how we can solve it.	

Unhelpful Thinking Style	Explanation	Examples
Personalisation 	Blaming yourself for everything that go's wrong or could go wrong even if you are not responsible or only partly responsible.	
Black and White/ All or Nothing 	We think in terms of extremes e.g. I'm a success or a failure. There are no shades of grey.	
Shoulds/Musts 	Saying 'I/they should' or 'I/they must' puts unreasonable demands or pressure on us and sometimes on other people. Are these expectations realistic?	
Overgeneralisation 	We take one instance in the past or the present and apply it to all current and future situations. Indicators include terms like 'always, everyone, never'.	
Emotional Reasoning 	Basing our view of a situation or ourselves on the way we are feeling.	

Unhelpful Thinking Style	Explanation	Examples
Magnification/ Minimisation 	<p>We magnify positive qualities in others but minimise our own.</p>	
Memories 	<p>Upsetting memories from the past are triggered by a present-day situation. This brings up difficult emotions in the present.</p>	
Critical Self 	<p>Putting yourself down, blaming yourself for things that have not worked out, being your own worst enemy.</p>	
Compare and Despair 	<p>Comparing ourselves negatively against others. We magnify positive qualities in others but minimise our own.</p>	

Weekly Tasks for Session 5

- Read through Session 5 in your booklet
- Recognise what thinking styles I tend to use
- Record your thoughts when you notice a negative mood shift and try to identify which unhelpful thinking style it might be.

Apps You Might Find Helpful

Here are two apps we thought you might find helpful when trying to keep thought diaries.

These app are either free or have a free option.



Daylio – A journal, diary and mood tracker. You can add notes, pictures, or voice memos. Free option and paid upgrade option.



MoodTools – Information and PHQ9 for depression. Plus, space for thought logs, an activities section and safety plan. All core features are free.

Disclaimer: We cannot be held liable for any issues, damages or losses that occur because of using these apps. Using these apps is your choice and you do so at your own risk.

Weekly Task: Thought Record Including Unhelpful Thinking Styles

<p>SITUATION where were you?, who was there?, when was it? What was going on?</p>	
<p>EMOTION Label the emotion and rate strength out of 10 0 = Not experienced 5 = Moderately intense 10 = Extremely intense</p>	
<p>THOUGHTS what went through your mind? Any images? What did you feel this said about you, the situation or others?</p>	
<p>UNHELPFUL THINKING STYLES catastrophizing, self critical, mental filter, should/musts.</p>	
<p>BEHAVIOURS What did you do to try to cope with the situation? What did avoid doing to cope?</p>	



Session 5 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 6

Challenging Negative Automatic Thoughts

The Court Room Technique

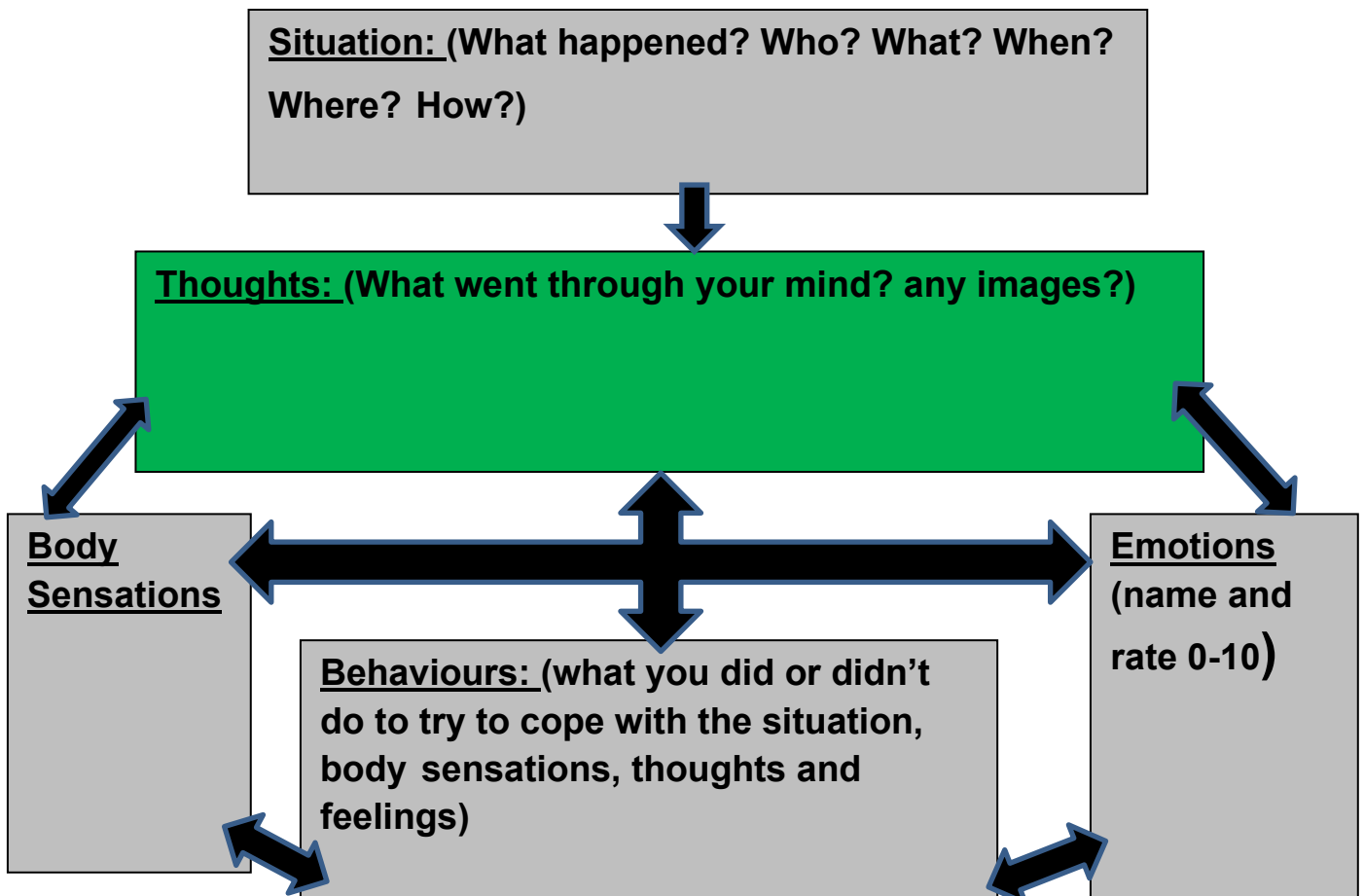
Agenda for Today's Session



- Check In
- Review last week's session
- Review last week weekly task
- Identify the "hot" thought
- Identify evidence for and against

* Tea Break*

- Weighing the evidence
- Weekly Task
- Feedback & Take-home message



Check In

Rate your mood on a scale of 0 to 10

0 = **worst** my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = **best** my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 5's weekly task

Challenging Negative Automatic Thoughts: The Court Room Technique

Last session we learnt how to identify our negative automatic thoughts (NATs) and started to lightly challenge our thoughts by identifying unhelpful thinking styles which when present suggest our thoughts may not be entirely accurate.

This session we are going to start challenging our NATs more directly.

The key to changing the way we feel is to learn to re-evaluate our thoughts.

Instead of just accepting that what we are thinking must be the true, we must learn to check them out: is there evidence to demonstrate that our thoughts are accurate? Is there evidence showing that our thought/interpretation is not completely (or even not at all) accurate?

A helpful technique to help you to do this is the court room technique, this where you take your thought (not you the person) and put it on the stand.

There are several steps to this approach which we will slowly progress through during today's session.

Step 1 – Identify the “hot” thought

Step 2 – Identify the factual evidence for and against

Step 3 – Weigh the evidence to draw a balanced conclusion



Step 1: Identifying the “Hot” Thought

Often there will be lots of thoughts going through our mind, like a train of thoughts. Fortunately, we are not required to gather evidence to re-evaluate every single thought. Usually, we can identify a main thought that links most closely to our emotion in a specific situation and is usually the most hurtful or distressing.

We call this thought a **“hot thought”**.



Sometimes people describe it as the “gut punch” thought due to it often causing a sinking feeling or a “sticky thought” because it keeps coming back up.

If you are not sure which thought is causing you the most emotional distress, you can try rating your negative thoughts, on a scale of 0-10 or as a percentage, based on how much they make you feel the emotion(s).

Examples of “hot thoughts”

Situation	Emotions (Rate 0-100%)	Thoughts	Hot Thought
Friend did not answer my text	Anxious (6/10) Sad (7/10)	I have done something wrong. I am not important enough to her. I do not matter to people. I must have said something to upset her.	I do not matter to people.
Made a mistake at work	Worried (8/10) Anxious (8/10)	I am stupid. They will think I’m an idiot. I shouldn’t have made that mistake. They will reprimand me. They will be watching me closely from now on	I am stupid
Forgot to send my mum a birthday card	Guilty (9/10)	That was selfish of me. I should have remembered. I am forgetful. I am a really bad daughter. I have made mum sad I bet no-one else forgot That was so selfish of me.	I am a really bad daughter.

Tips for Identifying the “hot” thought – downward arrowing

Sometimes we might need to downward arrow to get to the hot thought. This is the process of asking yourself questions to help you dig deeper into your thoughts.

Some questions you might find helpful to downward arrow are:

- So, what is so bad about that?
- If that were true, what would that suggest?
- What am I worried might happen?



You may have to ask these questions repeatedly to find your hot thought.

Remember you can also rate the emotional intensity of each thought if you are still not sure which one is your hot thought.

Situation	Emotions (Rate 0-100%)	Thoughts	Hotness of each thought (Rate 0-100%)	Hot Thought
Walking down the street, I wave at Rachel but she ignores me.	Upset 60%	Rachel doesn't want to be seen with me	45%	
		<u>what's so bad about that?</u> She doesn't want to spend time with me	55%	
		<u>what's so bad about that?</u> She doesn't want to be my friend	60%	
		<u>what's so bad about that?</u> She doesn't really like me	75%	
		<u>what's so bad about that?</u> Rachel never really liked me	85%	Rachel never really liked me

Complete your own example using the table below:

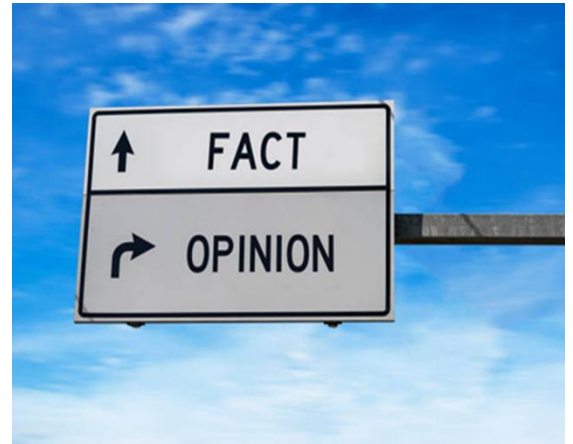
Situation	Emotions (Rate 0-100%)	Thoughts	Hotness of each thought (Rate 0-100%)	Hot Thought

Step 2: Identify the factual evidence for and against

Next, it is time to put your “hot” thought on the stand.

Like in a courtroom we need to consider the evidence that supports the “hot” thought (for) and the evidence that does not support the “hot” thought (against).

When gathering evidence, it is important to ensure the evidence is factual and not a ‘feeling’ or an opinion. For example, by looking at the blue sky and sun, the description ‘it is a sunny day’ would be factual whether ‘it is a lovely, happy sunny day’ expresses an opinion (for some people it is lovely, but others don’t like the sun).



To help us in the courtroom, we can ask ourselves a few questions:

- What is the evidence supporting my ‘hot’ thought?
- Is there any evidence that does NOT support my ‘hot’ thought?
- Are there any other explanations for this situation?
- How might someone else view this situation?
- What might someone who cares about me tell me if they heard me thinking this way?
- What might I tell someone if I heard them thinking this way?
- How would I have thought about this before I was feeling down?
- What is the likelihood that this will happen?
- What is the worst that will happen?
- How can I cope if the worst does happen?

Case Study Example

Situation	Emotions (Rate 0-100%)	Thoughts	Hotness of each thought (Rate 0- 100%)	Evidence that supports the hot thought	Evidence that does not support the hot thought
Walking down the street, I wave at Rachel but she ignores me.	Upset 60%	Rachel doesn't want to be seen with me	45%	Rachel did not wave at me	My family like spending time with me (they told me so multiple times)
		<u>what's so bad about that?</u> She doesn't want to spend time with me	55%	I was bullied at school	I get invited out by Tina and Lisa at least once a month
		<u>what's so bad about that?</u> She doesn't want to be my friend	60%	I have lost friends/ fallen out with people before	My work colleagues ask my advice and opinion on work related and non-work related (its unlikely people would ask my advice if they didn't like me)
		<u>what's so bad about that?</u> She doesn't really like me	75%		When I messaged Rachel later on, she apologised and said she had not seen me, she then asked if I wanted to go to dinner later this week (sometimes it can be helpful to add new information or evidence we gather later to help us better challenge "hot" thoughts in the future)
		<u>what's so bad about that?</u> Rachel never really liked me	85%		

Step 3 – Weigh the evidence to draw a balanced conclusion

The final step is to come up with a balanced conclusion, based on all the factual evidence that was gathered during the previous step.

This alternative statement will help you develop a different perspective, and will often be longer, than the original “hot” thought.

Consider the following traffic accident analogy:

When there's a traffic accident, police ask for witnesses to come forward and describe what happened.

They like to have as many witness statements as possible so that they can build up enough evidence to give them a broader, more realistic version of events.

In a traffic accident, there will be many different perspectives on what happened.



The driver of one car will have one view, another driver or a passenger will have yet another view. Each onlooker who witnessed the accident will have a slightly different perspective, depending on where they were, how far they were, how good a view they had, what else was going on, how much danger they felt they were in, how the accident affected them, what the accident means to them.

It's the same principle with everything - each situation, event, conversation, means something different to all those involved, and to those not involved.

The alternative, balanced thinking is like putting all the different perspectives together to come up with the most accurate, rational, and helpful outlook.

If you get stuck when trying to word or form your alternative, balanced statement then you may find it helpful to use the following format:

‘Although I thought.... (initial thought) the evidence shows that.....’

You can use one of the 2 templates here below to challenge your Negative Automatic Thoughts, please use the one which you prefer.

Case Study Example

Situation	Emotions (Rate 0-100%)	Thoughts	Hotness of each thought (Rate 0- 100%)	Evidence that supports the hot thought	Evidence that does not support the hot thought	Alternative or balanced thought/conclusion	Emotion(s) Now
Walking down the street, I wave at Rachel but she ignores me.	Upset 60%	Rachel doesn't want to be seen with me	45%	Rachel did not wave at me	My family like spending time with me (they told me so multiple times)	Although I had a thought that nobody like me, the evidence shows that my family, some work colleagues, Tina, Lisa and Rachel all like me and like to spend time with me and/or value my opinion. <i>Although I thought Rachel had ignored me, she apologised for not seeing me and invited me to dinner later this week, this also suggests she like me.</i>	25%
		<u>what's so bad about that?</u> She doesn't want to spend time with me	55%	I was bullied at school	I get invited out by Tina and Lisa at least once a month		
		<u>what's so bad about that?</u> She doesn't want to be my friend	60%	I have lost friends/ fallen out with people before	My work colleagues ask my advice and opinion on work related and non-work related (its unlikely people would ask my advice if they didn't like me)		
		<u>what's so bad about that?</u> She doesn't really like me	75%		When I messaged Rachel later on, she apologised and said she had not seen me, she then asked if I wanted to go to dinner later this week		
		Rachel never really liked me	85%				

Example From The Group

Situation	Emotions (Rate 0-100%)	Thoughts	Hotness of each thought (Rate 0- 100%)	Evidence that supports the hot thought	Evidence that does not support the hot thought	Alternative or balanced thought/conclusion	Emotion(s) Now

Weekly Tasks For Session 6

- Read through Session 6 in the booklet
- Use the thought record to, practice identifying the evidence for and against your “hot” thoughts and write down an alternative, more balanced thought, like a closing statement
- Continue with your activity scheduling



Change takes time!
Remember that the more you put in, the better outcome you get.

Option 1: Challenging My Negative Thoughts

Situation (where/when/what/who with):

Thoughts:

Which of these thoughts is the hottest?

Unhelpful thinking style:

My mood (score out of 10, 10 the most):

What evidence supports my thought?

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What evidence does NOT support my thought?

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By looking at all the evidence how can I balance my thought? (what is my closing statement?)

Although I thought that..

the evidence shows that..

Option 2: Thought Diary for Re-evaluating Thoughts

Situation	Emotions (Rate 0-100%)	Thoughts	Hotness of each thought (Rate 0- 100%)	Evidence that supports the hot thought	Evidence that does not support the hot thought	Alternative or balanced thought/conclusion	Emotion(s) Now



Session 6 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 7

Challenging Unhelpful Thinking STYLES & Mid-Way Review

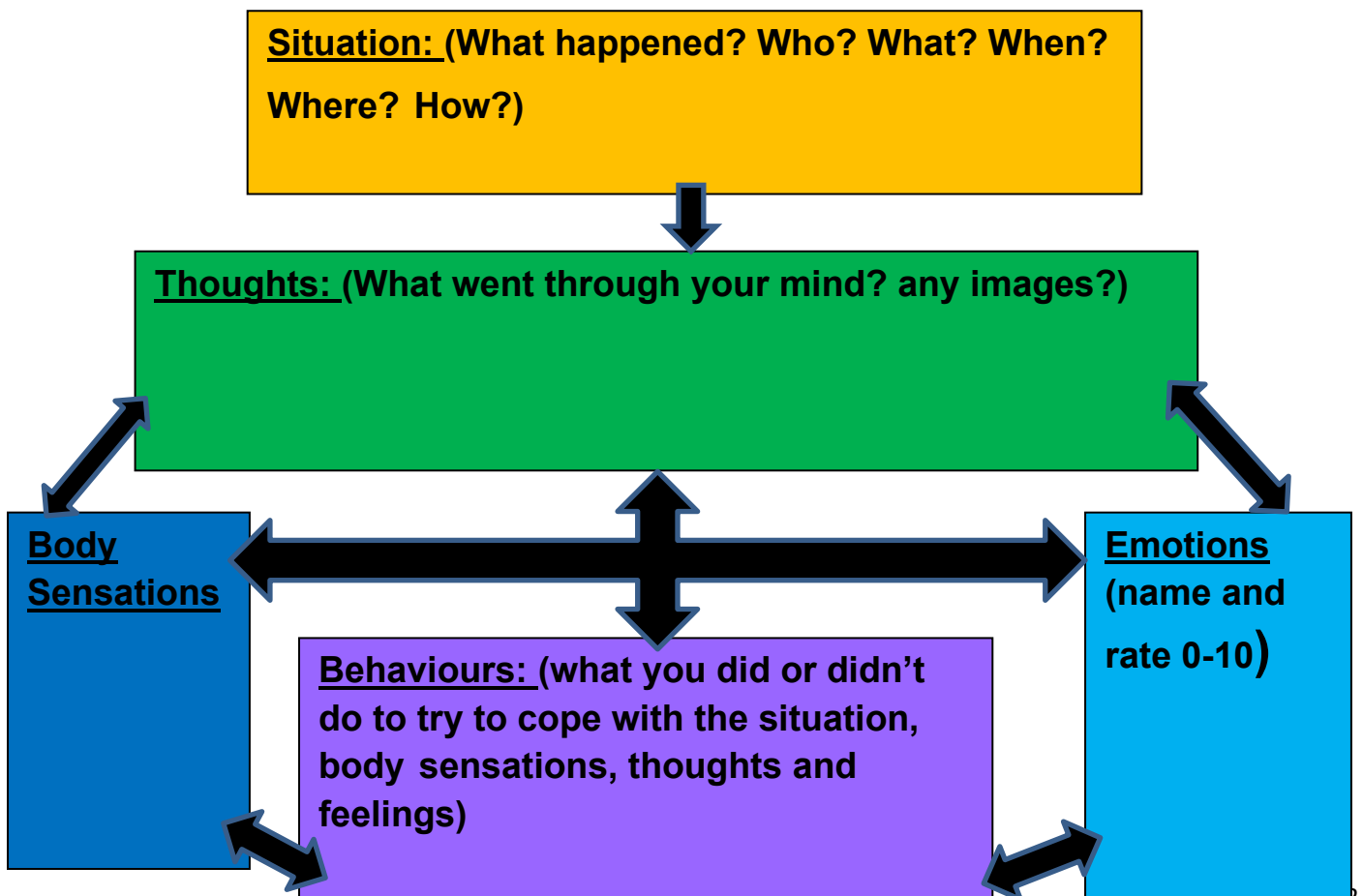
Agenda for Today's Session



- Check In
- Review last week's session
- Review last week weekly task
- Challenging Unhelpful Thinking STYLES

*** Tea Break***

- Mid-way Review
- Weekly Task
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = worst my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = best my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?








Questions and reflection on Session 6's weekly task

Challenging Unhelpful Thinking Styles

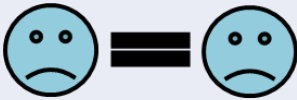


In session 5 we learnt that there are several unhelpful thinking styles which can impact negatively on our thinking and mood. We have learnt how to challenge the negative thoughts themselves using the Court-room technique, now we are going to look at 'on the spot' challenging of the specific style of thought.


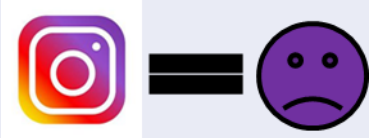
Once we become aware of the unhelpful thinking styles, we can learn ways to challenge them. As usual the idea is to move from unhelpful negative thinking to more balanced and realistic thinking. So, let's learn how to challenge the style of thinking rather than the thought itself.

Unhelpful Thinking Style	Explanation	Challenge
Mental filter 	Only focus on one part of the situation, typically on the negatives, and not seeing the whole picture	<ul style="list-style-type: none">• The most important rule for challenging mental filtering is to look for balance.• Look for the opposite of what you filter for• Am I only noticing the bad stuff?• Am I filtering out the positives?• Am I wearing gloomy specs?• What would be more realistic?
Fortune telling 	We make predictions about what will happen. These predictions are never positive.	<ul style="list-style-type: none">• Am I thinking that I can predict the future?• How likely is it that it will really happen?• If I were really able to predict the future, why am I not coming up with the lottery numbers?

Unhelpful Thinking Style	Explanation	Challenge
<p>Mind reading</p> 	<p>We assume we know that people are thinking, this is never positive.</p>	<ul style="list-style-type: none"> • Concentrate on being specific and accurate • The only way to know others opinions is to ask them • Am I assuming I know what others are thinking? • Are those my own thoughts rather than theirs? • Do not confuse “intuition” with guessing. • What else could they be thinking? • Accept that everyone has a right to their own thoughts and opinions-we can only control our own thoughts
<p>Catastrophising</p> 	<p>We blow things out of proportion; we view the situation as terrible, awful, and dreadful and often fail to focus on how we can solve it.</p>	<ul style="list-style-type: none"> • Ask yourself what hard evidence supports my conclusions? • Can I adopt a more accurate perspective on the event? • What are some less terrible conclusions I can make about the event? • What practical steps can I take to deal with the situation? • What’s most likely to happen?
<p>Personalisation</p> 	<p>Blaming yourself for everything that go’s wrong or could go wrong even if you are not responsible or only partly responsible.</p>	<ul style="list-style-type: none"> • What else/who else shares responsibility for what happened?

Unhelpful Thinking Style	Explanation	Challenge
<p>All or Nothing or Black and white thinking</p> 	<p>We think in terms of extremes e.g. I'm a success or a failure. There are no shades of grey.</p>	<ul style="list-style-type: none"> • Instead of describing yourself/your life in all or nothing terms, describe specific points (all, a little, not much). • Consider use of percentages when describing or a scale or continuum • Where is this on the spectrum?
<p>Shoulds/Musts</p> 	<p>Saying 'I/they should' or 'I/they must' puts unreasonable demands or pressure on us and sometimes on other people. Are these expectations realistic?</p>	<ul style="list-style-type: none"> • Am I putting more pressure on myself setting up expectations of myself that are almost impossible? • What would be more realistic?
<p>Overgeneralisation</p> 	<p>We take one instance in the past or the present and apply it to all current and future situations. Indicators include terms like 'always, everyone, never'.</p>	<ul style="list-style-type: none"> • Catch yourself using absolute terms such as 'all', 'every', 'none', 'nobody', 'everybody', 'never', 'always'. For example: if you said 'I always burn my toasts' □ ask yourself 'Always? Or sometimes? Can I think of times when I did not burn the toast?' • What evidence have I got for that conclusion? • Do I really have enough data to make this a rule? • What other conclusion could this evidence support? What else could it mean?

Unhelpful Thinking Style	Explanation	Challenge
<p>Emotional Reasoning</p> 	<p>Basing our view of a situation or ourselves on the way we are feeling.</p>	<ul style="list-style-type: none"> • Avoid using emotional words about self when viewing situations. E.g. “I am so anxious therefore I am bound to fail/not be able to cope/not pass”. • “I feel helpless...therefore I am helpless” • Look for underlying thoughts that create the feelings i.e. challenge the thoughts creating the emotion. • Just because it feels bad doesn’t necessarily mean it is bad. • My feelings are just a reaction to my thoughts
<p>Magnification/ Minimisation</p> 	<p>We magnify positive qualities in others but minimise our own.</p>	<ul style="list-style-type: none"> • People are all individuals, with unique combinations of strengths and weaknesses. • Concentrate on affirming your own right to be exactly as you are, without apology or judgement • Am I exaggerating the bad stuff? • How would someone else see it? • What’s the bigger picture?
<p>Memories</p> 	<p>Upsetting memories from the past are triggered by a present-day situation. This brings up difficult emotions in the present.</p>	<ul style="list-style-type: none"> • This is just a reminder of the past • That was then, and this is now • Even though this memory makes me feel upset it’s not actually happening again

Unhelpful Thinking Styles	Explanaion	Challenge
<p>Critical Self</p> 	<p>Putting yourself down, blaming yourself for things that have not worked out, being your own worst enemy.</p>	<ul style="list-style-type: none"> • This is just a reminder of the past • That was then, and this is now • Even though this memory makes me feel upset it's not actually happening again
<p>Compare and Despair</p> 	<p>Comparing ourselves negatively against others. We magnify positive qualities in others but minimise our own.</p>	<ul style="list-style-type: none"> • Am I doing that compare and despair thing? • What would be a more balanced and helpful way of looking at it?

Make a note of the unhelpful thinking styles that most impact on you and how you would like to challenge them below:

Mid-Way Review

We are now over half-way through this course, which seems like a very good time to pause and think about your progress.

What have I learnt so far?



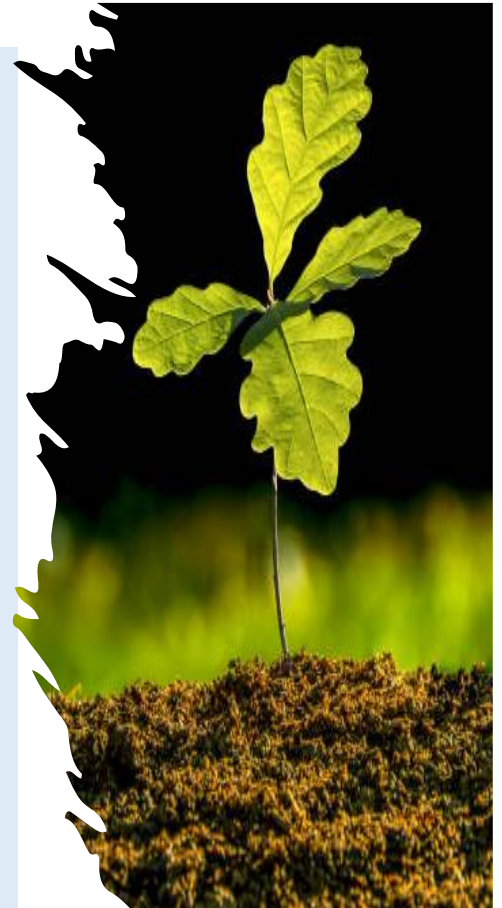
What strategies/ techniques have we covered?

Which ones have I found helpful?



What Changes Have I Made?

What Progress Have I Made Towards My Goals?



Any Problems I Am Still Having Trouble With?

What Would I Like To Achieve By the end of the course?

Weekly Tasks for Session 7

- Read through Session 7 in the booklet.
- Practice identifying and challenging your own unhelpful thinking STYLES.
- Continue using your thought diary to gather the evidence to challenge negative thoughts and develop a more balanced thought to replace it. TAKE THEM TO COURT!



Unhelpful Thinking Styles Log

Unhelpful Thinking Style	Example:	Challenges



Session 7 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 8

Identifying Core Beliefs and Rules for Living

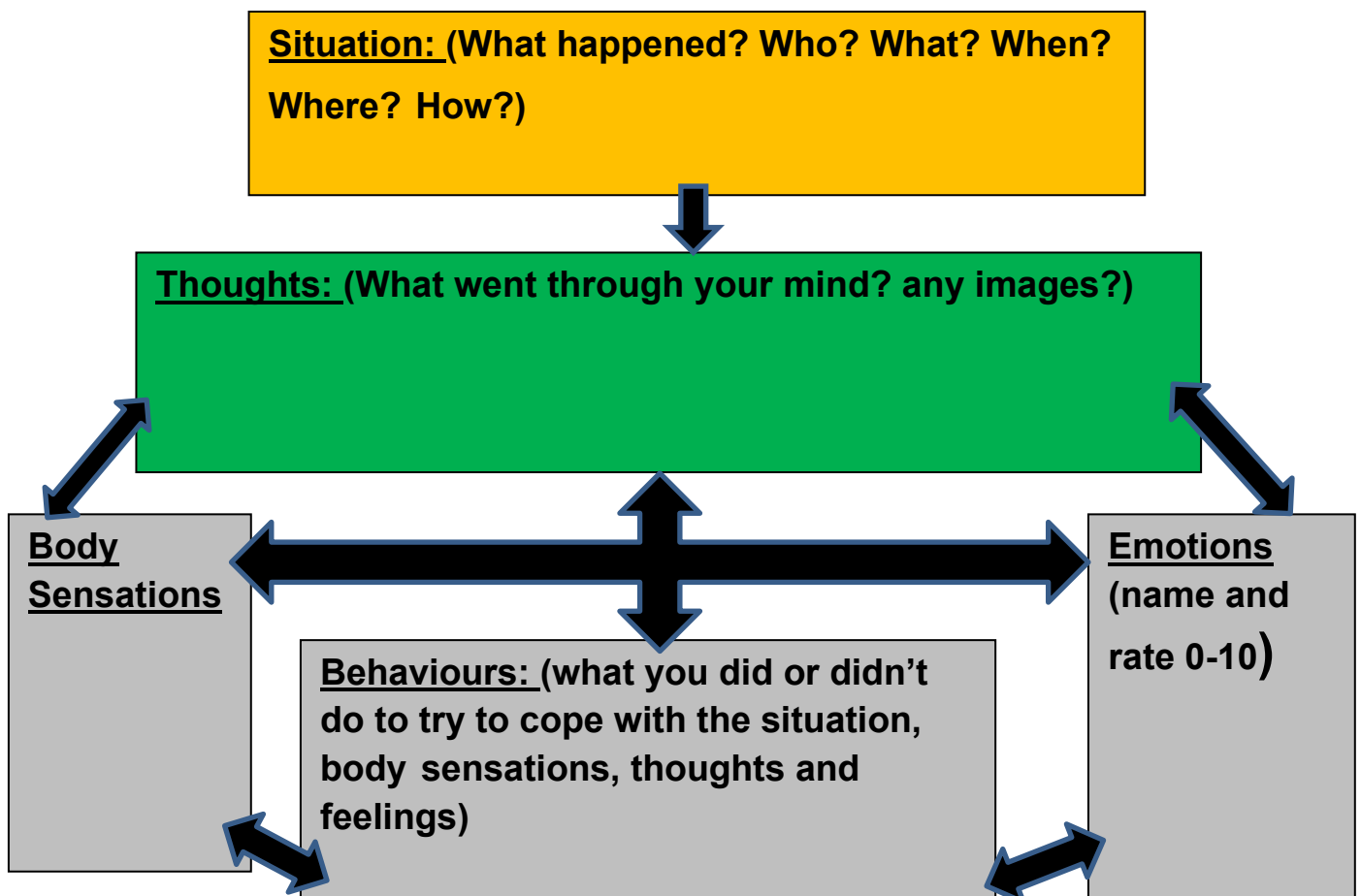
Agenda for Today's Session



- Check In
- Review last week's session
- Review weekly task
- Core beliefs
- Rules for Living

*** Tea Break***

- Case Study: Gordon
- Weekly Task:
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = **worst** my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = **best** my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 4's weekly task

Understanding our Beliefs

So far, we have concentrated on “negative automatic thoughts (NATs)”- those thoughts that pop into our heads as we go about our daily lives. We are often very aware of our NATs and we have learnt in the previous sessions to recognize them when we notice changes in our mood (asking ourselves the question: what is going through my mind?). We have learnt that by altering these thoughts we can make a big impact on how we feel, and what we do (our behaviour).

These NATs are driven by our underlying beliefs about how we see ourselves, other people, and the world around us. These underlying beliefs (we call them ‘core beliefs’) usually develop over time and have been influenced by our individual experiences, observations and interactions with others in our immediate world.

While they are often rooted in childhood, this is not always the case, and they can develop after significant experiences in adulthood.

Our beliefs help explain why in a particular situation our thoughts and therefore our feelings and consequent actions might be different to someone else’s.



Lets think of ourselves like a tree

Think of the **nutrients** in the **soil** as our **life experiences**.

The nutrients feed the **roots** of our tree which are our **core beliefs about ourselves, others and the world** based on those experiences.

Some nutrients are helpful, others not so much. This means we end up with a variety of core beliefs, both positive and negative.

Our core beliefs will encourage us to develop certain **rules for life**.

These **rules for life** are the **trunk** of the tree. Sometimes our trees are too rigid.

From the trunk of the tree grow our **branches** which are our **unhelpful thinking styles**.

Our leaves are our surface level **negative automatic thoughts**.

Summary of the Different Levels of Thinking



Leaves = Negative Automatic Thoughts

- * Occur automatically without any effort
- * Specific thoughts about specific situations
- * Can vary greatly depending on time and situation

Branches = Unhelpful Thinking Styles

- * Each branch will have its own specific types or themes of thoughts
- * E.g. self-critical thoughts, black and white thoughts, catastrophising thoughts

Trunk = Unhelpful Rules for Living and Assumptions

- * Often a guide on how to navigate life/the world
- * Dysfunctional if they are rigid / overgeneralised
- * Often conditional statements e.g. "If.....Then....."
or "I must.../I should..../I mustn't..../I shouldn't...."

Roots = Core Beliefs

- * Fundamental beliefs about the self (I am...), others (Others are...), the world (the world is...)
- * Seen as absolute truths which apply to all situations
- * Developed as a result of life events/experiences

Nutrients in the Soil = Life events

- * Life experiences mainly in childhood (but adulthood as well) help us to make sense of the world around us.

Core Beliefs

Core beliefs are beliefs about:
our self,
others,
and the world.

They can be both positive (e.g. I am fair) and negative (I am stupid, I am not good enough).

We all have core beliefs, although we may not be aware of them. They are based on our early interpretation of messages received and events during our childhood (and also later in our lives) from the people who matter the most to us.

These are:

- deeply ingrained and when activated can cause very strong emotions!
- They are deeply rooted convictions.
- They become the lens through which we view **ourselves, others and the world around us**.
- They often cause us to think critically and negatively of ourselves or others.

Core beliefs rule us until we bring them into consciousness and begin to challenge them.

Core beliefs look like absolute statements such as “I am....” or “I am not...”

They are also about ‘being’ - not about ‘doing’

They are also very global – not just “I am bad at cooking”, but “I am bad”.



Identifying Your Core Beliefs

There are 3 methods in which you can identify your core beliefs

1. Look for common themes within your thought records
2. Be interested in how your nutrients have led you to believe certain things about yourself.
3. Downward Arrowing technique covered in session 6 (page 71)

Method 1: Look for common themes within your thought records

Situation Who? What? When? Where?	Mood What did you feel? Rate your mood (0-10 or 0-100?)	Thoughts (and images) What went through my mind just before feeling like this? Circle or highlight hot thought	Any other notes? What am I noticing? Any patterns or themes?
Waved at a friend when walking and they ignored me	Upset (6/10)	They don't want to be seen with me, they don't really like me, I am not good enough.	I am noticing that interactions with others can be triggering for me.
Katie did not invite me out with her other friends	Low (8/10) Upset (8/10)	She doesn't want to hang out with me in front of her other friends, I must be boring or weird, I am not good enough	The theme of I am not good enough keeps coming up. I also think that I get a sense of I am not likeable even though that was not a specific thought....maybe that's another core belief so I will this comes up in future thought records
Struggling to meet my work deadline	Anxious (7/10) Upset (8/10)	My boss is going to be angry with me, I cant do my job properly, I am going to mess up again, I am rubbish at my job, I am not good enough	

Method 2: Consider how your life experiences have led you to believe certain things about yourself.

Life Experience	What I Learnt From This Experience About Myself, Others, The World Around Me
Bullied at school	I am different, I am unlikeable Others are judgemental, The world is critical and unsafe
Compared to my sibling Sibling praised more than me	I am not good enough
First relationship, partner broke up with me. They knocked my confidence.	I am not good enough, I am unattractive Others are judgemental
Made redundant from work	The world is uncertain I am a failure

Use the table below to consider your own life experiences.

Life Experience	What I Learnt From This Experience About Myself, Others, The World Around Me

Method 3: Downward Arrow

You can ask yourself the same (or similar) questions to those you asked yourself to help identify your hot thought in session 5. Sometimes repeatedly asking yourself a question will help reveal core beliefs that underlie automatic thoughts.

Try asking yourself repeatedly:

“What’s so about that?” or *“If that is true, what does that say about me?”* to identify core beliefs about the self

“What does this say or mean about other people if this is true?” to identify core beliefs about others

“What does this say about the world and how it operates?” to identify core beliefs about the world.

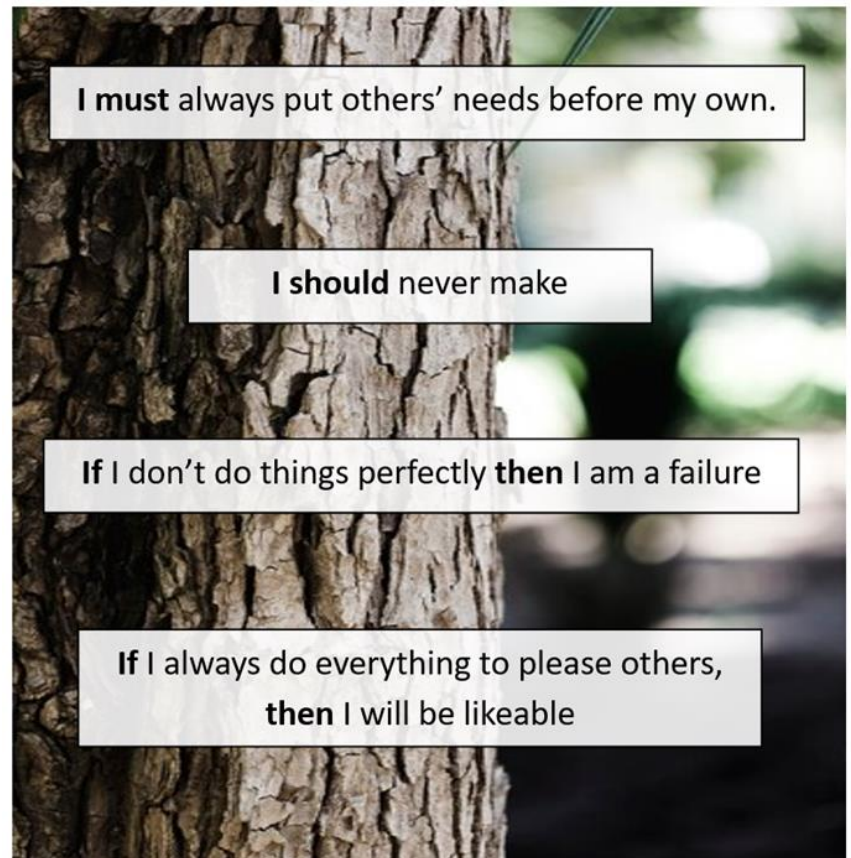
Situation Who? What? When? Where?	Mood What did you feel? Rate your mood (0-10 or 0-100?)	Thoughts (and images) What went through my mind just before feeling like this? Circle or highlight hot thought	Downward Arrow
Called in unexpectedly by my supervisor to discuss my workload	Upset (8/10) Anxious (8/10) Overwhelmed (8/10)	I must have done something wrong, I have made a big mistake,	<p><u><i>If that is true what does that say about me?</i></u> I cannot cope with my workload</p> <p><u><i>If that is true what does that say about me?</i></u> I cannot do my job properly</p> <p><u><i>If that is true what does that say about me?</i></u> I am not good enough</p>

Dysfunctional Assumptions / Rules for Living

Dysfunctional assumptions (another name is 'rules for living') are a set of rules and expectations that we set for ourselves (and sometimes for others).

Rules often contain phrases like:

- I must... OR I must not....
- I should...OR I should not...
- If...then...



As long as we are living our lives in accordance with these rules, we feel ok.

But because these rules tend to be unrealistically high, inflexible and unachievable, they are often not met, at times we cannot do anything but break them.

Whenever we are unable to meet our rules for living. Our NATs (automatic negative thoughts) 'pop' into our heads and distressing emotions such as guilt, shame, anxiety and sadness flood us.

So... why are these rules developed?

Many rules we have (for example: do not cross a busy road when the traffic light is red) are there to help us be safe and content. So even these unrealistically tough rules were developed to try and shield us from our underlying negative core beliefs.

Identifying Your Assumptions or Rules for Living

Identifying our assumptions or rules for living can be more difficult as they are not always as obvious or explicit.

A good method to help identify our rules is to look at our patterns of behaviour in response to similar situations or triggers and consider the reasons why we might be behaving like this.

Helpful Tips:

- * Remember our rules for living often come in “if...then...” sentences or “should” and “must” statements
- * Our rules are often an attempt to protect us from a negative core belief becoming exposed or confirmed

Situation	Thoughts	Core belief (identifying the core belief is optional but can be helpful)	Rules or assumptions What did I do or have an urge to do? What's the purpose of this for me/ why am I behaving like this? Is this something I do in other similar situation?
Struggling to juggle all the things I need to get done today	This is too much, I cant cope	<u>If that is true what does that say about me?</u> I am a failure	<u>What did I do or have an urge to do?</u> I didn't know where to start so I sat down and avoided starting at all <u>What's the purpose of this for me?</u> As I didn't start the task I feel like I haven't done it wrong, and although this upsets me its better than feeling like I failed <u>Is this something I do in other similar situation?</u> Yes, if I feel overwhelmed or like I cant cope I will often not even start the task <u>Potential rule?</u> If I don't try to do something hard, then I cannot fail. I must not make a mistake

Use the table below to practice identifying your own assumptions or rules for living

Situation	Thoughts	Core belief (identifying the core belief is optional but can be helpful)	Rules or assumptions What did I do or have an urge to do? What's the purpose of this for me/ why am I behaving like this? Is this something I do in other similar situation?
			<u>What did I do or have an urge to do?</u> <u>What's the purpose of this for me?</u> <u>Is this something I do in other similar situation?</u> <u>Potential rule?</u>
			<u>What did I do or have an urge to do?</u> <u>What's the purpose of this for me?</u> <u>Is this something I do in other similar situation?</u> <u>Potential rule?</u>

Case Study: Gordon

Gordon is 54 years old and has been feeling depressed for the past three months. He had one spell of depression during his 20's but has felt well since then.

When Gordon was growing up he always felt overshadowed by his older brother John, who was an excellent sportsman.

Gordon and John's father was also sporty and was always praising John, and Gordon was never able to equal his brother's sporting achievements.

Gordon was quite shy as child and found it difficult to make friends. He had one close friend who he had known since primary school.

They went to college together, but after finishing the course his friend moved away and they lost touch.

A few months later Gordon started working in the local bank where he has worked ever since.

Gordon enjoyed his work at the bank, he especially enjoyed helping his regular customers.

Over the years Gordon got to know his colleagues well and a few of them used to go out for meals or drinks after work.

He was still quite shy though, and compared himself negatively to his colleagues.

Gordon preferred to keep a low profile and not push himself forward, and as a result he was overlooked for promotion.

More recently the bank set targets for their employees which Gordon finds it difficult to meet.

He feels uncomfortable trying to sell products and services to customers and worries about how they will react and what they will think of him.

Gordon was made redundant 6 months ago. As his social life centered around the bank, he now tends to spend his time at home by himself.

Gordon has found it more and more difficult to motivate himself to do things around the house, and spends more time in bed.

Gordon is feeling low in mood and much of his time is spent ruminating on his redundancy and what people will be thinking of him.



What are potentially some key life events/experiences for Gordon?

What are potentially some of Gordon's Core Beliefs?

Can you identify one of Gordon's rules or assumptions?

What was the trigger for Gordon's current episode of depression?

What negative automatic thoughts might be going through Gordon's mind?

Why might this event have affected Gordon in this way?

Session 8 Weekly Task

- Read through Session 8 in the booklet.
- Read Julie and Ben vignettes and identify what rules for living and beliefs they might have
- Identify your core beliefs and/or rules
- Optional Start building 'my own tree' (also referred as 'formulation' page 50)

Below is a list of common core beliefs to help you with the weekly task:

I am helpless	I am not good enough
I am powerless	I am unlovable
I am out of control	I am unlikeable
I am weak	I am undesirable
I am vulnerable	I am unattractive
I am needy	I am unwanted
I am trapped	I am uncared for
I am inadequate	I am bad
I am ineffective	I am unworthy
I am incompetent	I am different
I am a failure	I am bound to be rejected
I am disrespected	I am bound to be abandoned
I am defective	I am bound to be alone

Example 1: Julie.

By reading a short summary of her life, what core beliefs and rules for living might Julie hold for herself?

Julie's family moved around a lot when she was growing up, and she changed schools and areas several times.

Julie found it difficult to make friends because she was always the new girl, and the other children had already formed their friendship groups.

Julie's older sister was very bright and academically gifted. She was always being praised by their teachers, and in turn by their parents.

When Julie left school she did not go to college because she didn't believe she was good enough. Julie started working in an office but often thought that her colleagues did not like her, and that her boss thought she was useless.

She tried to do her very best, and often worked late. She would volunteer to help her colleagues whenever possible and always took on the least enjoyable tasks that no one else wanted.

Core beliefs:

Rules for living:

Example 2: Ben

By reading a short summary of Ben's life, what core beliefs and rules for living might he hold for himself?

Ben's father was very critical and controlling.

Ben was often hurt by his father's behaviour towards him, but if he showed his emotions, his father would make fun of him.

Ben is now a successful business man but has a reputation for being ruthless.

He works very long hours and sets extremely high standards for himself.

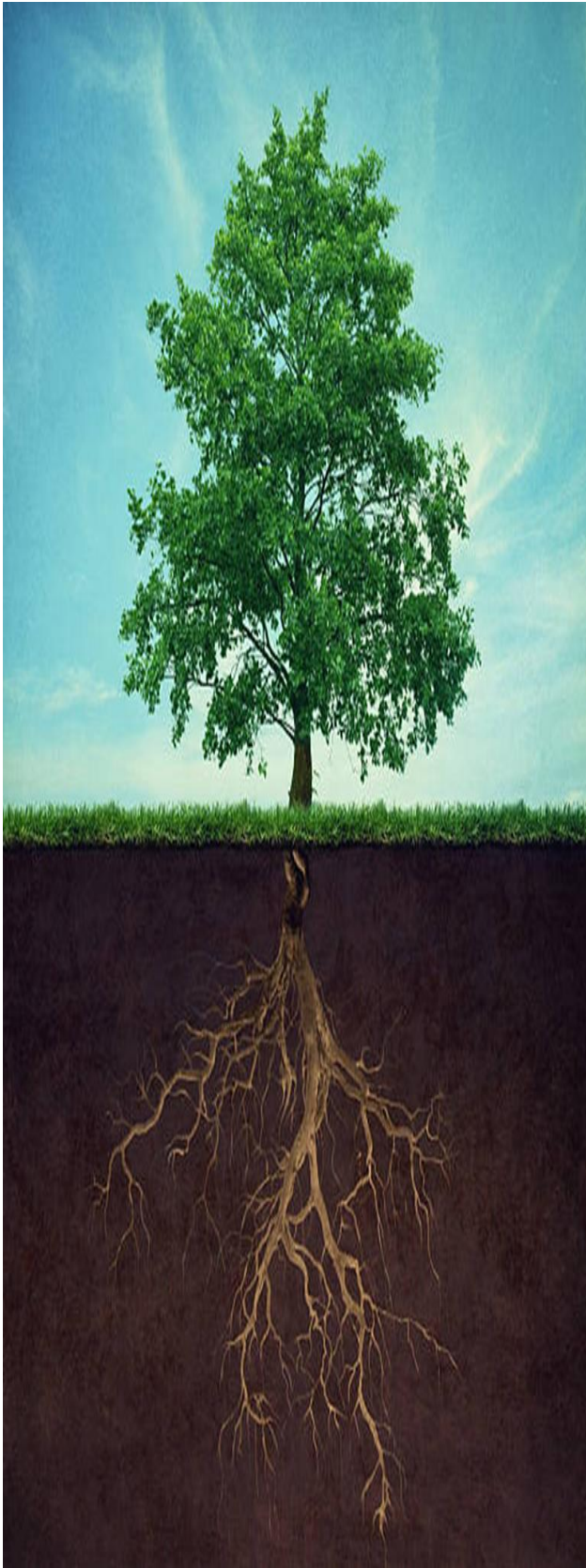
He would like to settle down and maybe get married, but his relationships never seem to last.

His work tends to take up most of his time.

Core beliefs:

Rules for living:

Putting it all together: My Own Tree (Formulation)



Negative Automatic Thoughts - Leaves

Unhelpful thinking habits – Branches

Rules for Living – Trunk

Core Beliefs – Roots

Life Experiences – Nutrients in the Soil



Session 8 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 9

Modifying Core Beliefs

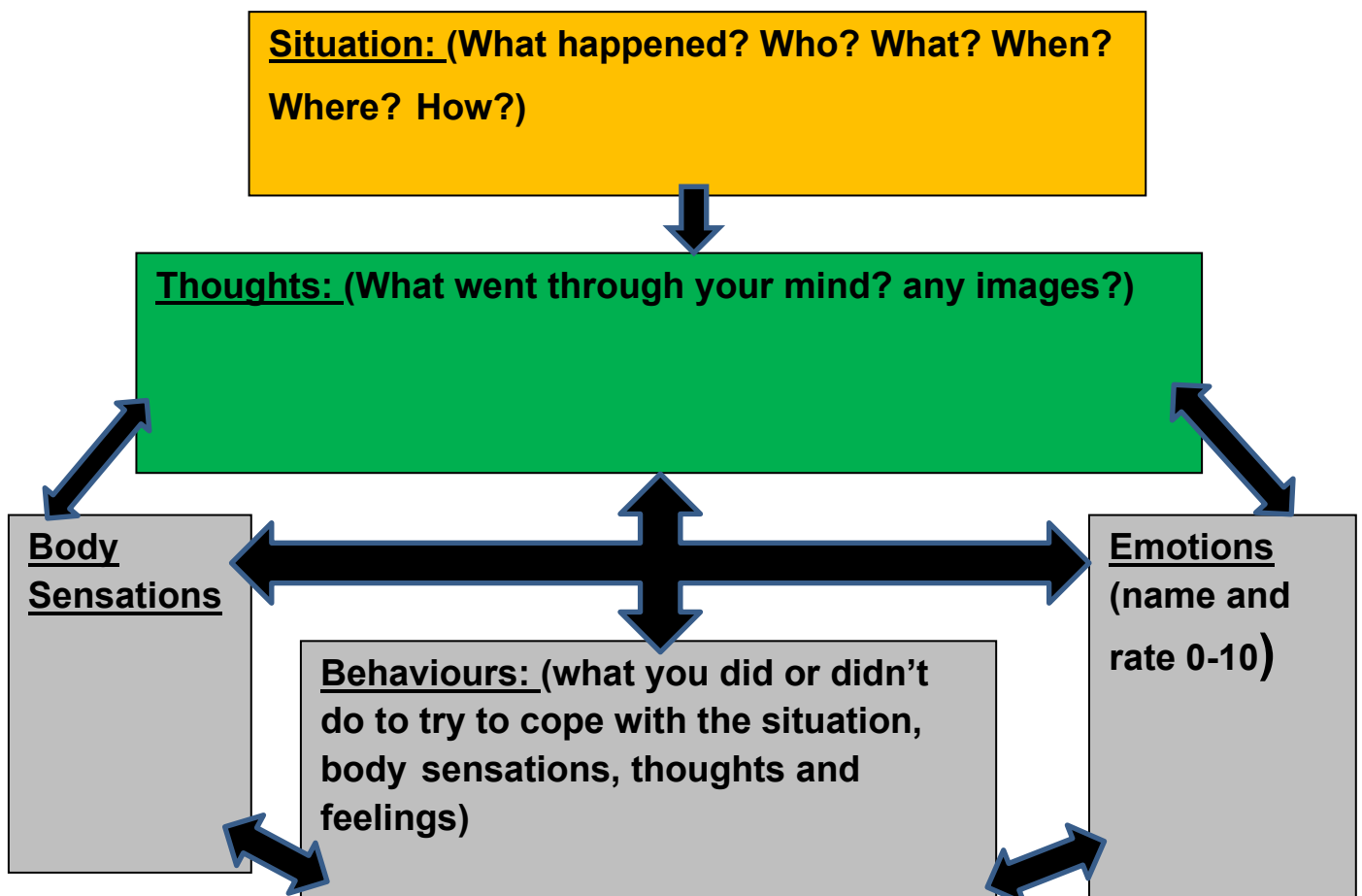
Agenda for Today's Session



- Check In
- Review last week's session
- Review weekly task
- Modifying core beliefs

*** Tea Break ***

- Core belief continuums
- Positive data logs
- Weekly Task:
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = worst my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = best my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 8's weekly task

Modifying Core Beliefs

In session 8 we discussed that our core beliefs are held deeply within us and most of them have been with us for a very long time.

If we 'have to believe' in the story they tell us over a long period of time, then it is normal to ask ourselves:

- How is it even possible that my core beliefs about myself are in fact false?
- Remember the nutrients?
Core beliefs are most often formed in childhood, they are formed through child eyes. Does a child (or a teenager) process information the way an adult does?
- Is a child easily convinced and made to believe something that is not true? (most of us believed in unicorns and Santa when we were children...)



Now that we have questioned the idea that core beliefs must be correct and true, we can also consider the statement:

'If core beliefs are not true then I don't have to believe them. And most importantly they can be modified!'

The work you have been doing on changing your NATs (negative automatic thoughts) together with changing your behaviour, will have already started to help chipping away at your negative core beliefs.

We are now going to introduce you to two methods for modifying your core beliefs:

- * Positive Data Logs
- * Continuums

Method 1: Positive Date Logs

Although most of us can easily notice and remember situations around us that may reinforce our core beliefs, most of us don't spend time thinking about the positive experiences that we have each day. Many times we forget or dismiss them.

Positive experiences may be obvious, e.g. someone paying us a compliment, or more subtle, e.g. a pet being pleased to see us or a stranger smiling at us. Keeping a positive data log of these experiences can help us to acknowledge the positive things happening around us. Noticing positive experiences is the first and very important step to gathering evidence. Thereafter we can begin to think about what these experiences say about us.

Step 1

- Start by making a note of your current core belief
- Then every time you come across any evidence that your core belief is not 100% true write it down on the table.
- After a month review your list (aim for at least 30 items before doing the review) and consider whether or not your core belief is true "all the time".

Example

Current Core Belief:	Evidence this core belief is not 100% true all the time:
I am unlikeable	<ol style="list-style-type: none">1) Tim at work asked me how I am2) Mary invited me out for coffee and a catch up3) My boss asked how my annual leave went4) My friends little girl gave me a big hug when she saw me5) Darren at work asked me for my advice on a project he is working on6) A stranger smiled at me when I was walking down the street7) Katie at work offered to make me a cup of tea8) My partner told me he loved me today9) James was having a hard day and asked for my advice, he thanked me after and said " I don't know what I would do without you, thank you for listening to me"10) When I went into the office for the first time in ages several people said it was nice to see me and they had missed me

Step 2

- Tune into the situations, experiences you come across and your actions or behaviours (even routine or mundane tasks).
- Consider what positive or neutral qualities or traits they say you have
- Consider identifying an alternative more positive core belief based on the experiences

Situation/experience/comment	What qualities or traits does this say I have?
I offered to make a colleague a cup of tea	
I held the door open for a stranger	
I was on time for work	
Someone laughed at my joke	
My friend thanked me for my help	

Method 2: Continuum

- Start by making a note of your current core belief and how much you believe it (as a %)
- Now make a note of an alternative core belief and how much you believe it (as a %)
- This could be the complete opposite to your current core belief or one you want to explore following collecting evidence for the previous technique

Current Core Belief	I am unlikeable
Belief in Current Core Belief	90%
Opposite Core Belief	I am likeable
Belief in Opposite Core Belief	5%

- Make a note of ALL the qualities/traits for the alternative core belief
- Then go back through and score each quality/trait
(What percentage would you say you would rate yourself for each quality/trait)
- Then produce the average score (By adding all the scores up and dividing by the number of qualities/traits)
- Finally, reflect on what this might say about your current core belief and what it says about the alternative core belief

What qualities or traits make up the alternative core belief: I am good enough			
Qualities or Traits	Score	Qualities or Traits	Score
Considerate	40	Passionate	15
Eager to learn	25	Dedicated	40
Helpful	30	Humble	50
Kind	30	Resilient	20
Average Score (%)	(40+25+30+30+15+40+50+50 = 250) divided by 8 = 31.25%		
Reflections	After looking at the qualities and my average score I am a little closer to being "good enough" than I realised.		

Session 9 Weekly Tasks

Read through Session 9 in the booklet (Reading session 8 again, would be especially helpful, particularly the information on core beliefs)

Keep a Positive Data Log. Write something positive every day

Choose a core belief you wish to challenge and complete the continuum sheet

Method 1: Positive Data Log

Step 1

- Start by making a note of your current core belief
- Then every time you come across any evidence that your core belief is not 100% true write it down on the table.
- After a month review your list (aim for at least 30 items before doing the review) and consider whether or not your core belief is true “all the time”.

Example

Current Core Belief:	Evidence this core belief if not 100% true all the time:

Step 2

- Tune into the situations, experiences you come across and your actions or behaviours (even routine or mundane tasks).
- Consider what positive or neutral qualities or traits they say you have
- Consider identifying an alternative more positive core belief based in the experiences

Situation/experience/comment	What qualities or traits does this say I have?

Method 2: Continuum

- Start by making a note of your current core belief and how much you believe it (as a %)
- Now make a note of an alternative core belief and how much you believe it (as a %)
- This could be the complete opposite to your current core belief or one you want to explore following collecting evidence for the previous technique

Current Core Belief	
Belief in Current Core Belief	
Opposite Core Belief	
Belief in Opposite Core Belief	

- Make a note of ALL the qualities/traits for the alternative core belief
- Then go back through and score each quality/trait
(What percentage would you say you would rate yourself for each quality/trait)
- Then produce the average score (By adding all the scores up and dividing by the number of qualities/traits)
- Finally, reflect on what this might say about your current core belief and what it says about the alternative core belief

What qualities or traits make up the alternative core belief: I am good enough			
Qualities or Traits	Score	Qualities or Traits	Score
Average Score (%)			
Reflections			



Session 9 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 10

Updating and Testing Unhelpful Rules for Living

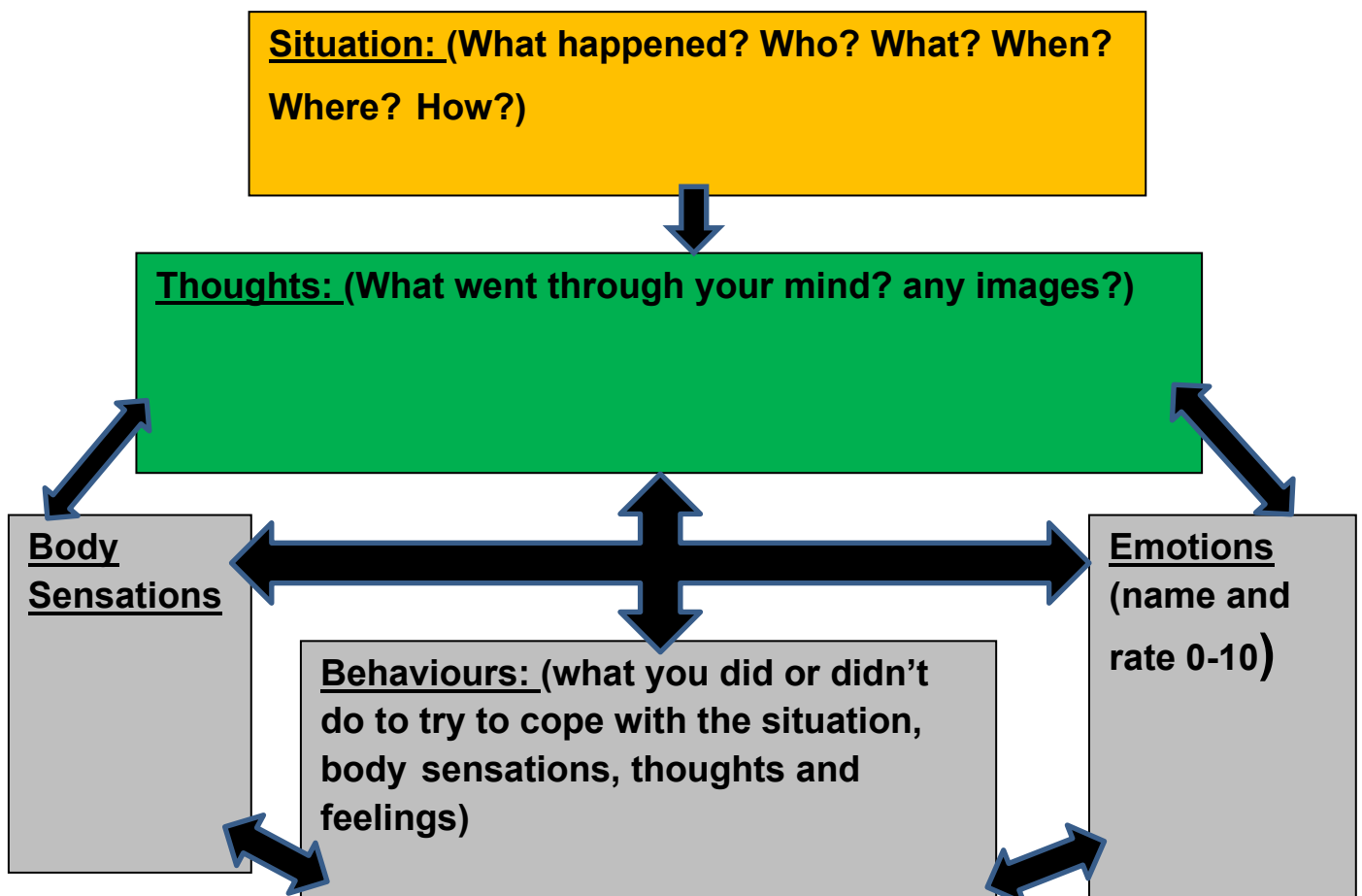
Agenda for Today's Session



- Check In
- Review last week's session
- Review weekly task
- Modifying core beliefs

*** Tea Break ***

- Core belief continuums
- Positive data logs
- Weekly Task:
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = worst my mood has ever been

5 = my mood has been pretty evenly split
pretty even between better days and more
difficult days

10 = best my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 9's weekly task

Helpful vs Unhelpful Rules for Living

In session 8 we learnt that our rules for living are like the trunk of the tree, bridging the gap between our roots, and the branches and leaves higher up.

Our rules for living help us to navigate our life and the world around us based on our life experiences and core beliefs.

Rules for living can be helpful or unhelpful.

Helpful Rules for Living

Helpful rules are:

- Realistic
- Flexible
- Adaptable
- Enable us to function healthily and safely

Example

“Making mistakes is an opportunity to learn, it doesn’t make me a failure”

“I will try to help people when I can”



Think of helpful rules like a tree trunk that can bend in the wind, it is flexible and can adapt to multiple weather conditions

Unhelpful Rules for Living

Unhelpful rules are:

- Unrealistic
- Unreasonable
- excessive
- rigid
- unadaptable

Example

“I must never make a mistake”

“If I always put people first then they will always be nice to me”



Rigid and inflexible rules:

- Might have been useful when they were originally developed but might not be useful or working for us anymore
- Lead us towards behaviours which maintain the underlying negative belief

Imagine that you grew up in a very cold place and needed a good coat...

The coat kept you warm and alive
Then you moved to a much warmer climate....
The problem is, you are still wearing the warm and heavy coat
It was SO useful in the past
The coat now is heavy, burdensome and it's making you sweat
It is actually not working for you any longer.



Examples of Unhelpful Rules for Living

Appearance:

"I must always look my best at all times".

Within the home:

"I must always keep my home clean and tidy or others will judge me"

Emotions:

"If I become upset it will upset others/or burden them"

Interaction with others:

"I should never air strong opinions or beliefs I have in case people think I am stupid"

Work:

"I must do my work perfectly and if I think I can't I should put it off or not do it at all"

Case Study: Julie

Julie's family moved around a lot when she was growing up, and she changed schools and areas several times.

Julie found it difficult to make friends because she was always the new girl, and the other children had already formed their friendship groups.

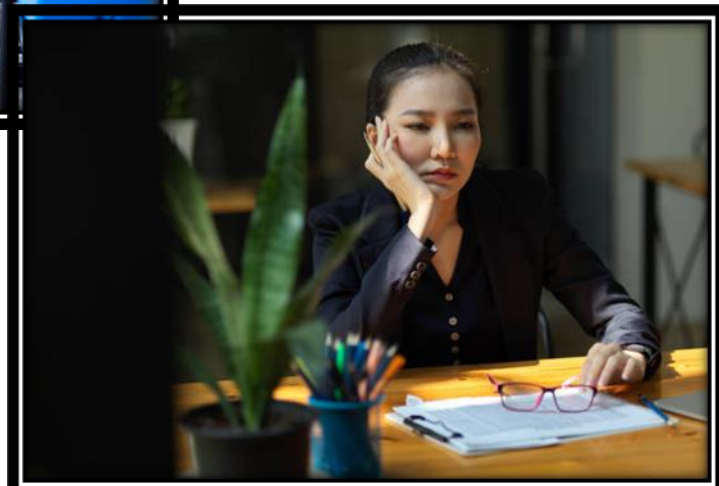
Julie's older sister was very bright and academically gifted. She was always being praised by their teachers, and in turn by their parents.

When Julie left school she did not go to college because she didn't believe she was good enough.

Julie started working in an office but often thought that her colleagues did not like her, and that her boss thought she was useless.

She tried to do her very best, and often worked late.

She would volunteer to help her colleagues whenever possible and always took on the least enjoyable tasks that no one else wanted.



What 'Rules for Living' Might Julie Have?

Updating Julie's Rules

Rule to be updated:	
How is this rule impacting on Julie's life?	
In what way is this rule unreasonable?	
What are the disadvantages of this rule?	
Are there any advantages of having this rule?	
What might be a more balanced rule?	

Testing A New, More Flexible Rule For Living

Imagine you are a scientist....

You have two theories but
don't know which one is the
most accurate.

What would you do to find out?



Behavioural Experiments

Like a scientist you are going to need to conduct experiments to test out if your old rule or your new one is more accurate and/or helpful

Behavioural Experiments are planned activities or tasks that help us test out our rules (through action) in everyday situations.

Example:

Old rule:

“I must not talk about my emotions (so people don’t use them against me)”.

New flexible rule:

“Sometimes it’s important to talk about my feelings”.

Testing the new Rule → My Behavioural experiment:

When feeling down or anxious tell someone about it, talk it through.

Steps for Creating a Behavioural Experiment

Step 1: Identify the rule you would like to test out	
Step 2: Generate some idea	What tasks or activities could help you test out this rule?
Step 3: Plan your experiment	<ul style="list-style-type: none"> * What are you going to do? * When are you going to do it? * What resources are you going to need to complete the task?
Step 4: Evidence to be collected	<ul style="list-style-type: none"> * What evidence would you need to collect to check the accuracy of your rule? * Consider: your own reactions, the reactions of other people, the environment. * Remember: this evidence must be clear, observable and objective – like it would need to be in a court room.
Step 5: Make a note of any predictions	What do you think is going to happen?
Step 6: Do it!	
Step 7: Results	<ul style="list-style-type: none"> * What happened? * What evidence did you collect? * Remember to be specific and make sure you write down what actually happened NOT your interpretation or opinion.
Step 8 Conclusion	<ul style="list-style-type: none"> * What does the evidence tell you about your new rule? * What does the evidence tell you about your initial thoughts and predictions? * Anything else? * Do you need to repeat the experiment again or do a different task?

Creating a Behavioural Experiment for Julie

Step 1: Identify the rule you would like to test out	
Step 2: Generate some idea	
Step 3: Plan your experiment	
Step 4: Evidence to be collected	
Step 5: Make a note of any predictions	
Step 6: Do it!	
Step 7: Results	
Step 8: Conclusion	

A Note About Behavioural Experiments...

Trying out our new rules can be anxiety provoking

Anxiety is normal because we are breaking an old rule

After you have tried out the new rule remember to notice and make a note of what happened:

Did your predictions come true, or did something else happen?

How did you feel after you have tried your new rule out?

You may need to repeat the same or similar experiment several times to check the accuracy or believability of the results

A low-angle photograph looking up at a dense forest of tall, thin trees. Sunlight is streaming through the canopy, creating bright rays and a warm, golden glow. The text is overlaid on the left side of the image.

Notice that the stiffest tree is most easily cracked, while the bamboo or willow survives by bending with the wind.

~ Bruce Lee

Session 10 Weekly Tasks

Read through Session 10 in your booklet

If you feel ready to start updating a rule for living, choose one of the techniques covered today.

If you do not feel ready to start updating a rule for living, continue with challenging negative automatic thoughts, identifying your core beliefs and identifying your rules

Updating Rule for Living

Rule to be updated:	
How is this rule impacting on Julie's life?	
In what way is this rule unreasonable?	
What are the disadvantages of this rule?	
Are there any advantages of having this rule?	
What might be a more balanced rule?	

Creating a Behavioural Experiment

Step 1: Identify the rule you would like to test out	
Step 2: Generate some idea	
Step 3: Plan your experiment	
Step 4: Evidence to be collected	
Step 5: Make a note of any predictions	
Step 6: Do it!	
Step 7: Results	
Step 8: Conclusion	



Session 10 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 11

Rumination

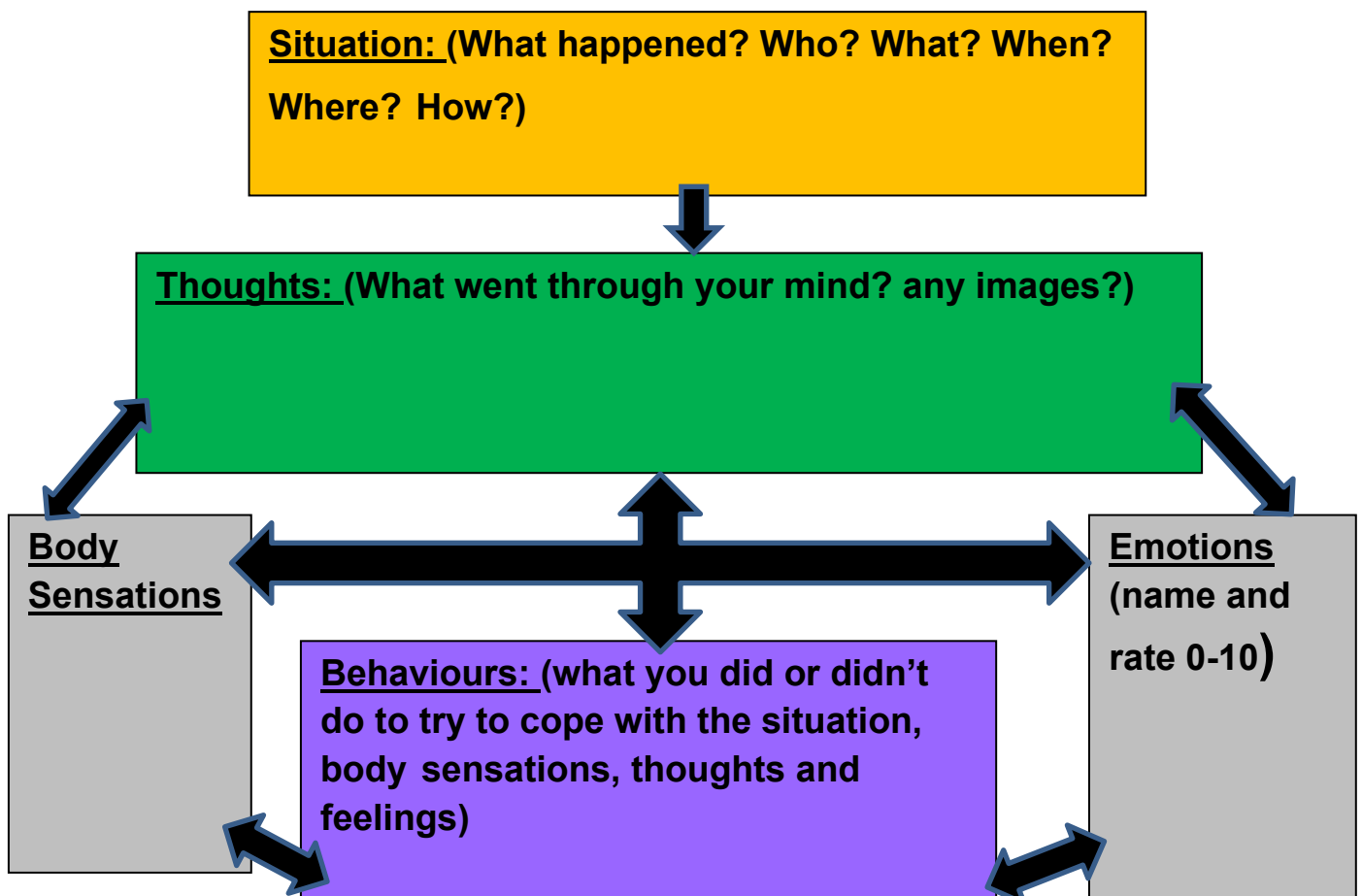
Agenda for Today's Session



- Check In
- Review last week's session
- Review weekly task
- What is Rumination?

*** Tea Break***

- Breaking the Rumination Cycle
- Weekly Task:
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = **worst** my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = **best** my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 10's weekly task

Consider and Answer the Following Questions:

Do you ever notice your brain going over and over why you are feeling low, mistakes you have made or failures?

Do you ever notice your mind dwelling on a problem, without coming up with a solution?

What is the impact of this on your thoughts?

What is the impact of this on your mood?



What is Rumination?

The word “ruminate” comes from the Latin phrase for chewing cud — the cyclical action of digestion that cows do when they eat.

Rumination in humans is the repetitive process of over thinking or dwelling on our difficulties or things that cause us distress.

This can include dwelling on negative thoughts, emotions or situations.



Is Rumination Normal?

YES....

To some extent we all ruminate or think about our problems or things that have upset us

This can be helpful if it helps us to reflect, process, learn or develop a solution to a difficulty



When Is Rumination Problematic?

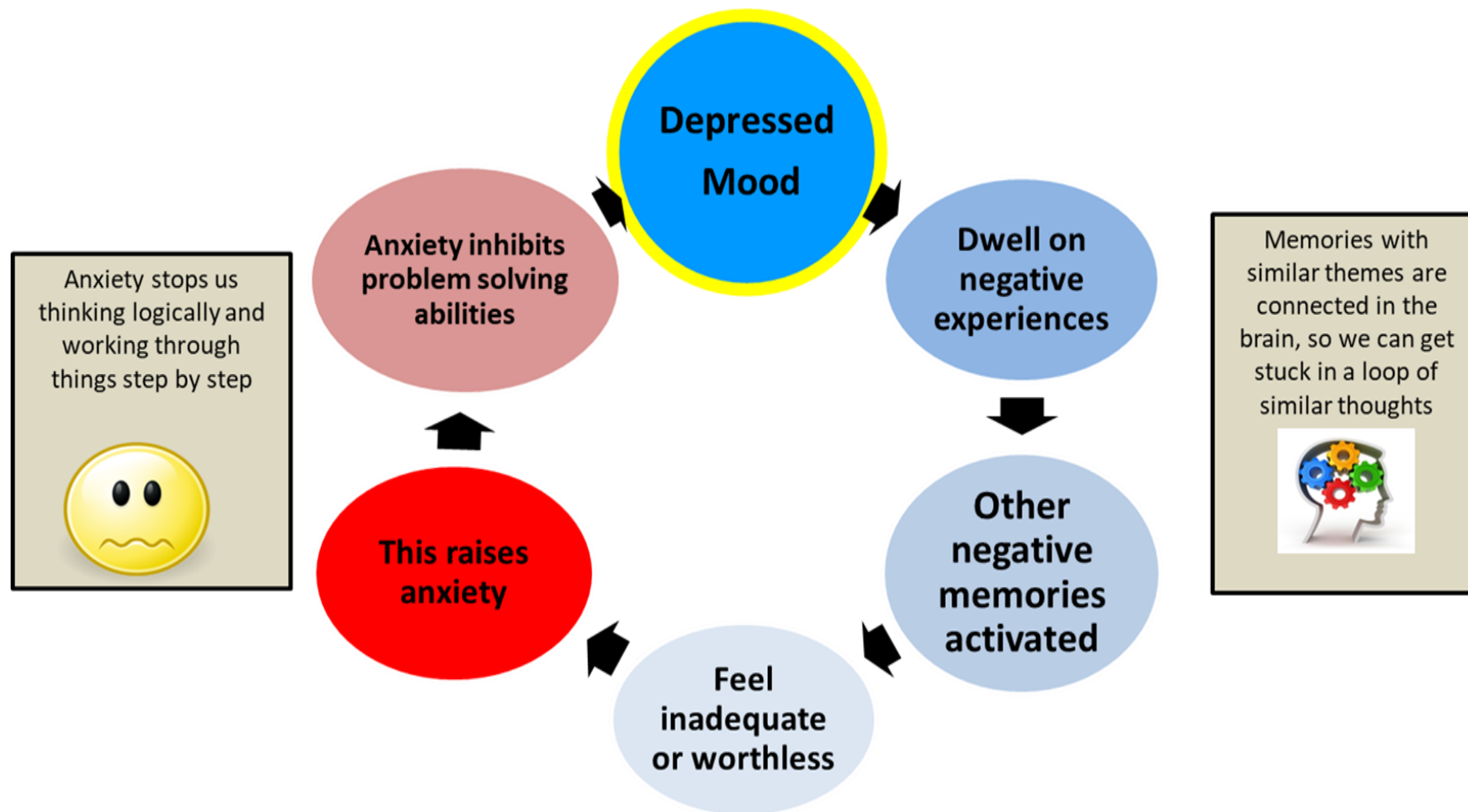
Rumination becomes unhelpful if :

- * it becomes excessive
- * it becomes difficult to control or stop
- * we are using it in a way that does not help us
- * we stay focused on the causes or consequences of our difficulties rather than finding solutions or learning

Depression and Rumination

Due to the nature of rumination, it can contribute to the development and maintenance of depression as an individual gets stuck in a vicious cycle of negative thinking, emotional distress and reduced ability to problem solve, which increases a sense of hopelessness....leading to feeling more depressed.

Below is an example of a vicious cycle which demonstrates the link between rumination and depression:



The Negative Consequences of Rumination

- Increased negative thinking
- Feeling bad/Feeling worse
- Negative predictions
- Impacts negatively on relationships
- Positives in current life get dismissed/overlooked
- Difficulties sleeping

Why is it Hard to Stop Ruminating

- **Rumination has become a habit**
It has become an automatic mental response that is triggered in multiple situations due to it being practiced in many scenarios, often without us realising.
- **Rumination has become a form of avoidance**
For example, it allows us to avoid doing something about a difficulty because we are thinking about it
- **We have some positive beliefs about rumination**
For example “if I ruminate it shows I care”, “If I can think about it for long enough, I will eventually find the answer”
“If I don’t ruminate on what I did wrong or what I could do better I will become a bad or selfish person”



The Difference Between Rumination and Worry

Rumination

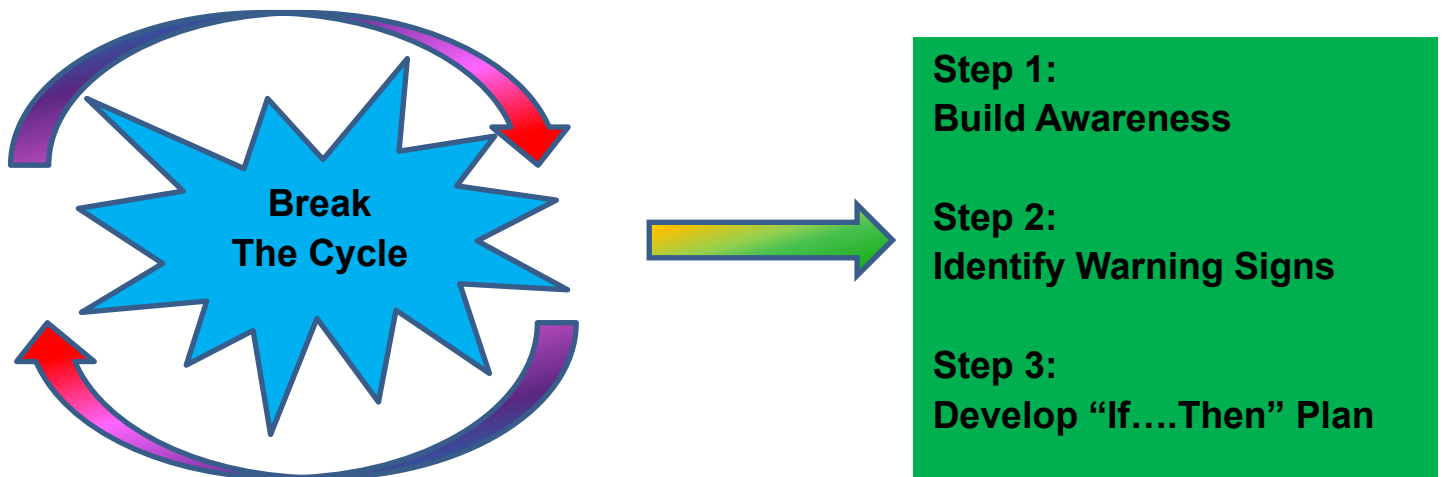
- * Focused on the past
- * Minds go over and over memories, events & regrets
- * Continuously going over things without resolution



Worry

- * **Focused on the future**
- * Attempt to avoid future threats
- * Kind of vigilance for threats
- * Trying to SOLVE problems which have not yet happened (& might never happen)
- * “What if.....?”

Breaking the Rumination Cycle



Step 1: Build Awareness

If we think of rumination like a mental habit, the first step to changing a habit is to become aware of when it is happening and what it looks like. You can do this by keep a rumination diary.

Keeping a diary will help you:

- * become more aware of how often you are ruminating
- * respond in a less automatic way

Situation / Trigger: What was happening just before or as I started to ruminate?	How Did I Feel When I Started to Ruminate? Emotions and physical sensations	What Did I Ruminate About?	How Long Did I Ruminate For?	Consequences: How did I feel afterwards? Have I achieved anything?
Driving back from work, remembering some negative feedback I received from colleague	Upset 4/10 Tense in my shoulders	How I didn't feel the feedback was very fair and felt very personal rather than constructive. She doesn't like me	30 minutes driving	Feel more upset 8/10 Anxious 6/10 Don't want to go to work tomorrow Didn't achieve anything. Was snappy with Tom when he got home

Step 2: Identifying Warning Signs

After collecting several diary entries (this may be a week or a few weeks) look closely at your diary and explore what tends to trigger off an episode of ruminating.

Everyone has different triggers but here are some common examples:

- * When I am under pressure
- * When I feel stressed
- * When I feel judged or criticised
- * When I am reminded of a particular event
- * When I feel alone or isolated.
- * Certain activities – driving home, preparing for work, bedtime.

It can also be helpful to notice any physical sensations that may also be a warning sign that we are about to start ruminating, for example:

- * Tension in shoulders, neck and/or back
- * Headache
- * Butterflies in the stomach
- * Feeling hot or flustered

Keep a note of your warning signs below or on a separate piece of paper if possible

Once you are able to spot your warning signs you increase your chances of being able to do something different before it really gets going.

Step 3: Develop “If...Then...” Plans

Now that you are able to identify your warning signs it's time to start replacing the habit of ruminating with an alternative, more positive or helpful behaviour as soon as you notice a warning sign.

It is important to use the warning signs to cue yourself to do an alternative behaviour as soon as possible because, as you know, once rumination starts it can be difficult to stop.

With enough practice, the new behaviour will become a new habit which replaces the tendency to ruminate.

The alternative behaviour can be....

Something you enjoy doing:

- * Gaming
- * Reading
- * Yoga
- * Walking
- * Cooking



Something that gets you to slow down:

- * Breathing exercises
- * Guided meditation
- * Listening to a podcast/music
- * Sudoku

A skill you have already learnt during the course:

- * Attending to your BACEs,
- * Breaking the task or problem down into smaller steps (like a SMART goal),
- * Doing some thought challenging,
- * Doing a positive data log to remind yourself of your positive attributes.



Now it's time to put your warning signs and alternative behaviours into an "if....then" plan.

*If...then" plans make an explicit and conscious link to the warning sign for rumination. Now we can engage in an alternative action, making it easier to change.

For all your "if...then" plans it is helpful to clearly specify when, where, what, how and with whom you will be implementing the plan. The more detail you put into the plan, the easier it will be to put it into action

If I Notice.... warning sign/trigger/body sensation	Then I Will... skill/activity
If I notice I am feeling tense on my way home from work	Listen to a guided breathing exercise

Below add any ideas that came up during the session:

If I Notice.... warning sign/trigger/body sensation	Then I Will... skill/activity

Remember.....

- Do not be discouraged if the new plan has not made much difference after a few weeks
- Building a new habit takes time
- It will take a lot of practice and repetition
- Old habits can come back when tired or stressed so be prepared for times when rumination comes back
- Celebrate the small changes and small wins
- Its ok to readjust your “if...then” plans – you are experimenting with what could work



Session 11 Weekly Tasks

Read through Session 11 in your booklet

Start keeping a rumination diary

Make a note of warning signs you notice

Start thinking about alternative behaviors

Optional:

Have a go at creating an “if....then” plan

Rumination Diary

Situation / Trigger: What was happening just before or as I started to ruminate?	How Did I Feel When I Started to Ruminate? Emotions and physical sensations	What Did I Ruminate About?	How Long Did I Ruminate For?	Consequences: How did I feel afterwards? Have I achieved anything?

Early Warning Signs Log

Date	Early Warning Sign

“If...Then” Plans

If I Notice.... warning sign/trigger/body sensation	Then I Will... skill/activity



Session 11 Review:

What was the most important thing I learnt today?

What did I find helpful about today's session?

What is something I am going to try between now and next session?

Anything else?

SESSION 12

Therapy Blueprint and Staying Well for the Future

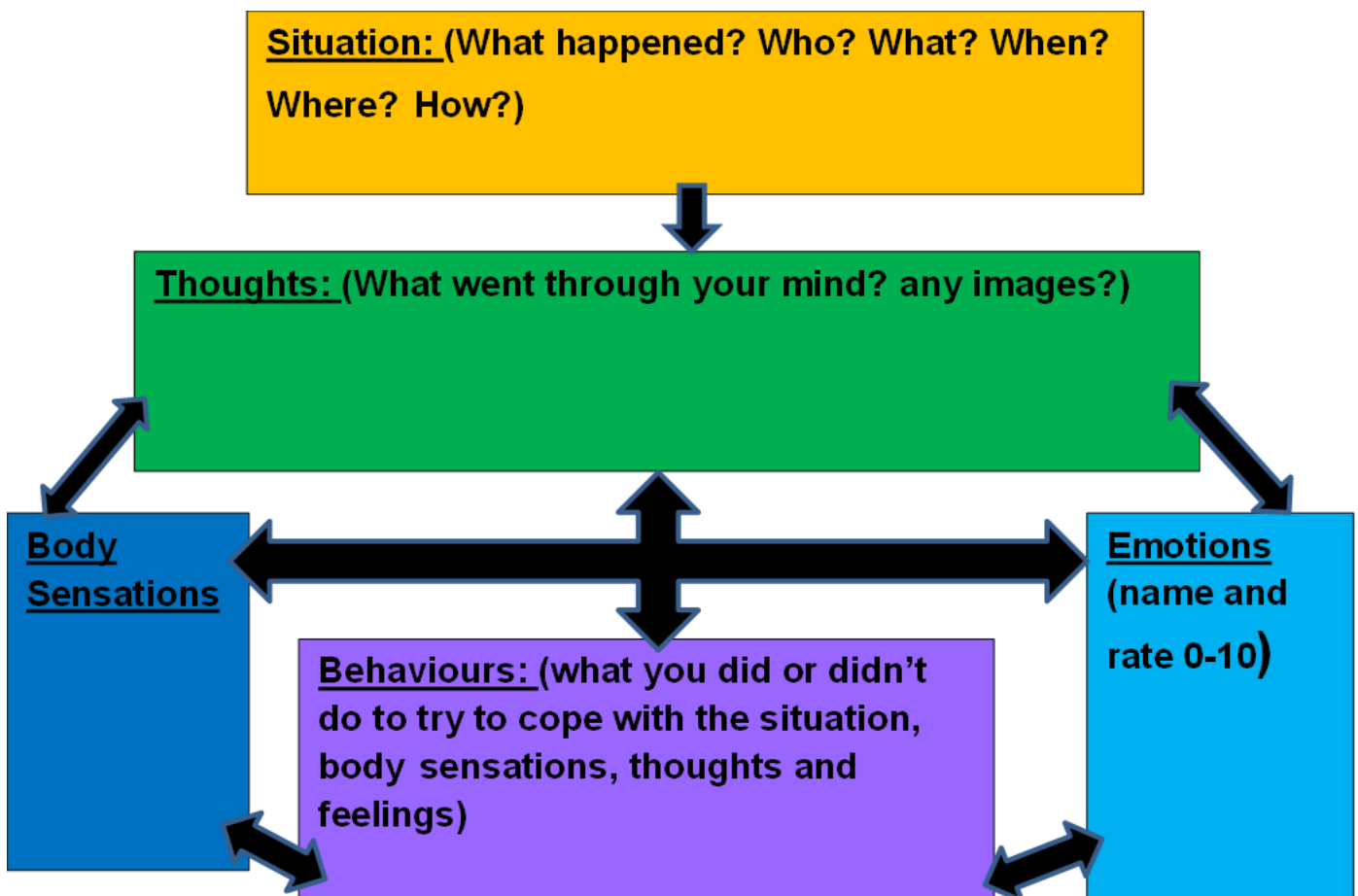
Agenda for Today's Session



- Check In
- Review last week's session
- Review weekly task
- Therapy Blueprint

* Tea Break*

- Relapse Prevention
- Weekly Task:
- Feedback/Take Home Message



Check In

Rate your mood on a scale of 0 to 10

0 = **worst** my mood has ever been

5 = my mood has been **pretty evenly split**
pretty even between better days and more
difficult days

10 = **best** my mood has ever been

My mood has been () out of 10 this week



How has my depression been this week and why?



Questions and reflection on Session 11's weekly task

The End...AND The Beginning

Well done! You made it to the final session of the course!!

You have now completed the course, but this is really just the beginning.

It is important to maintain the gains you have made, and to build on the changes you have started to make.

Continuing to practice the strategies you have learned during the course is essential.

This will help you to maintain your progress and to make further changes.

Today we are going to help you to prepare for continuing this journey by completing the Therapy Blueprint as a group.

This will help you to prepare a summary of all your learning from the course, and to identify the strategies that will help you to stay well in the future.

CBT aims to give you tools to use long after therapy ends; in this way it helps you to become your own therapist.



Creating Your Therapy Blueprint

Creating a Therapy Blueprint is an essential component of the treatment course as it gives you an opportunity to:

- reflect on your therapy journey
- summarise your learning including key skills and strategies
- make a plan in advance of any future difficulties or drops in your mood
- increases your chances of using these skills during difficult times to effectively manage mood fluctuations and improve your resilience
- enhances your ongoing recovery journey by giving you confidence you can be your own therapist

**What Have I Learnt
Through Attending This Group?**



What Strategies Have I Found Helpful?



What Do I Need To Keep Doing To Maintain My Progress?



Sometimes Setbacks Occur... What Are My Warning Signs To Look Out For?

Tip: Consider physical, emotional,
behavioural and thought-based signs



What Can I Do If A Setback Occurs? How Can I Overcome It?



Staying Well for the Future

Putting All of Our Learning Together

Notice negative thoughts and challenge them

use a thought record or using a CBT app on your phone to do this the most effectively

Modify your core beliefs

gather evidence they are not true, do a continuum or use a positive data log to remember your positive qualities

Apply new softer more flexible rules

discard the old inflexible ones.

Notice when you are ruminating

disrupt rumination patterns by doing the skill or other activity identified in your “if...then” plan



Don't forget Your BACEs

this will ensure a good balance of activities that will give you the opportunity to lift your mood

Body (Movement and Self Care)

Examples: Exercise, Sleep, Diet, Shower

Neurotransmitter: Endorphins

Closeness (Connection)

Examples: Spending time with people we like, helping others

Neurotransmitter: Oxytocin



Achievement (Success)

Examples: Chores, Projects, Work, Goals, Study, Progress

Neurotransmitter: Dopamine

Enjoyment (Fun and Pleasure)

Examples: Reading, Sports, Arts and Crafts, Baking

Neurotransmitter: Serotonin

Develop A Good Social Support Network

It's good to find someone you can talk to about things (a sounding board) because sometimes just talking about things out loud makes you realise that they are more manageable than you originally thought.

Social support can occur in a number of different guises. Even if you would never talk to someone about your vulnerabilities, they might be someone that you could do things with e.g. go for walks together.

If you really feel like this is limited, then use your problem solving skills to figure out how to increase this.



Make a list of people in your life that could offer different forms of support (emotional, practical etc.)

Develop A Good Professional Support Network

Keep in contact with your GP.

Know what your early warning signs (symptoms) are and have a plan to address them.

This may include referring yourself back to Steps to Wellbeing in the future for some top-up sessions, however we would encourage a period of independent skills practice before returning to the service, because often the benefits of the course are not fully apparent until a few months down the line.



Make a list of professional services you would use for support

We Offer Peer Support Groups in Southampton and Dorset

steps2wellbeing
Southampton

Little Steps Groups



Peer Support

'People helping people'

- Our Little Steps Peer Support groups are friendly and informal, providing a safe, non-judgemental space to meet current or previous service users of Steps2Wellbeing.
- We share our own experiences to help support each other, build our confidence, share coping techniques and reduce the feeling of isolation.
- All of our Peer Support groups are facilitated by staff and volunteers who have previously accessed the service.
- Our groups are currently holding fortnightly meetings together with email support from the group facilitator between sessions.
- We use the session as a chance to check in with each other, offer support where we can and discuss common mental health topics with a focus upon keeping ourselves well.
- There is no expectation for you to use your webcam if you prefer not to.

We have two fortnightly groups:

18:00—19:00 on a Monday evening online

10:30—12:00 on a Thursday in person

If you would like to join Little Steps, please email to let us know which group you would like to attend and we will add you to the mailing list. You will then start to receive our email resources and the link for our webinar sessions.

We look forward to hearing from you soon!

Our email address: dhc.little.steps@nhs.net

Tel: 023 8027 2000 www.steps2wellbeing.co.uk



steps2wellbeing
Southampton & Dorset



Steps2Gether Peer Support Group



Steps2Gether is a friendly, non judgemental peer support group for people who have been discharged from Steps2Wellbeing.

The group is run by our Peer Support Practitioners, who have also received treatment from Steps2Wellbeing.

Our Peer Support group meets to:

- Check in on our wellbeing
- Share experiences
- Share helpful techniques for keeping well
- Connect with others



To join Steps2Gether please email or call on:



dhc.s2w.dorsetpsps@nhs.net



0800 484 0500

Expect Setbacks and Down Days

**DON'T FORGET THAT
YOU'RE HUMAN. IT'S
OKAY TO HAVE A
MELTDOWN. JUST DON'T
UNPACK AND LIVE THERE.
CRY IT OUT AND THEN
REFOCUS ON WHERE YOU
ARE HEADED.**

POSITIVELIFETIPS.COM

- Setbacks in progress and recovery occur
- It is easy to think that you are 'back to square one' but this is unhelpful thinking
- Life is full of ups and downs everyone has down days and it would be unrealistic to think you will not experience this too
- You now have new skills and strategies which you can use which you know work
- Down days or slip ups are opportunities to learn. Apply your skills to figure out what has happened, what you could do differently and plan your next steps

Last Reminder on Recovery

- It's important to remember that recovery means different things to different people.
- Have a think about what you need to do in order to reach your definition of recovery.



Set Goals for the Future

Have a think about what would you like to achieve in the next:

24 hours?

Week?

Fortnight?

Month?

3 Months?

6 Months?

Year?



Please complete the patient evaluation questionnaire that will be sent to your email (before or after the final session)

Alternatively, please send your feedback on the course via our website:

<https://www.dorsethealthcare.nhs.uk/patients-and-visitors/compliments-concerns-and-complaints>

We are committed to continuing to improve our groups and take feedback seriously. Please let us know what we did well and what we can improve.



Thank you so much for your participation.
We wish you all the best for the future.

Appendices and Resources

Appendix 1: Reading, Smart Phone Apps and Resources

Books

- . **Overcoming Depression: a self-help guide using Cognitive Behavioural Techniques** by Paul Gilbert
- . **Mind Over Mood: Change the way you feel by changing the way you think** by Dennis Greenberger and Christine Padesky
- . **Overcoming Low Self-Esteem: a self-help guide using Cognitive Behavioural Techniques** by Melanie Fennell
- . **Reinventing Your Life** by Jeffrey Young

Smart Phone Apps

- . **Catch It** – encourages you to record negative thoughts and to look at it from a different perspective
- . **Stress & Anxiety Companion**- free on the App Store, recommended by the NHS for mild-moderate anxiety and stress, includes tools such as breathing exercises and relaxing music
- . **Calm** – meditation app with sleep stories and relaxing music, £36 per year's subscription
- . **Breathe2Relax**- breathing exercises app
- . **Relax Melodies** – Music for sleep and relaxation
- . **Headspace** – Guided meditation and mindfulness, free trial available, see App Store, Google Play or www.headspace.com

Websites and Online Resources

<http://www.dorsetmentalhealthforum.org.uk> Local charity promoting wellbeing and recovery

www.getselfhelp.co.uk website where you can print out lots of free recourses and therapy worksheets

<https://www.anxietyuk.org.uk/> A national charity set up to help people experiencing different forms of anxiety.

www.selfcompassion.org Website of Dr Kristen Neff, includes lots of information and resources relating to self- compassion, including practices to help you develop a more compassionate way of relating to yourself, and guided meditations

<https://www.mindful.org/meditation/mindfulness-getting-started/> introduction to mindfulness and meditation, including videos to watch



Mindfulness

steps2wellbeing

What is the course?

This is a 8 session course aimed at people seeking help for maintaining progress with recurrent depression, stress or a long term health condition where another therapy is not indicated to be more appropriate.

Mindfulness is an approach that uses meditation as a way to become more centred. Although Mindfulness does use meditation, it does not have any religious or spiritual leanings. The course is not about relaxing either but is practical and down-to-earth.

■ What is Mindfulness?

We call the kind of moment to moment awareness of one's body, mind and other aspects of our lives mindfulness. It is developed by purposefully paying attention in a non-judgemental way, to what is going on in our body and mind, and in the world around us.

Frequently Asked Questions

How many other people will be there?

We usually have up to 16 people attending the course.

What if I feel too anxious to turn my webcam on or speak?

We understand that the thought of a course can be very anxiety provoking. We would always encourage people to switch their webcam on and speak if they feel able to, as the strength of the course is in building a shared understanding of mindfulness and trying out and reviewing different meditations together. You may wish to build up to switching on your webcam as the first session progresses, just let the group facilitator know at the start.

What if I can't make a session?

Please call 0300 790 0542 or email dhc.bc.s2w@nhs.net as soon as possible to let us know.

Please note that our website www.steps2wellbeing.co.uk has lots of valuable information about our service.

Session Topics

- **Using mindfulness to manage difficulties experienced**
- **Mindfulness Meditations**
- **Learning from the experience of Mindfulness meditations**