

Provider's Guidebook

“Activities and Your Mood”

Individual Treatment Version



June 2008

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Including drawings by Erich Ippen

Cognitive Behavioral Therapy for Depression

*

Activities and Your Mood

Other modules in this treatment program
are as follows:

Thoughts and Your Mood
People Interactions and Your Mood

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Drawings by Erich Ippen

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SESSION 1: DOING HEALTHY ACTIVITIES TO IMPROVE YOUR MOOD

PROVIDER TIPS

Materials Needed

- **Client’s Guidebooks** (“Thoughts and Your Mood”)—an extra copy to loan in case your client forgets to bring their own guidebook
- **Pens**—enough pens to use during therapy
- **Dry erase board, chalkboard,** or large sheets of paper to present material to client
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

Provider’s Goals

- Review CBT and how it can help depression.
- Remind client of topics and skills introduced in the previous module (“Thoughts and Your Mood”).
- Introduce the new topic: The Connection Between Activities and Your Mood.

PROVIDER TIPS

Welcome Client

As clients arrive:

- Pass out the Client's Guidebook ("Activities and Your Mood").
- Pass out the PHQ-9 depression measure. Ask your client to fill it out, put their name on it, and return it to you. Tell your client that you will talk more about it later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of clients' depression symptoms, including thoughts of suicide. If a client reports thoughts of suicide, consult with your supervisor.

Begin the session:

- **Say: We are starting a new CBT module today** called "*Activities and Your Mood.*" We will talk more about Cognitive Behavioral Therapy in a few minutes.
- **Say:** *Congratulations for being brave enough to continue with therapy.*
- **Say:**
 - *The guidebook belongs to you.*
 - *You will be writing in them.*
 - *You should bring your guidebook to every meeting.*

Purpose and Outline

Client's Guidebook: Page 1

1 Introduce the Purpose and Outline.

2. Ask: *Do you have any questions so far?*

PURPOSE

- Give a quick overview of Cognitive Behavioral Therapy and depression.
- Understand the connection between activities and mood.
- Understand why you are not doing the activities you used to enjoy.
- Identify activities you enjoyed in the past.
- Choose one activity that you can still do.

OUTLINE

- I. Announcements
- II. How Have You Been Feeling?
- III. Review
- IV. New Topic: The Connection between Activities and Your Mood
 - A. How Does Depression Get in the Way of Doing Activities?
 - B. What Activities Did You Used to Enjoy?
 - C. Coming to CBT is a Healthy Activity
- V. Key Messages
- VI. Practice
- VII. Feedback
- VIII. Looking Ahead



HOW HAVE YOU BEEN FEELING?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 2

1. **Introduce** the text in the Client's Guidebook.
2. After the session, **compare** your client's PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor your client's progress.

The questionnaire you filled out at the beginning of the session is called the "Patient Health Questionnaire" or PHQ-9 for short. You will fill out the PHQ-9 before Sessions 1 and 3 of each CBT module. It allows you and your provider to check how you are feeling today and to keep track of how you are feeling while you are attending therapy.



REVIEW

Practice

PROVIDER TIPS

Time: 5 minutes

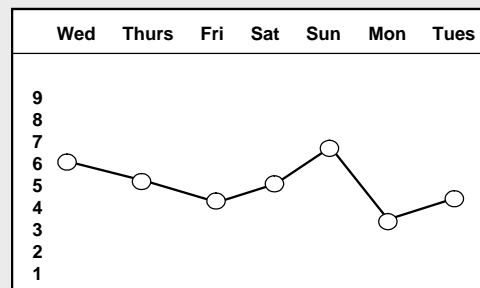
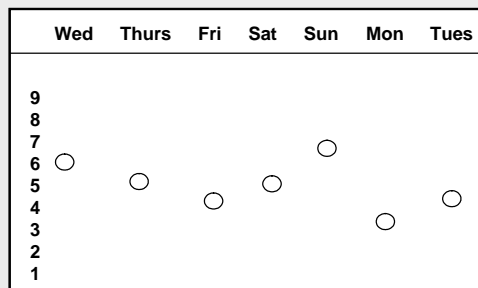
Client's Guidebook: Page 2

We'll do a quick review of the last module and the practice before we start a new topic.

Quick Mood Scale

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on your client's Quick Mood Scale.

1. **Start** the graph with the day of the week the session meets. If your therapy meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. **Ask** your client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.
4. **Possible follow-up questions:** *What do you notice about your mood during the last week? Your mood was the lowest on [day]. What were your thoughts on that day [integrate thoughts recorded on index cards or guidebook]? Your mood was higher on [day]. What thoughts were you having on that day? What do you notice about the connection between your thoughts and your mood?*
5. **Ask:** *What did you do to have more helpful thoughts?*

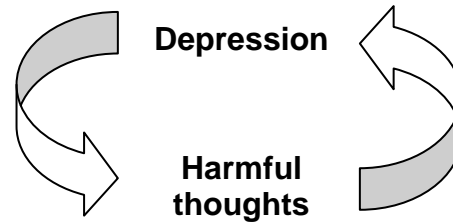
Since you have already completed the last module (“Thoughts and Your Mood”), you have been practicing CBT skills. How is your practice going? At the end of the last module, we asked you to:

1. Use the Quick Mood Scale to track your moods and your thoughts.

2. Review in your guidebook the ideas for how to have more helpful thoughts. Try them out and think about which works best for you.

Last Module

The key messages from the Thoughts module were:



Session 1: Your Thoughts and Mood are Connected

- A thought is a sentence you say to yourself.
- A feeling is an emotion or mood.
- Your thoughts can affect how you feel.
- You can use your thoughts to improve your mood.

Session 2: How to Identify Harmful and Helpful Thoughts

- A harmful thought can lead to another harmful thought, bringing your mood down.
- A helpful thought can lead to another helpful thought, bringing your mood up.
- You can learn to notice your harmful thoughts by being aware of common ways of thinking.
- You can begin to question your harmful thoughts.
- You can try to think in ways that help you have a healthy mood.

Session 3: Talking Back to Your Harmful Thoughts

- You can learn ways to talk back to your thoughts to improve your mood.
- You can examine your thoughts to learn more about them and decide if they are harmful or helpful.
- You can learn to replace a harmful thought with a helpful thought.

Session 4: How to Have More Helpful Thoughts to Improve Your Mood

- You can use strategies to have more helpful thoughts.
- Having more helpful thoughts can improve your mood and help you live the life you want.

NEW TOPIC: THE CONNECTION BETWEEN ACTIVITIES AND YOUR MOOD

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 5

Help clients understand that doing activities can help them feel better.

- 1. Say:** *In this session, we will talk about what you choose to do each day and how that can affect your mood.*
- 2. Go over** the text.
- 3. Say:** *The diagram with the arrows shows the connection between activities and your mood. Why do you think the arrows point both ways?*
- 4.** Make sure clients understand that when they are depressed, they are less likely to do healthy activities and that when they don't do healthy activities, they are more likely to be depressed.

What you do affects the way you feel. When you are active and do things that are healthy for you, your mood is likely to improve.

Doing activities:

- Can help you feel more positive.
- Creates pleasant thoughts—memories—that stay in your head even after the activity is over.
- Gives you a break from your worries.
- Can help you become healthier physically.

How Does Depression Get in the Way of Doing Activities?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 5

1. Help clients understand that their lack of interest in activities is a normal part of depression.

2. Say: *We have talked about how your mood often improves when you do activities. In a way we are suggesting that doing things is a kind of medicine. Just as you might take a multivitamin every day to help keep your body healthy, you may need to do some pleasant activities every day to keep your mood healthy.*

But we know that this is not easy. How does depression get in the way of doing healthy activities?

3. Write on the board the client's ideas about how depression gets in the way of doing healthy activities.

4. After the client has brainstormed a list, **introduce the text and the check boxes** on the same page.


The thoughts below might get in the way of doing activities. Check any that sound familiar to you. ***They are related to depression. You can feel better, and CBT can help!***

- I don't really feel like doing anything.
- Nothing sounds that enjoyable to me.
- All I want to do is sleep.
- I don't have the energy to take a shower or get dressed.
- I don't deserve to have fun.

How else does depression get in the way of doing activities?



loneliness
DESPAIR
sadness
GUILT
exhaustion



f e a r
stress
indecision
i s o l a t i o n



What Activities Did You Used to Enjoy?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 6

Help clients name at least one activity that they used to enjoy.

- 1. Say:** *Can you remember what you felt like before you became depressed? What activities did you enjoy? We would like to help each of you remember at least one activity that you enjoy now, or that you used to enjoy doing.*
- 2. Ask** clients to share what they used to enjoy doing. Write their ideas on the board.
- 3. Ask** clients to write down one activity that they used to enjoy.

What activities did you enjoy before you became depressed,

Write down one activity you used to enjoy.

Coming to CBT is a Healthy Activity

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 7

- 1. Introduce** the text.
- 2. Ask** clients to rate their mood before and after coming to this CBT meeting. Remind them that they can use all the numbers, not just 1, 5, or 9.
- 3. Caution:** Once in a while, a client may report that he or she feels worse after coming to CBT. Be very warm and supportive. Tell the individual that it is normal to feel uncomfortable with new activities. Remind the client that one of the therapy rules is that they should tell you if they are unhappy with you or your treatment. Ask the client how the therapy could be better for him or her.

You might say to the client:

You did a great job of getting yourself up and to the therapy session. What did it take to accomplish this? What did you have to do to get yourself to come to this session?

- 4. Ask** the client: *What did you do to help yourselves get up and out to the session?* After some discussion, you might suggest that clients can use the same strategies when they try to do other activities.

Did you find it hard to come to this CBT? You are normal! When you are depressed, it is hard to do activities. It is also normal to feel nervous about sharing your feelings with a new person.

Give yourself a pat on the back—by coming to the therapy session you are doing a healthy activity to help yourself feel better.

Try to remember how you felt before you came to today's session and rate your mood on the scale. Then rate what your mood is now. Can you see that the effort to do an activity can help you feel better?

Rate Your Mood Before and After CBT

Before I came to CBT today my mood was (circle one number).	
Best mood	9
	8
	7
	6
OK/average mood	5
	4
	3
	2
Worst mood	1

Now my mood is (circle one number).	
Best mood	9
	8
	7
	6
OK/average mood	5
	4
	3
	2
Worst mood	1



KEY MESSAGES

PROVIDER TIPS

Time: 2 minute

Client's Guidebook: Page 8

1. **Say:** *Today we've talked about the relationship between your mood and the activities you do. Remember that when you do an activity, you also create memories and healthy thoughts. You can improve your mood by doing healthy activities.*
2. **Read** the key messages aloud.
3. **Ask** clients if they have any questions or comments.
4. **Help** clients feel hopeful that CBT can help them get over their depression.

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.



PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 8

Practice

Say: *It is very important that you practice the skills you learned in therapy. You can think of the skills you learn here as tools to use in your everyday life to improve your mood. By trying out your new skills at home while you are still coming here, you can report back to me and let me know what worked for you and what didn't work. Then we can come up with ways to make them work better.*

The Quick Mood Scale

1. Say: *Each week, I would like for you to continue to keep track of your mood using the Quick Mood Scale. There is a copy of the Quick Mood Scale in your guidebook at the end of every session. With the Quick Mood Scale, you can learn to recognize how you are feeling and how your thoughts and behaviors affect your mood. This will help you to learn which thoughts and behaviors improve your mood and which make it worse.*

2. Say: *The Quick Mood Scale runs from 1 to 9, with 1 indicating a worst mood and 9 indicating a best mood. Each day, you circle the number that indicates what your mood was that day. This important tool will help you see the progress you are making in improving your mood through CBT.*

3. Go over the instructions that are on the top of the Quick Mood Scale located on page 20 of the Client's Guidebook.

Do an Activity That You Used to Enjoy

5. Remind your client that he or she thought of at least one activity that they used to enjoy. Their practice includes actually *doing* the activity.

6. Say: *I encourage you to do these projects, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed the CBT, the skills you have learned will help you keep your mood healthy. Therefore, it is important that you try them out until you feel confident that you can use them on your own.*

7. Ask: *Do you have any questions about the practice activities?*

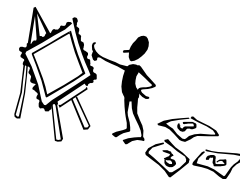
This treatment will be successful for you if you learn skills for managing your mood and you feel confident using these skills in your daily life. You will need to practice. If you don't practice the skills, you won't learn them.

Each session's practice will consist of one or more projects that you will do. This session's practice is:

1. Track your mood using the Quick Mood Scale. The Quick Mood Scale and instructions for how to use it are on the next page. The scale provides a "quick" way for you to keep track of your moods. Try to complete the Quick Mood Scale at the same time each day—for example, before you go to sleep each night. As the treatment progresses, and as you practice the skills you learn in each session, you will probably find that your mood improves.

2. Do an activity that you used to enjoy.

What activity will you do?



QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.

Day of the Week	_____	_____	_____	_____	_____	_____	_____
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
OK/average mood	6	6	6	6	6	6	6
	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
Worst mood	2	2	2	2	2	2	2
	1	1	1	1	1	1	1



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 10

- 1. Encourage** clients to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.
- 2. Read aloud** the questions. Stop after each question and ask the client if they have any comments.

The providers will ask for your comments about the session. They might ask the following questions:

- What was helpful about today's session?
- What was less helpful?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?



LOOKING AHEAD

PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 10

The purpose of the preview is to encourage clients to return for the next session by giving them a glimpse of the topic to be covered. Clients are welcome to read ahead.

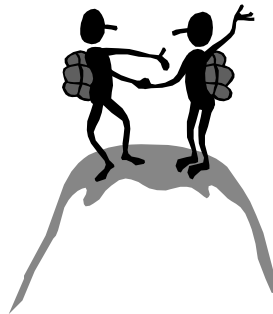
Say:

*The guidebooks are yours to keep, but **please bring them to each session.***

In the next session we will talk about how you can make a plan to do a new activity.

Congratulations for attending the therapy. Coming to therapy is a big step in improving your mood.

In the next session we will talk about how to think of new activities you might enjoy doing.



PROVIDER SELF-EVALUATION FORM: ACTIVITIES, SESSION 1

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Module	_____	_____
New Topic: The Connection Between Activities and Your Mood		
How Does Depression Get in the Way of Doing Activities?	_____	_____
What Activities Did You Used to Enjoy?	_____	_____
Coming to CBT is a Healthy Activity	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 2: DOING A NEW ACTIVITY

PROVIDER TIPS

Materials Needed:

- **Client’s Guidebooks** (“Thoughts and Your Mood”)—an extra copy to loan in case your client forgets to bring their own guidebook
- **Pens**—enough pens to use during therapy
- **Dry erase board, chalkboard**, or large sheets of paper to present material to client
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

Provider’s Goals:

- Review the connection between activities and mood.
- Help clients learn how to get up and do an activity even when they don’t feel like it.
- Help clients identify a new healthy activity that they might enjoy.

PURPOSE

- Find a way to do activities even when you don't feel like it.
- Get some ideas for activities you might like to do.
- Make a commitment to doing a new activity.

OUTLINE

- I. Announcements
- II. Review
- III. New Topic: Doing New Activities
 - A. The Link between Activities and Mood: A Chaining Activity
 - B. Getting Past Depression: Doing Activities Even When You Don't Feel Like It
 - C. How to Get Ideas for Activities
 - D. Think about Activities that You Can Do
 - E. More Ideas for Healthy Activities
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Looking Ahead



REVIEW

PROVIDER TIPS

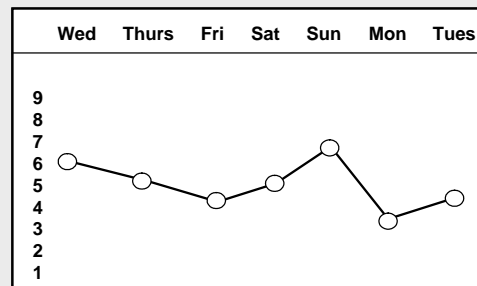
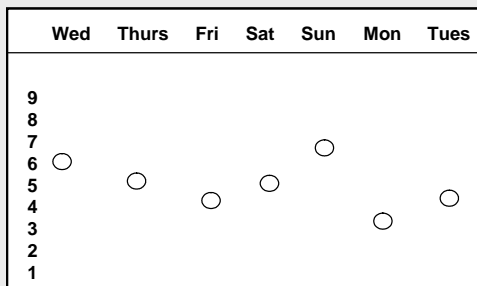
Time: 5 minutes

Client's Guidebook: Page 13

Quick Mood Scale

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one client's Quick Mood Scale.

- 1. Start** the graph with the day of the week you have therapy. If your session meets on a Wednesday, write "Wednesday" or "Wed"" in the first space at the top of the graph.
- 2. Ask** client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



- 3.** When you are finished adding dots that represent the client's mood for each day, **draw** lines between the dots to show how mood can change up and down.
- 4. Say:** *What did you notice about your mood during the past week? What activities did you do on the day that your mood was the lowest? What activities did you do on the day that your mood was the highest? Help clients to notice the connection between doing more healthy activities and improved mood.*

Doing an Activity You Used to Enjoy

Ask: *Were you able to do an activity that you used to enjoy? How was it? If not, what got in the way?*

Practice

In Session 1, we talked about some practice activities. How did your practice go?

- 1. Track your mood using the Quick Mood Scale.***
- 2. Do an activity that you used to enjoy.***

Last Session

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 14

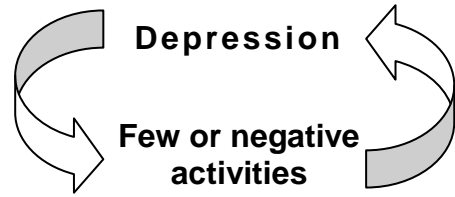
1. It may be difficult for clients to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.

2. Say: *In the last session, we talked about the connection between activities and mood. Do you remember the diagram with the arrows? It shows that there is a connection and that it works both ways: when you do activities, your mood will improve. And when your mood improves, you will feel like doing more activities.*

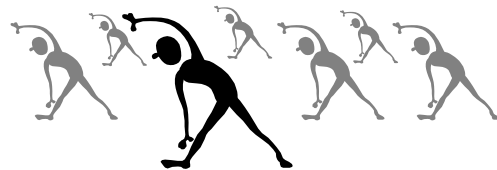
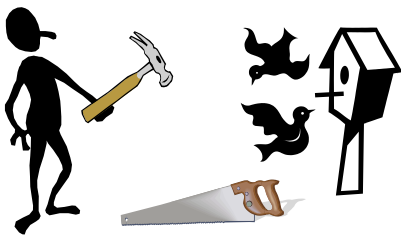
3. Review the key messages.

Key messages from last session are:

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.



Today we will talk more about the connection between activities and mood. You will get some ideas for new activities that you might enjoy.



NEW TOPIC: DOING NEW ACTIVITIES

The Link between Activities and Mood: A Chaining Activity



PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 15

(**Note:** This review activity is repeated in the other modules. In this module the focus is on activities.)

1. Say: *We have talked about how the downward spiral of depression can begin with a simple fact, or event. For example, "I got a divorce." The event doesn't have to be big. It could be that you lost your house keys or were late to work.*

We will do a "chaining" exercise in which you can see how your mood can spiral down or up, in a continuous chain, depending on what you do. The goal of the exercise is to help you understand that what you do affects how you feel, and that you can make choices about how you spend your time that can make you feel better or worse.

An example of this exercise is included in your guidebook, but we will do one together on the board.

2. Quickly draw on the board the numbers 1 through 9, with 9 at the top, 8 on the next line below the 9, etc. (See the example on next page.)

3. Say: *Just like the Quick Mood Scale, the chaining activity uses a scale of 1 to 9 to rate your mood. "1" is the worst mood and "9" is the best. The chaining activity begins with a fact or an event. Can you suggest a statement of a fact that we can put in the middle on line #5? Would you like to share something that happened recently?*

Use a real event in one of the client's lives and use the chaining activity to illustrate how activities can help that person feel better or worse. An example is provided on the next page.

- 9.
- 8.
- 7.
- 6.
- 5
- 4.
- 3.
- 2.
- 1.

4. Now I'd like you to think about something you might do that would bring your mood down to a 4. What would bring you down just one step?

If the first response seems too drastic, say: *If you did* [name the activity that the client just suggested], *would it bring your mood down to a 4? Or even lower?* Write the activity next to the number where the client feels it belongs.

If your client suggests a thought instead of an activity, **say:** *If you had that thought, what might you do?* Write the activity on the board.

5. Next **ask** for an activity that would lead to a mood of about 3, and write it on the board next to the 3. Do the same for moods rated 2 and 1.

Note: While it is best to complete all the numbers, you do not need to fill in all the numbers in this exercise. If clients understand the idea, just fill in one or two going down and one or two going up.

- 9.
- 8.
- 7.
- 6.
- 5**
4. Go out but nothing to do
3. Stay home all day
- 2.
- 1.

6. Complete the rest of the chaining activity spiraling up. **Say:** *Let's return to the statement of fact that we wrote down at number 5. What might you do that would bring your mood up to a 6?*

Repeat the process for moods up to 9.

9. Join a hiking group
8. Meet a friend at the movies
- 7.
6. Take a walk outside
- 5.**
4. Go out but nothing to do
3. Stay home all day
- 2.
- 1.

7. Ask clients if they understand that what they do can make them feel better.

8. Say: *Now try the same activity on your own—fill in the blanks in the table in your guidebook.*

9. Here is another example.

9. Join a bowling league
8. Go bowling with my new friend
7. Make a new friend at work
6. Join a divorce support group
- 5. I got a divorce.**
4. Don't see old friends who knew my husband too
3. Don't answer the phone
2. Don't get dressed on weekends
1. Stay in bed all day

Instructions

1. In the table on the next page, **write a statement of a fact or an event** on the line next to #5.
2. Think about things you could do that would bring your mood down. What activity might bring your mood down just a little? Don't take a step that is too big. Choose an activity instead of a thought and make sure it is realistic. **Write that activity next to #4.**
3. **Think of a continuous chain of activities** that make you feel worse, until your mood is at its lowest. Write that chain of activities on lines #3, #2, and #1.
4. Complete the rest of the chaining activity spiraling up. What is an activity that would make your mood improve just a little? **Write that activity next to #6.**
5. Fill in lines #7 and #8.
6. What activity might make you really happy? **Write that next to #9.**

Example 

↑	Best mood	9.	Join a bowling league.
		8.	Go bowling with my new friend.
		7.	Make a new friend at work.
		6.	Join a divorce support group.
	Okay/ average mood	5.	I got a divorce.
↓		4.	Don't see old friends who also knew my husband.
		3.	Don't answer the phone.
		2.	Don't get dressed on weekends.
	Worst mood	1.	Stay in bed all day.

Your Chaining Activity 

↑	Best mood	9.	
		8.	
		7.	
		6.	
	Okay/ average mood	5.	Statement of a fact or an event <hr/>
↓		4.	
		3.	
		2.	
	Worst mood	1.	

The chaining activity illustrates that:

- When you do one activity, you often start a chain--one activity could lead to another activity, other thoughts, other feelings, and contacts with other people. In general, more helpful activities lead to more helpful thoughts and feelings. So it is important to keep in mind that you have some choice in the thoughts and activities you engage in.

- Activities are linked to mood. When you feel down, it may be hard to find the energy to do healthy activities. But when you do activities you are more likely to:
 - Feel happier and healthier.

 - Have positive thoughts about yourself and your life.

 - Have healthy contact with other people.

Getting Past Depression: Doing Activities Even When You Don't Feel Like It



PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 18

1. Say: *You know that doing activities can make you feel better, but you also know that depression can get in the way of your desire to do anything. This puts you in a difficult spot.*

2. Introduce the text. Give the client time to fill in answers.

Depression presents a sneaky problem.

When you are depressed you often don't feel like doing activities ...

but

... activities can help you feel less depressed.

How can you solve this problem? What thoughts might help you to do an activity even when you don't feel like it? Try to finish these sentences to help you get going.

1. Yes, I don't feel like doing an activity, but _____

2. If I don't do an activity, I will feel _____

3. If I do an activity, I might feel _____

How can you increase the chances that you will do a healthy activity?

Act “as if.”

Even if you are feeling down, see what it feels like to act “as if” you feel good. Smile, even if you don’t feel like smiling. Research shows that smiling can help people feel better.

The same applies to doing activities. Try to do an activity even if you don’t feel like it. You might be surprised at how your mood improves.



Make a move by taking small steps.



Once you get started doing an activity, it is easier to keep going. What small step could you take right now? If you are standing in your living room, you could either sit down or put on your walking shoes. **Make a move**—put on your walking shoes. What step could you take next? Opening the door? Take one step or walk to the end of the block. See what happens next!

How to Get Ideas for Activities

PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 20

Say: *We have talked about how to get around depression and get started doing some activities. But how do you get ideas for what to do? Here are three ideas.*

1. Introduce the first point under number one. Stop and ask your client if that question gives them any ideas for activities they might do. Ask the client to share his or her idea. Discuss the rest of the points.

2. Introduce the text under number 2. Draw the table on the board and explain it. Ask the client to suggest activities and write them down in the boxes on the board.

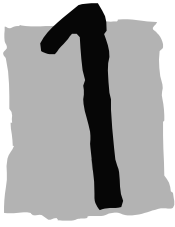
After the client has finished suggesting activities, **ask them these questions.** *Do like to do the same things? What are some differences? Did your mood change just by thinking about activities that you could do? Were you surprised at how many free activities there are?*

Ask the client to make a commitment to do one of the activities before the next session. They can sign their name and the date to seal their commitment.

Note: It is important to identify activities close to where you client lives. Name some parks, movie theaters, video stores, or museums that individuals might go to in their local area.

3. Say: *Activities tend to be of four different types. When you are trying to think of activities, it might be helpful to think about these types.*

Go over the points in number 3.



Ask yourself some questions that get you thinking.

For example:

- Before you were depressed, did you have plans to try something you had never done before?
- What have you been meaning to do, but keep putting off?
- What were your dreams when you were a child? What did you want to “be” when you grew up? Do those dreams give you ideas for something new you might try?
- What do your family, friends, or coworkers enjoy?
- When you look at the newspaper or walk outside, do you see people doing healthy activities that you could do?



Think about activities that you can do:

- *Alone*
- *With other people*
- *For free*
- *Quickly and simply*

It is good to have activities you can do alone.

- You can control when you do them and you are not dependent on anyone else.
- It is important to have time alone to think and enjoy your own thoughts.

It is also good to have activities you can do with other people.

- Pleasant contacts with people often make us feel better.
- Other people may increase your motivation to do the activity.
- Doing fun stuff together helps people enjoy each other more, and can build and improve relationships.



Activities that are inexpensive or free are important.

- You can do more of them.
- You won't feel stressed because you are spending money.
- You can do them at any time, whether you have extra money or not.



Activities that don't take too much time are important.

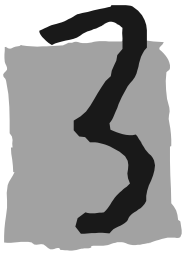
- You can do more of them.
- They are useful when you are busy and can't find a lot of time.
- Brief activities give you a glimpse of the beauty of the world.

Healthy Activities: What Could You Do?

Alone	
With other people	
Free or low cost	
Short and simple	

“I will do one or more of these activities before the next CBT session.”

Your Signature



It may be helpful to think about healthy activities in four general categories.

Self-care activities are the things you do to take care of yourself and the business of your life. For example:

- Taking a shower
- Getting to sleep on time
- Paying the electric bill

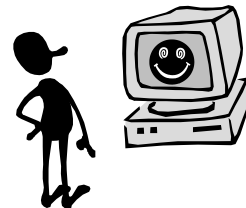


Fun activities are simple, healthy things you do that bring you pleasure. For example:

- Going to a movie with a friend
- Walking
- Listening to music
- Watching a bird in a tree

Learning activities give you a sense of accomplishment or of having learned to do something well. For example:

- Learning how to work a computer
- Starting an exercise program
- Reading a book or newspaper
- Practicing the CBT skills



Meaningful activities fit with your values. Meaningful activities boost your healthy self image and bring purpose to your life. For example:

- Being a good parent or friend
- Working
- Letting somebody else go first in line
- Participating in church, social, political, or community activities

More Ideas for Healthy Activities

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 24

1. Say: *Hopefully, you are getting some ideas about activities that you used to enjoy or activities that are new to you that you would like to try. This list includes over 50 ideas for healthy activities. What activities would you like to try?*

2. Allow time for clients to add their own ideas at the end of the list.

Note: Your clients may enjoy activities that are not mentioned in the guidebook, or that are not on the list of examples. Think about who you are treating and examples that might fit them. Your client might include:

Mothers

- Take children to the park where other mothers are.
- Attend story time at the library.
- Go to movie matinees for mothers and babies.

Middle aged and older Latina women

- Go to play bingo at church.
- Invite friends over for coffee and dessert.
- Join a church group.

People with physical illnesses or conditions

- Join a support group with others who have the same health problem.
- Join a book group.
- Start writing a journal.
- Spend play time with family and children.

Help them think of ideas, and ask for ideas from others.



Here are some ideas of healthy activities that you could do.

1. Wear clothes you like
 2. Listen to the radio
 3. Watch people
 4. Look at clouds
 5. Eat a good meal
 6. Help a neighbor mow the lawn
 7. Care for a houseplant
 8. Show an interest in what others say
 9. Notice good things that happen
 10. Give a compliment or praise someone
 11. Talk about sports or current events
 12. See beautiful scenery
 13. Take a walk
 14. Make a new friend
 15. Go to a movie or play
 16. Go to a museum
 17. Play cards or chess
 18. Watch a sunset
 19. Do artwork or crafts
 20. Learn something new
 21. Collect things
 22. Join a club
 23. Read something inspiring
 24. Volunteer at the animal shelter
 25. Go to a garage sale
 26. Help someone
 27. Rearrange your room or house
 28. Talk on the telephone
 29. Volunteer
 30. Accept a compliment
 31. Read books, magazines, or poetry
 32. Daydream
 33. Brush your teeth
 34. Cook a good meal
 35. Do crossword puzzles
 36. Take a long bath or shower
 37. Talk about old times
 38. Write stories or poetry
 39. Spend time with friends
 40. Sing
 41. Go to church
 42. Read the newspaper
 43. Go to a meeting or a lecture
 44. Exercise
 45. Solve a personal problem
 46. Listen to music
 47. Do outdoor work
 48. Get a haircut or your hair done
 49. Pray
 50. Sit in the sun
 51. Have peace and quiet
 52. Go to a park, fair, or zoo
 53. Write letters
 54. Listen to birds sing
 55. Go to the library
 56. Keep a clean house
 57. Plant flower seeds
 58. Spend play time with family/children
 59. Eat a piece of fresh fruit
 60. Do your laundry
 61. Shine your shoes
 62. Recycle
 63. Practice playing the guitar
 64. Take a class
 65. Improve your math or reading skills
 66. Have the oil changed in your car
 67. Learn yoga or Tai Chi
- Add your own ideas for healthy activities.**
68. _____
69. _____
70. _____
71. _____



KEY MESSAGES

PROVIDER TIPS

Time: 2 minute

Client's Guidebook: Page 25

1. Read the key messages aloud.

2. Say: *Congratulations! You have completed two sessions in this module. You are working hard to get over your depression, and you can feel better.*

- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.



PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 25

- 1. Explain** to clients that from now on the Quick Mood Scale will include a place at the bottom to write down how many healthy activities they do each day
- 2. Remind** clients that they made a commitment to doing a new healthy activity.

1. Track your mood using the Quick Mood Scale. Notice that at the bottom there is a place for you to keep track of how many healthy activities you do each day.

2. Do one or more new activities. They can be activities:

- You do alone
- You do with other people
- That are free or low cost
- That are quick and simple

They can be any of the four types of activities:

- Self-care
- Fun
- Learning
- Meaningful

Hint: You don't have to feel like doing something to start doing it. Do an activity anyway.

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember about how many healthy activities you did each day and write the number at the bottom of each column.

Day of the Week							
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/average mood	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1
How many healthy activities did you do each day?							



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 27

- 1. Encourage** clients to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.
- 2. Read aloud** the questions. Stop after each question and ask the client if they have any comments.

The providers will ask for your comments about the session. They might ask the following questions:

- What was difficult about today's session?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?



LOOKING AHEAD

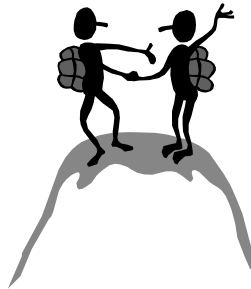
PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 27

Let clients know that in the next session you will begin talking about specific ways that they can overcome the obstacles that get in the way of doing activities.

Session 3, in the “Activities and Your Mood” module is called “Overcoming Obstacles to Doing Healthy Activities.”



PROVIDER SELF-EVALUATION FORM: ACTIVITIES, SESSION 2

Instructions

Taught/Done: Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write “medium.”

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Doing New Activities		
The Link Between Activities and Mood: A Chaining Activity	_____	_____
Getting Past Depression: Doing Activities Even When You Don't Feel Like It	_____	_____
How to Get Ideas for Activities	_____	_____
More Ideas for Healthy Activities	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 3: OVERCOMING OBSTACLES TO DOING HEALTHY ACTIVITIES

PROVIDER TIPS

Materials Needed

Client’s Guidebooks (“Thoughts and Your Mood”)—an extra copy to loan in case your client forgets to bring their own guidebook

Pens—enough for use in therapy

PHQ-9 depression measure

Dry erase board, chalkboard, or large sheets of paper to present material

Kleenex or other facial tissue

A timer or quiet alarm clock—this is optional

Provider’s Goals

- Help clients feel good about themselves for starting to at least think about doing activities.
- Help clients identify the obstacles that get in the way of doing healthy activities.
- Give clients some ideas for how to keep going and overcome obstacles.
- Reinforce the connection between activities and mood, and the importance of doing activities to feel better.

PROVIDER TIPS

Welcome Client

- Ask them informally how their practice went.
- Pass out the PHQ-9 depression measure. Ask client to fill it out, put their name on it, and return it to you. Tell your client that you will talk more about it later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of client's depression symptoms, including thoughts of suicide. If a client reports thoughts of suicide, consult with your supervisor.

Purpose and Outline

Client's Guidebook: Page 29

Introduce the Purpose and Outline.

PURPOSE

- Identify the obstacles that may come up as you begin to do healthy activities.
- Learn how to overcome obstacles.
- Learn how to create balance in your life with a variety of activities.

OUTLINE

- I. Announcements
- II. How Have You Been Feeling?
- III. Review
- IV. New Topic: Overcoming Obstacles
 - A. Problem Solving
 - B. Pacing Yourself
 - C. Balancing Your Activities
 - D. Predicting Pleasure
- V. Key Messages
- VI. Practice
- VII. Feedback
- VIII. Looking Ahead

HOW HAVE YOU BEEN FEELING?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 30

- 1. Read aloud** the text in the Client's Guidebook.
- After the session, **compare** your client's survey to the ones he or she has filled out before. This comparison will allow you to monitor your client's progress.

The questionnaire you filled out at the beginning of Session 1 and again today is called the "Patient Health Questionnaire" or PHQ-9 for short. It allows you and your providers to check how you are feeling today and to keep track of how you are feeling while you are attending the therapy.

 **REVIEW**

Last Session

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 31

1. It may be difficult for clients to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.

2. **Say:** *In the last session, we talked about how depression can make it difficult to get going and do new activities. You also made a list of activities. Some you can do alone, some with others, some for free, and some quickly and simply. You signed a commitment to do one of those activities.*

3. **Say:** *We also talked about different categories of activities. Can you name an activity that would be a self-care activity? A fun activity? Learning? Meaningful?*

4. **Say:** *Finally, we looked at a long list of ideas for activities you could do.*

5. **Review** the key messages.

Last session's key messages were:

- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.



NEW TOPIC: OVERCOMING OBSTACLES

Problem Solving

PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 32

- 1. Say:** *We have talked about how depression gets in the way of doing activities. But now you have done an activity and are planning to do more. Today we are going to talk about how to keep going once you get started.*
- 2. Say:** *First, we are going to look at a technique called problem solving. You probably already use aspects of problem solving. But it's easy to forget to use problem-solving skills when we are under stress. Understanding the steps can be useful.*
- 3. Ask** the client to look at the page in their guidebooks that has the picture of the detective at the top. **Say:** *CBT requires that you be a good detective. Now we are going to ask you to examine the things that get in the way of doing activities.*

Step 1: Identify the problem (obstacles)

- 1. Say:** *The first step is to figure out what the obstacles are. In other words, you need to answer some questions: "What is keeping me from doing activities?" Or, "I did one activity, what is keeping me from doing more?"*
- 2. Ask** the client to come up with a list of things that get in the way of doing activities.
- 3. Make** a list on the left side of the board under the heading "Obstacles." An example of what the list might look like is shown below, except that the client is likely to produce more ideas. If you have clients who do not read well, you may want to include simple pictures of the obstacles next to the words.

Some clients may have brought up specific obstacles during the review of their practice activities. They may not have completed practice due to an obstacle. Make sure the list includes examples of obstacles that clients have already shared.

Obstacles	
1. No time	
2. No money	
3. Tried an activity and didn't like it	
4. No energy (don't feel like doing anything)	
5. Too many work or family obligations	
6. My harmful thoughts	
7. Planned a lot of activities and felt overwhelmed	
8. Don't think I'll enjoy a new activity	
9. No transportation	
10. Physical pain	

Step 2. Think of solutions to the problem

1. Keep the list on the board. **Say:** *Congratulations on identifying so many obstacles. You have just taken the first step toward overcoming these obstacles. The second step is to think about all the possible ways you can get around these obstacles, without deciding if it's the right solution. There should be several possible solutions.*

2. Say: *First, I have a little story to tell you about getting over obstacles. Some researchers did a study with several classrooms of school children. They showed all the children a picture of a young man in a wheel chair. They asked some of the children **if** the man could drive. Those children overwhelmingly said "no" and left it at that. In other classrooms, they asked the children **how** the man could drive. Those children came up with many ideas. The lesson from this story is that we should all ask ourselves **how** we can do something, **not whether we can.***

3. Ask the client to think of solutions to obstacle #1. Remind them that we are just coming up with ideas. They don't need to think about whether a solution is really the right one.

4. Write down on the board the solutions they come up with for each of the obstacles they named. Depending on who your client is, you may want to emphasize different ideas and different skills than those presented in the example.

Obstacles	Solutions
1. No time.	Activities don't have to be big, or take a long time. Make time for activities; schedule them into your life.
2. No money	Activities don't have to be expensive. Look at the list of activities in this guidebook for some ideas. Do free activities. Save up money to do a special activity once in a while.
3. Tried an activity and didn't like it	Try it one more time to make sure. Do something different to make it more enjoyable; maybe take a friend. Or try a different activity the next time. There are lots to choose from.
4. No energy (don't feel like doing anything)	Remember the cycle. You may have more energy after you do an activity. Try doing an activity as an experiment and see how you feel afterward.
5. Forgot what I like to do	When you get an idea for something you would like to do, write it down so you don't forget. Look at the list of activities in this guidebook and see if you get any ideas.
6. My harmful thoughts;	Remind clients that Thoughts is one of the CBT modules. Ask those who have already been through the Thoughts module how they learned to change their thoughts to help them do more activities.
7. Planned a lot of activities and felt overwhelmed	Take it slow. You don't have to do everything at once. Choose one or two activities and do those first.
8. Don't think I'll enjoy the activity	Try doing the activity anyway, and see if you enjoy it more than you expected to.
9. No transportation	Look for free transportation; get a ride from a friend or acquaintance; walk; bicycle; ride the bus; get reduced-price bus tokens.
10. Physical pain	Do things at home. Invite people over. See a doctor for pain management.

Step 3. Choose the solution that makes the most sense

Say: Now that you have *identified* the problem and *thought* about all the possible solutions, it is time to *choose* one or two solutions and try them.

Pick the best solution for each problem. Remind the client that they may have their own ideas about which solution is best.

Step 4. Try the solution and see if it works.

Step 5. If the solution doesn't work, try a different solution.

Ask: How did it feel to look at things that have been obstacles for you and try to find ways to overcome them?

Be a detective. Try using this problem-solving method to figure out what is making it hard for you to do activities, and then to get past the obstacles.



Step 1: Identify the Problems

Step 2: How can you overcome the obstacles?

<p>Tell yourself out loud or in your head what is getting in your way.</p> <ul style="list-style-type: none"> • I would have done it BUT... • I can't do it BECAUSE... 	<p>Think about all the possible solutions to the problems. Don't think about whether the solutions are good or bad, possible or not.</p>
<p>1. I would have done an activity after work, but I worked late and didn't have time.</p>	<p>1. Do an activity that does not take a lot of time. You could:</p> <ul style="list-style-type: none"> • Call a friend to plan an activity for another day. • Water a plant. • Read a story in the newspaper. • Eat an apple. • Take a warm bath before bed.
<p>2.</p>	<p>2.</p>
<p>3.</p>	<p>3.</p>
<p>4.</p>	<p>4.</p>
<p>Step 3 Choose the solution that is the best for you, even if it isn't perfect. Or combine two or three of your ideas.</p>	
<p>Step 4 Try the solution and see if it works.</p>	
<p>Step 5 If the solution doesn't work, choose a different solution and try it.</p>	

Pacing Yourself

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 33

1. Say: *Since you have already been through the CBT “Thoughts” module, you may remember the category of thinking called “all-or-nothing” thinking. This is an extreme type of thinking where you tell yourself that you are perfect or a failure, all good or all bad. A similar kind of thinking is common when you begin to do activities. You might feel like you have to do everything and that if you can't, you are a failure and you might as well do nothing. Do you feel this way?*

2. Say: *When you first start to do activities, remember that you have to pace yourself.*

3. Ask: *What does it mean to you to pace yourself?* If the client doesn't offer these ideas, make sure the client understands that it can mean several things:

- Go at your own speed.
- You don't have to do everything at once.
- Start slow, and take small steps.

4. Say: *What are important factors to consider when you pace yourself?* Here are some ideas.

- Energy level
- Time
- Health/pain
- Interest
- How long it has been since you did the activity or a similar activity
- Demands of others

5. Introduce the “Pace Yourself” exercise in the Client's Guidebook. Help clients answer the questions.

Pacing Yourself

When you begin to do more activities, you can start small, at your own speed—you don't have to run a marathon the first time you step outside. It is more important to do **something** than it is to do **everything**. What pace is right for you?

1. Given my energy level, health, and time, if I wanted to exercise, what might I do? (Circle one or write your own.)

Do nothing.	⇒	Get up and move for 5 minutes.	⇒	Walk 1 block outside.	⇒	Walk around the block.	⇒	Go for a brief walk.	⇒	Go for a long walk.	⇒	Go for a hike.	⇒	Run around the block.	⇒	Go for a 1-mile run.	⇒	Go for a 5-mile run.
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2. If I wanted to see a movie, what might I do? (Circle one.)

Do nothing.	⇒	Watch a movie on TV.	⇒	Ask someone to rent a movie for me.	⇒	Go to a video store and rent a movie.	⇒	Go to a small movie theater nearby.	⇒	Go to a large movie theater nearby.	⇒	Go to a large movie theater far away.
-------------	---	----------------------	---	-------------------------------------	---	---------------------------------------	---	-------------------------------------	---	-------------------------------------	---	---------------------------------------

What kind of movie might I watch, given my energy level, health, time, mood, and personal preference?

(Circle one.) romantic comedy comedy action adventure drama horror documentary

3. What is something else I would like to do? _____

4. How can I make sure that I do activities at a pace that fits me? _____



Balancing Your Activities

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 34

1. Ask clients to turn to the page with the pictures of the balance beam.

Say: *One of the ways we create obstacles for ourselves is by doing too many of one kind of activity and not enough of other kinds of activities. Of course, certain activities are necessary in life. But to feel happy and have a good life, most people need a combination of different kinds of activities.*

2. **Ask:** *What do you notice in the first picture?* Discuss the picture with the client.

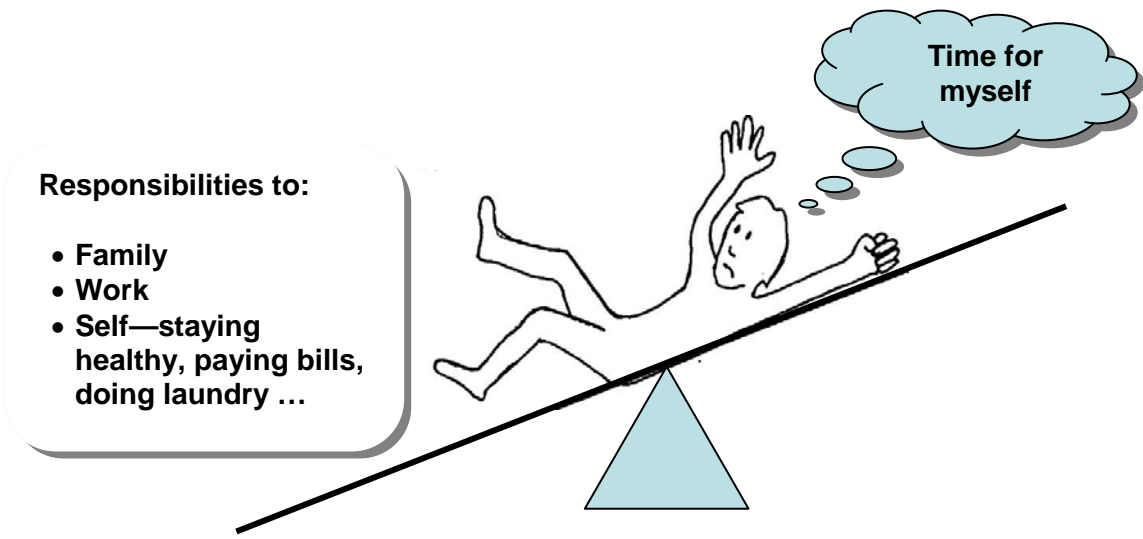
Say: *You can see that the person is sliding towards the heavy side of the scale where his responsibilities are piling up. We all do activities because we have responsibilities in life. These activities are necessary and they help to make us happy and feel connected to other people. But we all need time to do other kinds of activities also.*

3. **Ask:** *What do you notice in the second picture?* Discuss the picture with the client.

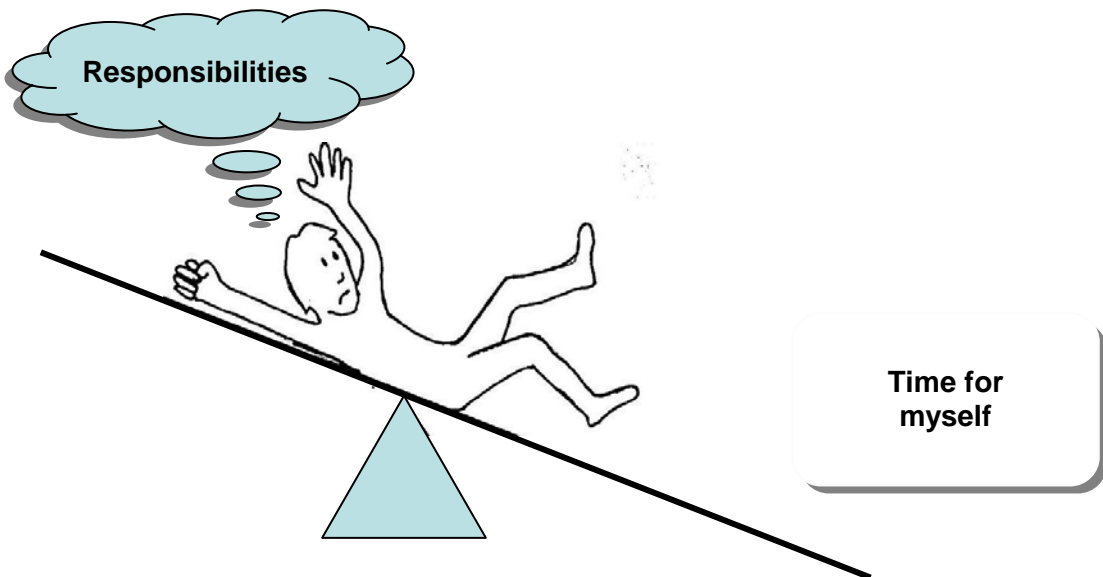
Say: *This person seems to have forgotten that he has responsibilities to other people and to himself. Most people find that doing some activities because they need to—like working and cleaning house—gives them a sense of satisfaction. In the long run, this person will feel happier and healthier if he takes care of business.*

4. **Say:** *In the last picture, the person has a variety of activities. Most people find that a balanced life is a happier life.*

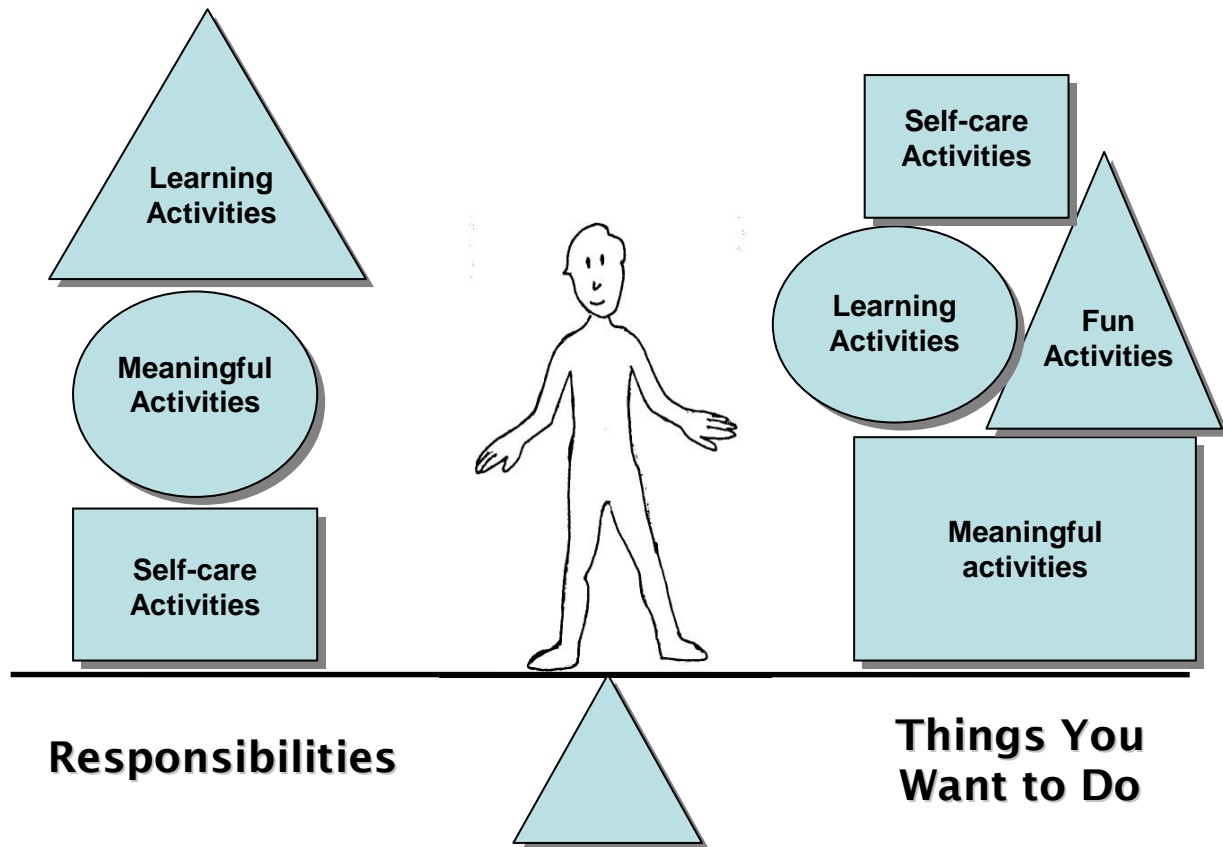
5. **Say:** *Now pretend that you are on the balance beam. You are going to make a “To-Do” list for yourself. Write a few activities on each side—make sure your life is in balance with a variety of activities. Allow time for the client to complete the figure. Then briefly discuss what the client wrote.*



How you spend your time is important to how you feel. If you spend much of your time doing activities of only one kind, you are likely to feel down more than if you **balance** the types of activities that you do.



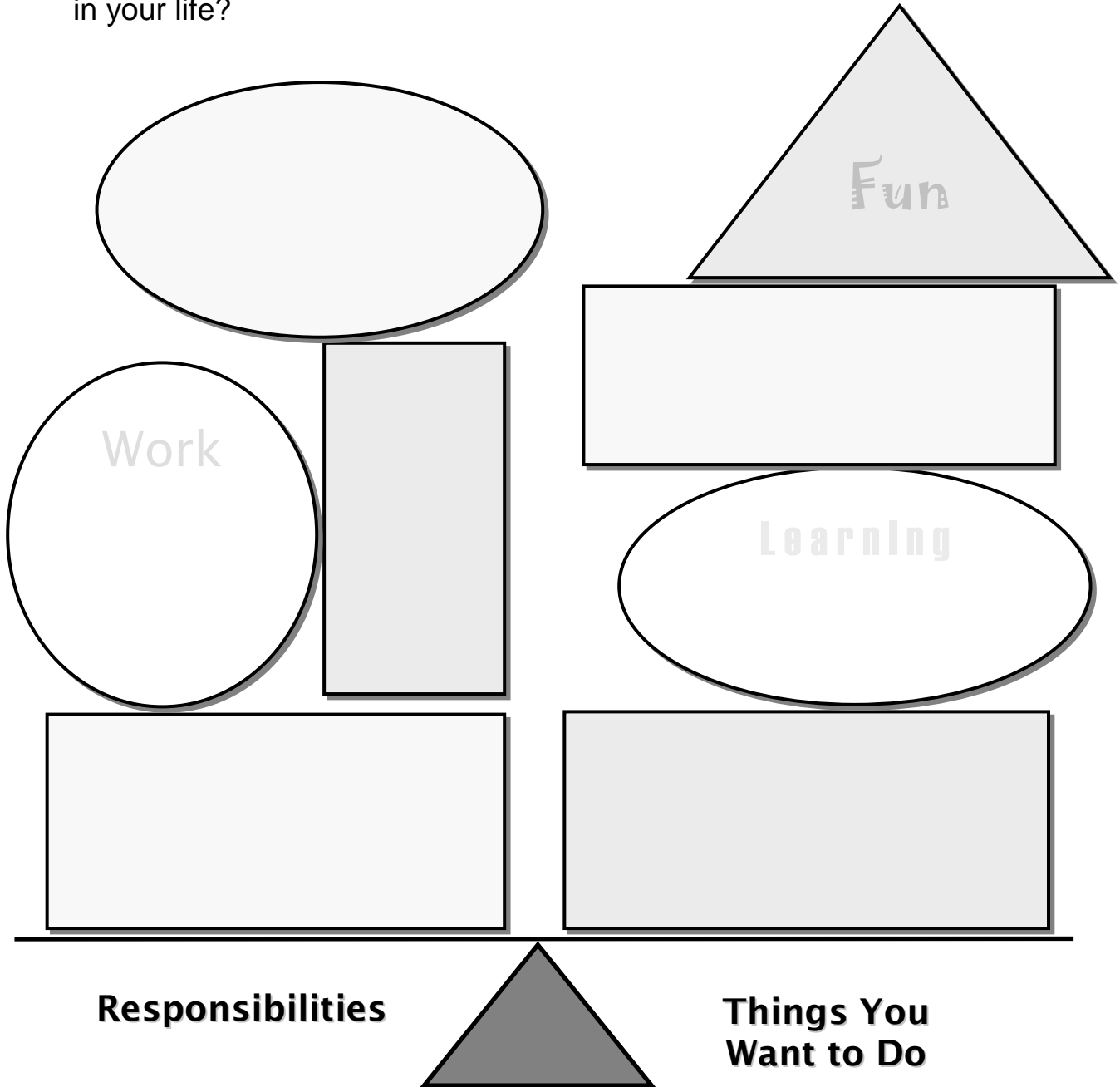
Most people feel best when they balance their time among all types of activities. They take care of themselves and their families, work, have fun, learn, and do things that are meaningful for them.



Make your own to-do list

Make a to-do list of some activities that you will do. Write your list in the shapes below. Make sure your list includes a variety of activities so that your life is in balance.

Is one side of the scale heavier than the other? Do you have balance in your life?



PROVIDER TIPS

Predicting Pleasure

Time: 5 minutes

Client's Guidebook: Page 37

1. Note: A common problem for people who are depressed is that they underestimate how much they will enjoy an activity before they do it. They avoid doing activities, thinking “what’s the use?” Predicting pleasure helps clients understand that if they make an effort to do something, they will often find that they enjoy it, and then their mood will improve and they will feel like doing more activities. **Note: a full pleasure-predicting chart is part of this session’s practice. The short chart here will allow you to explain to clients how to fill out their practice chart.**

2. Say: *You can’t always just wait until you feel like doing something. Sometimes you have to **make** yourself do activities. Look at the Predicting Pleasure page in your guidebook.*

3. Go over the text. Help clients fill in the empty row in the small chart at the bottom of the page.

Note: In our experience, we have found that many people choose an activity that could be pleasant and then set themselves up to fail by doing the activity under conditions that will make it unpleasant. For example, they might do activities that others like but that they do not. They might decide to go to a movie, but then see a movie that depresses them. It is important that they choose an activity they like, and **do the activity under conditions that will make it enjoyable.**

4. Ask: *What thoughts do you have about yourself or others after doing the activity?*

5. Say: *Pleasure predicting will be part of your practice for this session. We will talk more about that in a few minutes.*

Predicting Pleasure



A common problem for people who are depressed is that even before they do an activity they think it won't be enjoyable. They avoid doing activities, thinking "what's the use?"

You can do three things to increase the chances that you will DO activities and that you will **enjoy** them.

- **First**, pick an activity that sounds like it might be **fun for you**. Write it down in the first column in the chart at the bottom of the page.
- **Second**, do the activity under **conditions that will make it most enjoyable for you**. For example, if you have decided which movie to watch, then choose whether you would see it alone or with someone.
- **Third**, do some "pleasure predicting." Before you do an activity, **guess how much you think you will enjoy it**. Even if you don't think you will enjoy it, do it anyway. After you have done the activity, **think about how much you actually enjoyed it**. Most people find that they enjoyed doing the activity more than they expected—and then they are motivated to do another activity.

Pleasure Predicting Chart (Sample)

Star rating system:				
* not at all	** a little bit	*** moderately	**** quite a bit	***** extremely
Activity	Before	After		
	How much do you think you will enjoy this activity?	How much did you actually enjoy this activity?		
Going to a museum	**	***		



KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 38

1. **Read** the key messages aloud.
2. **Ask** the client if they have any questions or comments.
3. **Ask** the client which of the techniques might be most useful to them.

- You can use problem-solving to help you find solutions to what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
 - Go at your own pace.
 - Balance your activities.
 - Use pleasure predicting to remind you of how enjoyable an activity can be.



PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 38

1. Quick Mood Scale

Remind clients that the Quick Mood Scale now includes a place at the bottom to write down how many healthy activities they do each day.

2. Review the other practice activities. Ask clients if they have any questions.

1. *Track your mood using the mood scale.*

Continue tracking the number of healthy activities you do each day.

2. *Pick one activity from each of the four categories—self-care, fun, learning, and meaningful—and do them.*

3. Before and after you do a new activity, **fill out the *Pleasure Predicting Chart*** (it is in your guidebook after the Quick Mood Scale).

4. If you find it difficult to do the activities, **try using the strategies we talked about** to overcome obstacles—problem solving, pacing yourself, balancing activities, and predicting pleasure.

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember about how many healthy activities you did each day and write the number at the bottom of each column.

Day of the Week							
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/average mood	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1
How many healthy activities did you do each day?							



Pleasure Predicting Chart

Instructions: See how good you are at predicting fun. Write in the left column some new activities that you could do. Use the star rating system to predict how much you will enjoy the activities. Do two or more of the activities, then afterwards rate how much you actually enjoyed the activities.

Do you see a pattern? What have you learned? Notice in the examples that sometimes a person enjoys an activity more than he or she expects to.

* **not at all** ** **a little bit** *** **moderately** **** **quite a bit** ***** **extremely**

Activity	Before you do the activity: How much do you think you will enjoy this activity?	After you do the activity: How much did you actually enjoy this activity?
Going to a museum	**	***
Talking to a friend	***	*****



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 41

- 1. Encourage** clients to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.
- 2. Read aloud** the questions. Stop after each question and ask the client if they have any comments.

The providers will ask for your comments about the session. They might ask the following questions:

- What was helpful about today's session?
- What was less helpful?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?



LOOKING AHEAD

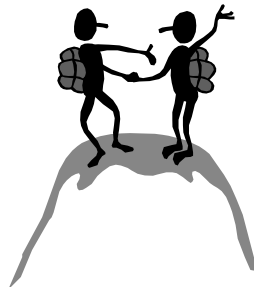
PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 41

Give clients a preview of the next session.

In the next session of the Activities module, we will talk about how doing activities can help you meet some goals.



PROVIDER SELF-EVALUATION FORM: ACTIVITIES, SESSION 3

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session, but do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Overcoming Obstacles		
Problem Solving	_____	_____
Pacing Yourself	_____	_____
Balancing Your Activities	_____	_____
Predicting Pleasure	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 4: DOING HEALTHY ACTIVITIES TO SHAPE YOUR FUTURE

PROVDER TIPS

Materials Needed

Client's Guidebooks (“Activities and Your Mood”)—an extra copy to loan in case your client forgets to bring their own guidebook

Pens—enough to use in therapy

Dry erase board, chalkboard, or large sheets of paper to present material

A **timer** or quiet alarm clock—this is optional

Provider's Goals

- Help clients see that there is a connection between doing activities and meeting goals.
- Help clients see how setting and reaching goals can help them shape their future.
- Help clients set their own manageable goals.
- Look back and review the Activities module.

PROVIDER TIPS

Welcome Client

Ask client informally how their practice went.

Purpose and Outline

Client's Guidebook: Page 43

Introduce the Purpose and Outline.

PURPOSE

- Talk about setting reachable goals.
- Set a long-term goal.
- Define some short-term steps that will help in reaching the long-term goal.

OUTLINE

- I. Announcements
- II. Review
- III. New Topic: Doing Activities to Shape Your Future
 - A. The Importance of Setting Goals
 - B. What are Your Dreams for the Future?
 - C. Long-Term and Short-Term Goals
 - D. Steps to Reach My Short-Term Goal
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Review of Activities Module
- VIII. Looking Ahead to the Next Module



PROVIDER TIPS

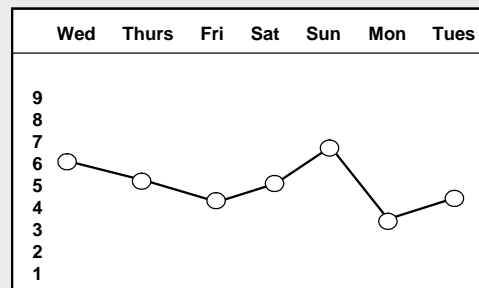
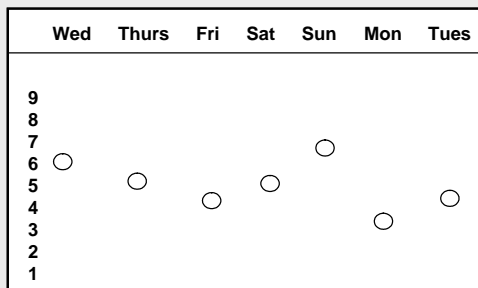
Time: 5 minutes

Client’s Guidebook: Page 44

Quick Mood Scale

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one client’s Quick Mood Scale.

- 1. Start** the graph with the day of the week you meet with your client. If your session meets on a Wednesday, write “Wednesday” or “Wed” in the first space at the top of the graph.
- 2. Ask** your client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client’s mood was a 6 on the first day, mark a dot at 6 below “Wed.”



- 3.** When you are finished adding dots that represent the client’s mood for each day, draw lines between the dots to show how mood can change up and down.
- 4. Say:** *How many healthy activities did you do on the day your mood was the lowest? What about the day that you had the highest mood? How many healthy activities did you do on that day? What got in the way of doing more healthy activities? What did you notice about the connection between the number of healthy activities you did and your mood each day?*

Do an Activity You Used to Enjoy

- 5. Ask:** *Were you able to do an activity that you used to enjoy? How was it? If not, what got in the way?*

The Pleasure Predicting Chart

- 6. Ask** clients if they used the Pleasure Predicting chart. Ask them to share what activity they did and what they learned from filling out the chart. Ask clients if they used one of the strategies they learned to overcome an obstacle.

Practice

- Review your Quick Mood Scale. How many healthy activities were you able to do?
- What did you learn by using the Pleasure Predicting chart?
- What did you do last week when you ran into an obstacle to doing an activity?

Last Session

Last Session

7. Say: *In the last session, we talked about overcoming obstacles to doing activities. What are some of the things that you remember most from last session?*

8. Say: *Today we will be talking about setting reachable goals, doing activities to reach those goals, and the effect of goal-setting on your mood.*

Last session's key messages were:

- You can use problem-solving to help you find solutions to what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
 - Go at your own pace.
 - Balance your activities.
 - Use pleasure predicting to remind you of how enjoyable an activity can be.

NEW TOPIC: DOING ACTIVITIES TO SHAPE YOUR FUTURE

The Importance of Setting Goals

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 46

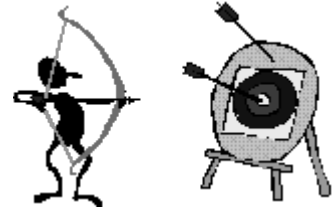
- 1. Ask:** *What does setting goals mean to you? Why do you think it is important to set goals?*
- 2. Go over** the points in the guidebook.
- 3. Ask:** *Do you understand the idea of values, long-term goals, and short-term goals?*
- 4. Say:** *Getting over depression is a very good thing. But to continue improving, it helps if you have positive goals to strive for. What we hope to do in this session is help you trace paths for yourselves that will move you beyond depression into living a life that is satisfying, interesting, and happy. We will do this by helping you set goals both long-term and short-term.*

Depression can take away your motivation. Depressed people often say that they no longer feel a sense of purpose. This makes it difficult to find the energy to do things, even something as simple as getting out of bed. Depression often brings with it the thought: "What's the point?"

As you start to leave depression behind, you may feel a bit unsure of which way to head. Choosing a goal or goals to move toward can provide **a sense of direction**.

Having a goal helps you to:

- Organize your energy.
- Focus.
- Figure out what is most important to you in life.

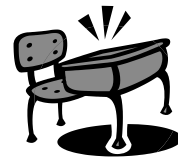


Goals can give meaning to one's life.

If you already have a set of goals in mind, choose those you want to focus on first. If you do not have a set of goals at this time, look to your personal values.

Values are general principles or personal guidelines. Ask yourself, “What do I value?” For example, you may choose to live your life with a focus on:

- Family
- Helping other people
- Being good to the environment
- Achieving as much as you can in your work
- Education
- Practicing your faith
- Expressing yourself artistically
- Physical fitness
- Being outdoors
- Meeting certain financial goals



These values would help shape your **goals**.

Goals are specific objectives.

Values give meaning to goals.

Values and Goals

Values	Long-term Goal	Short-term Goals
Family	Build close relationships with immediate and extended family.	Have family dinners five evenings a week. Attend all of child's soccer games. Organize annual birthday parties for mother, sister, and father-in-law.
Helping other people	Make a difference in other people's lives. Teach children to be kind.	Volunteer at a homeless shelter once a month. Take children to visit elderly neighbor once a week.
Respecting the environment	Produce only two pounds of trash per week. Find a job in environmental field.	Recycle. Take a class to learn how to compost. Join Sierra Club and volunteer.
Achieving as much as you can at work	Be promoted within two years.	Be on time every day. Get education and training. Talk often with boss. Take extra assignments.

Warning: Some goals are destructive. For example:

- Perfectionism (because no one is perfect)
- Considering yourself “a failure” if you aren’t “the best”
- Setting goals for others and making ***your*** happiness dependent on ***them*** reaching the goals

In the following section, you will work on setting helpful goals. Remember that you can change your goals later. Don't overwhelm yourself by thinking that you have to choose the “best” goals possible, or that your goals have to be ambitious or even special. You are learning to live without depression. Think of this as a way to practice setting goals. Goals can help motivate you to get going.

What are Your Dreams for the Future?

PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 49

Say: *Look at the page in your guidebooks called "What are Your Dreams for the Future?" This exercise gives you the chance to think about what you would like your future to be like.*

Introduce the steps one at a time. Stop after you read each step--the directions below will help you discuss some of the steps with clients.

Step 1. Say: *In order to set goals, it's good to have a picture in your mind of how you see yourself in the future. Close your eyes and think about your dreams for the future. Think about your long-term goal.*

Step 2. Say: *It is wonderful to have dreams, but sometimes dreams are hard to reach because they are a big ideal. It's like reaching for the stars. Is your dream realistic? Is it right for you? Ask for a client share his or her dream.*

Step 3. Ask: *Why do you think making your goal specific can be helpful?* **Tell** a story: **Say:** *A young man had a dream. He wanted to "be somebody." However, he was going nowhere fast. He finally realized that he needed to be more specific in his goals! He had to figure out what it meant to "be somebody."*

Ask: How do you think the young man could state his goal more specifically, to help him reach his goal?

Step 4. Ask: Can anybody think of an example of a short-term goal?

Step 5. Say: *Celebrate. Pat yourself on the back for reaching your goal, and give yourself a small treat. For example, have you been saving up to buy a new CD, or a blouse? Now would be a good time to celebrate your hard work and treat yourself. Other people may not recognize the positive steps you are taking, but you know how hard you have worked.*

Working towards your goals will help you feel better.



The self-care, fun, learning, and meaningful activities that you choose to do now can help you reach your goals for the long term (one year from now or longer). Follow these steps to fulfill your dream and improve your mood.



Step 1. First, set a long-term goal. It is important that the goal is important to you, to make it worth the work.

It is helpful to set a goal to **do** something instead of **not doing** something. For example, it is easier to “eat more vegetables” than it is to “not eat junk.”



Step 2. Make sure your goal is realistic. You might like to travel to Jupiter, but that is a little unlikely. Choose something that is possible and that is right for you.

- Work with the money you have.
- Give yourself a deadline.



Step 3. Be specific. Pick your goals and nail them down, stating when, what, how much, where, and how.

Which is more specific?

I am going to start exercising more, OR

I will exercise three times a week starting Monday at the YMCA.

I want to do more activities, OR

I will do at least one activity a day, even if it is a small activity that takes less than five minutes.



Step 4. Make sure your goal is something you can manage.

You can't make other people do what you want or control their actions no matter how much you ask, beg, plead, or yell.

There are many things in life that you can't control. You can't control what other people do or how they feel.

Make sure your goal is under **your** control.

Make sure that you aren't setting goals for other people; for example, "Next year my son will get all A's and B's on his report card."

If you do what **you** set out to do, you have reached your goal, whether or not other people behave the way you want them to.



Step 5. Break your goal into steps. Long-term goals are often big and complicated. It can be overwhelming to try to reach them.

Breaking goals into steps makes your work easier and less stressful.

Steps are like small goals. They need to be specific and under your control.

It's easier to see the progress you are making towards your goal when you take small steps.

Ask for help when you can't reach your goal alone.



Step 6. Set a short-term goal.

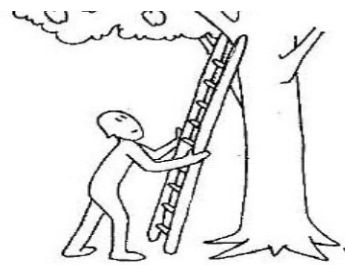
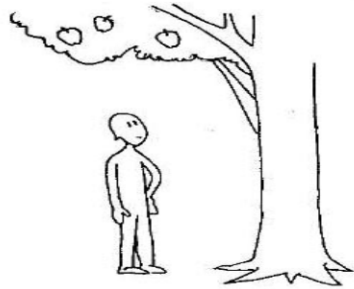
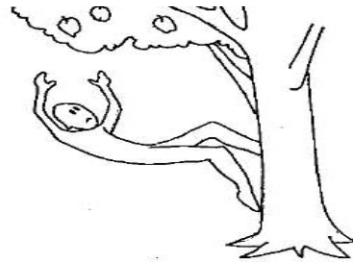
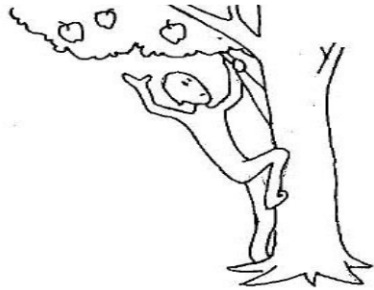
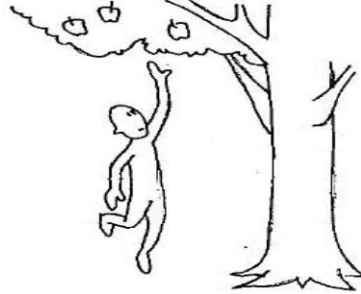
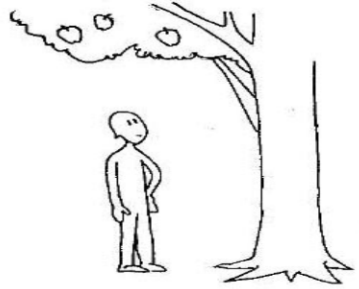
Think of a goal that can be finished in six months—one that will get you closer to your long-term goal.



Step 7. When you reach your goal or complete a step toward your goal, celebrate.

Why is it important to celebrate when you make progress towards your goals?

You can't get to the top of the tree by jumping, but it's easy if you use a ladder and take one step at a time.



Long-Term and Short-Term Goals

PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 53

1. **Say:** *Now that we have talked about how to set goals, we are going to set a long-term goal and a short-term goal. We are going to think about what specific steps you could take to reach your goals.*
2. Ask your client to do the next three pages in their guidebooks. They should:
 - Write down a long-term goal.
 - Write down a short-term goal that will help them reach their long-term goal.
 - Write down the steps they need to take to reach their short-term goal. Remind them that the steps will probably be activities, and that they should be manageable and realistic.
 - Tell how they will celebrate once they have reached their goals.
3. Have the client share their goals with you and provide them with encouragement.

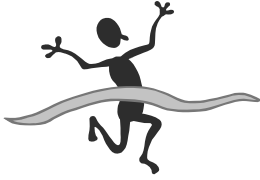


My long-term goal (at some point in the next year or more)

My short-term goal (in the next six months)

To achieve my long-term goal, I need to set a short-term goal that will help me get there. My short-term goal is to:

Steps to Reach My Short-Term Goal



Think about these questions related to what you need to do to achieve your short-term goal.

I will begin (when):

I will do (what):

I will do this much (how much or how little):

I will do it in this place (where):

I will do it in this way (your method, or the steps you will take):

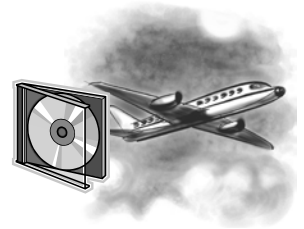
Celebrate!

I will celebrate reaching my short-term goal by:





I will celebrate reaching my long-term goal by:







KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 56

1. **Read** the key messages aloud.
2. **Ask** the client if they have any questions or comments.

- To feel good, it is helpful to have daily reasons to enjoy life (activities) and something to look forward to (short-term and long-term goals).
- You can reach your long-term goals by doing short-term activities.
- By setting goals and doing activities, you can shape your future.



PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 56

Emphasize again the importance of practice and talk about the practice activities described in the Clients Guidebook. Try to draw a clear connection between doing activities and mood.

- 1. Quick Mood Scale.** Keep track of your mood on the Quick Mood Scale. Track the number of healthy activities you do each day.
- 2. Do one of the steps** you wrote down to work towards your short-term goal.
- 3. Do another new activity.**

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember about how many healthy activities you did each day and write the number at the bottom of each column.

Day of the Week							
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/average mood	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1
How many healthy activities did you do each day?							



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 58

1. Encourage clients to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.

2. Read aloud the questions. Stop after each question and ask the client if they have any comments.

The providers will ask for your comments about how Session 4 and the Activities module went. They might ask the following questions:

- What was helpful about today's session and the Activities module?
- What was less helpful?
- What was difficult?

REVIEW OF MODULE: ACTIVITIES AND YOUR MOOD

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 58

- 1. Introduce** the questions and invite the client to comment.
- 2. Review** the key messages.

Over the past four sessions, we have been focusing on activities, and you have been learning about how the way you act affects how you feel. You have learned to make changes in the way you act to affect the way you feel.

- How have you made changes in what you do since beginning the Activities module?
- What message or ideas will you take away?

The key messages from “Activities and Your Mood” are:

Session 1: Doing Healthy Activities to Improve Your Mood

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.

Session 2: Doing a New Activity

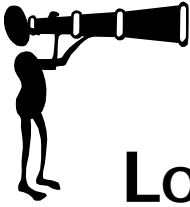
- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.

Session 3: Overcoming Obstacles to Doing Healthy Activities

- You can use problem-solving to help you find out what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
 - Go at your own pace.
 - Balance your activities.
 - Use pleasure predicting to remind you of how enjoyable an activity can be.

Session 4: Doing Healthy Activities to Shape Your Future

- To feel good, it is helpful to have daily reasons to enjoy life (activities) and something to look forward to (short-term and long-term goals).
- You can reach your long-term goals by doing short-term activities.
- By setting goals and doing activities, you can shape your future.



LOOKING AHEAD TO THE NEXT MODULE

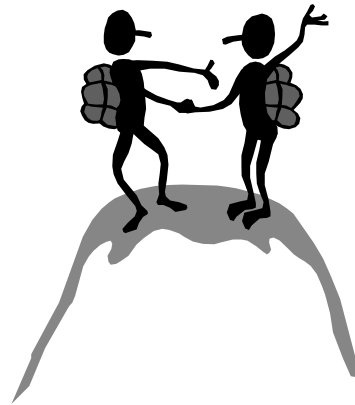
PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 61

Say: *Next week we will begin another module in CBT. The new module is about how your interactions with other people can affect your mood.*

The next module is called “People Interactions and Your Mood.” You will learn how depression may cause problems in your relationships and how important it is to have positive contacts with healthy, supportive people.



PROVIDER SELF-EVALUATION FORM: ACTIVITIES, SESSION 4

Instructions

Taught/Done: Were you able to cover the material? If not done this session but done later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write “medium.”

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Doing Activities to Shape Your Future		
The Importance of Setting Goals	_____	_____
What Are Your Dreams for the Future?	_____	_____
Long-Term and Short-Term Goals	_____	_____
Steps to Reach My Short-Term Goal	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Review of Module: Activities and Your Mood	_____	_____
Looking Ahead to the Next Module	_____	_____

Provider's Guidebook

“People Interactions and Your Mood”

Individual Treatment Version



June 2008

Revision of group manual to individual version by Victoria K. Ngo, Ph.D.

Jeanne Miranda, Ph.D; Stephanie Woo, Ph.D.;
Isabel Lagomasino, M.D., M.S.H.S.; Kimberly A. Hepner, Ph.D.; Shelley
Wiseman, B.A.; and Ricardo Muñoz, Ph.D.

Including drawings by Erich Ippen

Cognitive Behavioral Therapy for Depression

*

People Interactions and Your Mood

Other modules in this treatment program
are as follows:

Thoughts and Your Mood
Activities and Your Mood

Revised June 2008 based on original manuals by

Ricardo F. Muñoz, Ph.D.; Chandra Ghosh Ippen, Ph.D.; Stephen Rao, Ph.D.;
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Drawings by Erich Ippen

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* Please cite in this way

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SESSION 1: YOUR PEOPLE INTERACTIONS AND YOUR MOOD ARE CONNECTED

PROVIDER TIPS

Materials Needed

- **Client’s Guidebook** (“People Interactions and Your Mood”)
- **Pens**—enough for use in therapy
- **PHQ-9 depression measure**
- **Dry erase board, chalkboard**, or large sheets of paper to present material
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

Provider’s Goals

- Encourage sharing and provide support client
- Review CBT and how it can help depression.
- Remind clients of topics and skills introduced in the previous module (“Activities and Your Mood”).
- Introduce the connection between people interactions and mood.

Note: This session is the longest session in the CBT treatment program. It is recommended that the first part of the session (up to “New Topic”) be covered more quickly than in the other sessions to allow time for this session’s new material

Provider Tips

Client's Guidebook: Page 1 & 2

1. **Introduce** the Purpose and Outline.
2. **Ask:** *Do you have any questions so far?*

PURPOSE

- Learn that there is a connection between people interactions and mood.
- Identify supportive people in your life.
- Learn how to meet new people and make your support network larger and stronger.
- Talk about managing your mood by making choices about the people you spend time with.

OUTLINE

- I. Announcements
- II. How Have You Been Feeling?
- III. Review
- IV. New Topic: The Connection between Depression and Healthy Interactions with People
 - A. The Importance of Healthy Relationships
 - B. The Link between People Interactions and Mood:
 - A “Chaining” Activity
 - C. Your Social Support Network
 - D. Meeting New People
- V. Key Messages
- VI. Practice
- VII. Feedback
- VIII. Looking Ahead

HOW HAVE YOU BEEN FEELING?

PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 3

1. Introduce the text.

2. After the session, **compare** client's PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor your client's progress.

The questionnaire you filled out at the beginning of the session is called the "Patient Health Questionnaire" or PHQ-9 for short. You will fill out the PHQ-9 before Session 1 and Session 3 of each CBT module. It allows you and your provider to check how you are feeling today and to keep track of how you are feeling while you are attending therapy.

REVIEW

Practice

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 3

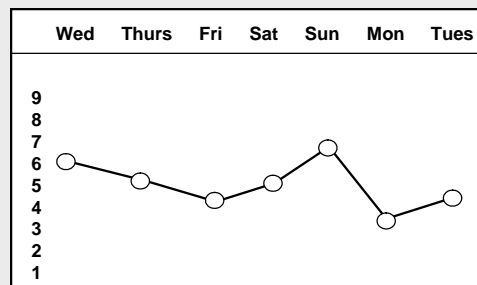
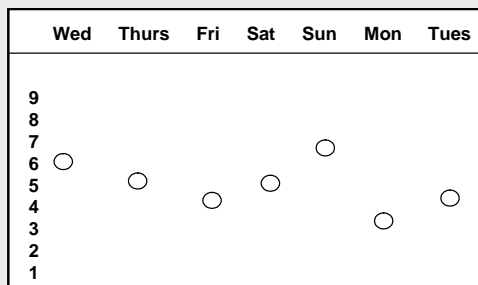
Quick Mood Scale

1. Say: *Since you are continuing CBT from the last module. We'll do a quick review of the practice and the module before we start a new topic.*

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on client's Quick Mood Scale.

1. Start the graph with the day of the week the session meets. If your session meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.

2. Ask the client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.

4. Possible follow-up questions: *What did you notice about your mood during the past week? What kinds of activities did you do on the day that your mood was the lowest? What kinds of activities did you do on the day that your mood was the highest? Help clients notice the connection between doing healthy activities and improved mood.*

Do Another New Activity

5. Say: *Please tell me about the progress you are making with your new activity? How do you think doing the new activity affected your mood? Link responses on the Quick Mood Scale to the new activities that the client tried.*

Take a Step Toward Your Short Term Goal

6. Say: *Please share what steps you took toward your short term goal since the last session.*

Last Module

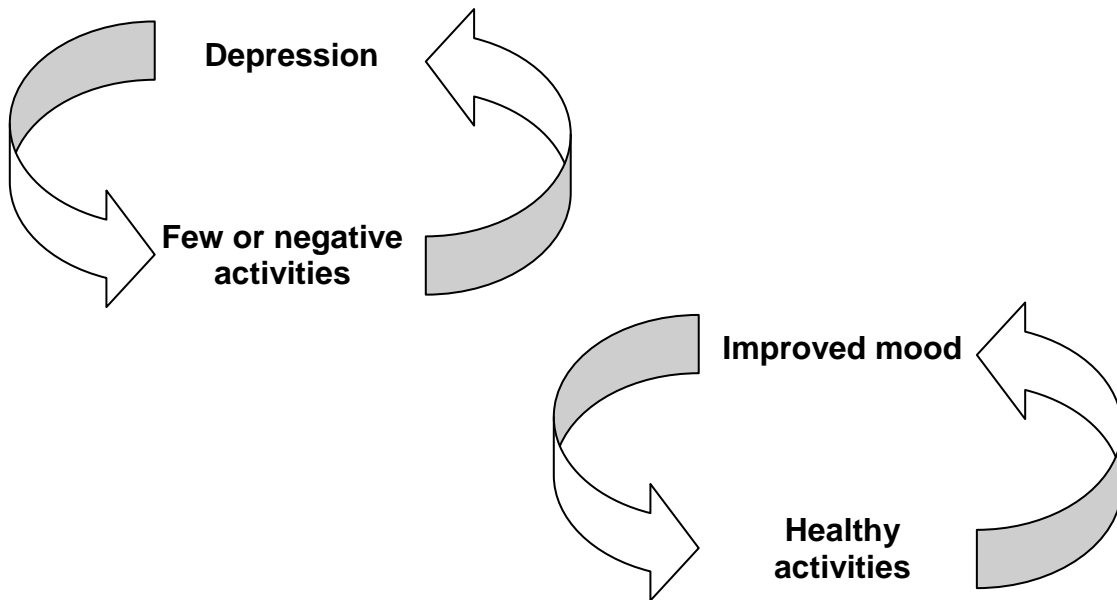
7. Ask: *Please tell me what you remember from the last module?*

In the last module, we talked about the connection between activities and mood. As you can see in the diagrams, doing healthy activities can improve your mood. Not doing activities, or doing activities that are not healthy for you, can make you feel more depressed.

Since you have been practicing CBT skills, how is your practice going? At the end of the last module, we asked you to:

- 1. Track your mood using the Quick Mood Scale.**
- 2. Do one of the steps** you wrote down to work towards your short-term goal.
- 3. Do another new activity.**

Last Module



Key messages from the last module were:

Session 1: Doing Healthy Activities to Improve Your Mood

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.

Session 2: Doing a New Activity

- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.

Session 3: Overcoming Obstacles to Doing Healthy Activities

- You can use problem-solving to help you find solutions to what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
 - Go at your own pace.
 - Balance your activities.
 - Use pleasure predicting to remind you of how enjoyable an activity can be.

Session 4: Doing Healthy Activities to Shape Your Future

- To feel good, it is helpful to have daily reasons to enjoy life (activities) and something to look forward to (short-term and long-term goals).
- You can reach your long-term goals by doing short-term activities.
- By setting goals and doing activities, you can shape your future.

NEW TOPIC: THE CONNECTION BETWEEN DEPRESSION AND HEALTHY INTERACTIONS WITH PEOPLE

The Importance of Healthy Relationships

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 6

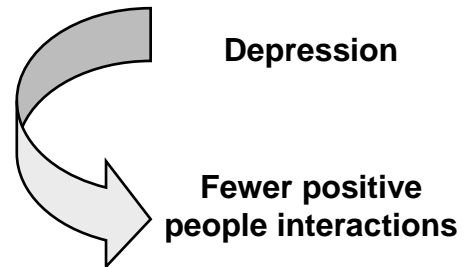
- 1. Say:** *Over the next four sessions, we will be talking about how your relationships with other people affect your mood.*
- 2. Say:** *For now, I would like you to close your eyes. Think back to a time when you shared a positive activity with another person. Try to see yourself and this person being together. OK, you can open your eyes.*
- 3. Ask:** *How did you feel when you were having a nice time with this person? How might healthy interactions with people affect your mood?*
- 4. Introduce the text. Ask:** *How do you think your depression affects the way you interact with people? What about when you isolate yourself or have negative interaction with other people? How does that affect your mood?*
- 5. Say:** *When you feel down, you are less likely to want to be with others. But not having contact with people can take away a good source of support, and could even make you feel more depressed. When you feel more depressed, you may do even fewer things with people. This cycle can continue until you feel so depressed that you spend much of your time alone. We will talk about how to break this cycle.*

The contacts you have with other people can have a positive effect on your mood, thoughts, and behaviors. Other people can help you handle problems, and they can share life's pleasant moments.

How does depression affect the way you relate to other people?

When you feel depressed, you might:

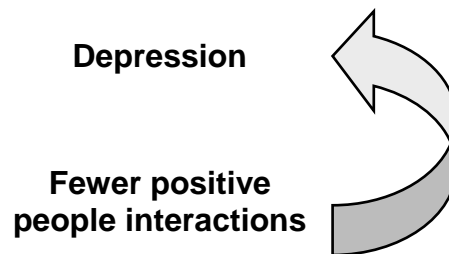
- Have less contact with others and avoid others
- Be more irritable
- Have more conflict or tension with others
- Feel more uncomfortable around people
- Act quieter and less talkative
- Be more sensitive to being ignored, criticized, or rejected
- Trust others less



How do your interactions with other people affect your mood?

When you have less contact with other people you might feel:

- Alone
- Sad
- Angry
- Like no one cares
- More depressed



The Link between People Interactions and Mood: A Chaining Activity



PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 7

(**Note:** This activity is repeated in the other modules. In this module the focus is on interactions with people.)

1. Say: *We have talked about how the downward spiral of depression can begin with a simple fact or event. For example, "I got a divorce". The event doesn't have to be big. It could be that you lost your house keys or were late to work.*

We will do a "chaining" exercise in which you can see how your mood can spiral down or up in a continuous chain, depending on your people interactions. The goal of the exercise is to help you understand that your people interactions affect how you feel and that you can make choices about who you spend time with and how you interact with people that can make you feel better or worse.

An example of this exercise is included in your guidebook, but we will do one together on the board.

2. Quickly draw on the board the numbers 1 through 9, with 9 at the top, 8 on the next line, etc. (See the example on the next page.)

3. Say: *Just like the Quick Mood Scale, the chaining activity uses a scale of 1 to 9 to rate your mood. "1" is the worst mood and "9" is the best. The chaining activity begins with a fact or an event. Can you suggest a statement of fact, preferably something recent, that we can put in the middle on line #5?*

Use a real event in one of the client's lives and use the chaining activity to illustrate how people interactions can help that person feel better or worse.

4. Say: *Now we are going to think of different interactions with people that could bring our mood down. We could also include lack of interactions with people – like isolating yourself in your room. So, let’s think of a people interaction you might have that would bring your mood down to a 4. What would bring you down just a little bit?*

Help your client think of people interactions that would make their mood worse. They can also think about how avoiding contact with others might cause their mood to spiral down.

If the first response seems too drastic, say: *If you did* [repeat the people interaction the client suggested], *would it bring your mood down to a 4? Or even lower?* Write the people interaction next to the number where the client feels it belongs.

If your client suggests a thought instead of a people interaction, say: *If you had that thought, how might you interact with someone around you?* Write the thought and the people interaction on the board.

5. Next ask for a people interaction that would lead to a mood of about 3, and write it on the board next to the 3. Do the same for moods rated 2 and 1.

Note: While it is best to complete all the numbers, you do not need to fill in all the numbers in this exercise. If clients understand the idea, just fill in one or two going down and one or two going up.

9.
8.
7.
6.
5
4. Stay at home and watch TV.
3. Refuse an invitation to go to lunch with friends.
2. Get into an argument with a buddy who tells me I am not fun anymore.
1

6. Complete the rest of the chaining activity going up (see the example on the next page).

Say: *Let’s return to the statement of fact that we wrote at the neutral point, number 5. What’s a people interaction that might make your mood improve a little and become a 6?*

Repeat the process for moods up to 9.

9. Reconnect with family or friends that I alienated.
8. Get support from others t.
7. Talk to my counselor about the positive changes I have been making.
6. Go to lunch with friends.

5

4. Stay at home and watch TV.
3. Refuse an invitation to go to lunch with friends.
2. Get into an argument with a buddy who tells me I am not fun anymore.
- 1..

7. Say: *As you can see, you can shape your own mood, and it may change gradually. Ask clients if they have any questions or comments.*

8. Say: *Now try the same activity on your own—fill in the blanks in the table in your guidebook. (Allow 5 minutes for this.) Then say: Can you read me what you wrote?*

9. Say: *What do you notice about the connection between your people interactions and your mood?*

10. Here is another example of the chaining activity.

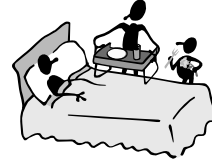
9. Invite my friend to dinner.
8. Call my friend to try to resolve the argument.
7. Write my friend a letter expressing my feelings about our fight.
6. Talk with another friend to get advice.

5. My friend and I had a fight.

4. Tell my partner that my friend is awful.
3. Don't call my friend when we usually talk.
2. Ignore my friend when I see her.
1. Cancel the trip we had planned.

The downward spiral of depression can begin with a straightforward fact or life event.

- You lose a job.
- You lose a friend due to a move.
- You don't have contact with your family.
- You have been diagnosed with diabetes.
- You have no energy.



In the following activity, we will show you how a “chain” of interactions with people—negative and positive—can hurt or help your mood.

Instructions

1. In the table on page 20, **write a statement of fact or an event** on the line next to #5.
2. Think about a contact with someone that would bring your mood down. You can also think about how *avoiding* contact with people might bring your mood down. What contact (or lack of contact) with people might bring your mood down just a little? **Write that contact next to #4.**
3. Think of a continuous chain of interactions with people that make you feel worse, until your mood is at its lowest. Write that chain of people contacts on lines #3, #2, and #1.
4. Complete the rest of the chaining activity spiraling up. What is a people interaction that would make your mood improve just a little? Write that interaction next to #6.
5. Fill in lines #7 and #8.
6. What people interaction would make you really happy? Write that next to #9.

Example



Best mood	9.	Invite my friend to dinner.
↑	8.	Call my friend to try to resolve the argument.
	7.	Write my friend a letter expressing my feelings about our fight.
	6.	Talk with another friend to get advice.
Okay/ average mood	5.	My friend and I had a fight.
↓	4.	Tell my partner that my friend is awful.
	3.	Don't call my friend when we usually talk.
	2.	Ignore my friend when I see her.
Worst mood	1.	Cancel the trip we had planned.

Your Chaining Activity



Best mood	9.	
↑	8.	
	7.	
	6.	
Okay/ average mood	5.	Statement of fact _____
↓	4.	
	3.	
	2.	
Worst mood	1.	

The chaining activity illustrates that:

- Your interactions with people—or lack of contact—affects how you feel.
- You have some choice in how you interact with other people, who you interact with, and how you spend your time together.
- Positive interactions with healthy people are likely to lead to more positive interactions, bringing your mood up.

Your Social Support Network

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 10

1. Say: *You know that having contact with other people plays an important part in your mood. Let's take a closer look at your social support network—the group of people who provide you with different kinds of support. We will also think about what kinds of support that you provide to other people.*

2. Introduce the text on the next page and give clients time to complete the exercise.

3. Ask: *What do you notice about your social support network?*

Possible follow-up questions:

Does anything jump out at you when you look at your social support network?

How many people did you put on your list?

Are they mainly friends, family, coworkers, or health care workers?

Where do you have plenty of support?

Where could you use more support?

Is there anybody who you mentioned several times?

4. Review the summary text.

Your social support network is made up of the people who are near you such as family, friends, neighbors, co-workers, and health care providers.

1. Each square on the next page is labeled for a type of support that people can give you:

- Practical support
- Advice or information
- Companionship
- Emotional support

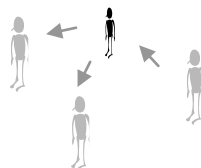
2. Think about people who give you each kind of support. Write their names in the squares. For example, who helps you with practical, everyday things? Who would give you a ride to the doctor or hospital, loan you something, or help you move?

3. The same name can be written in more than one square.

For example, if your doctor gives you advice, you would write that name (or just “doctor”) in the Advice square. If your brother gives you practical support, emotional support, and advice, write his name in all three squares.

4. If you have a square with no names in it, put a question mark in that square.

5. Social support goes two ways. Who leans on you for practical support, advice, companionship, or emotional support? Write the names of the people you support in the squares.





Practical Support

Who would drive you to the hospital? Loan you something?

Who supports you?

Who do you support?

Advice or information

Who do you ask for advice if you are ill or don't understand how to do something?

Who supports you?

Who do you support?

Companionship

Who is good company? Who will walk around the park with you, or share your joys?

Who supports you?

Who do you support?

Emotional support

Who do you share your feelings with? Who encourages you, or helps you feel less depressed?

Who supports you?

Who do you support?

1. Balance your social support network

After you have completed the squares, what do you notice?

- How many people did you think of?
- Where do you have plenty of support?
- Where are the gaps in support?
- Whose name did you write down a lot?
- Do you rely too much on one person?

2. It will improve your mood to be supportive of other people

No matter how hard our own lives are, most of us find that it feels good to help somebody else.

- Who do you support?
- Who would count you as part of their social support network?



Meeting New People

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 13

1. Say: *One way to make your social support network stronger is to meet new people. Doing this is not always easy, especially when you're depressed. Let's talk about some good ways to meet new people.*

2. Introduce the text.

3. Ask: *What other activities could you do that involve other people?*

Note: Clients who have experienced betrayal may distrust others and state that they avoid or minimize contact with others. They may also perceive other people's intentions as bad. It is important to let them know that you understand their fears. You can help them understand the reasons why it is important to improve one's support system. For example, you may choose to examine the person's thoughts to see if he/she is overgeneralizing negative past experiences or ignoring positive experiences. You may also highlight this idea: not all situations are the same and the client may be in a very different situation than the one in which the betrayal took place.

The easiest way to meet people is to do something that you like doing, and do it in the company of other people. Even if you don't make a new friend, you will do something pleasant, you won't feel like you wasted your time, and there won't be any pressure on you to meet people.

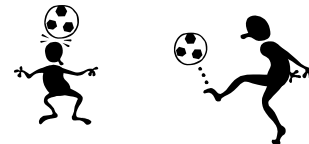
New friendships develop slowly. You can test a new acquaintance for trustworthiness and keep yourself physically and emotionally safe by taking small steps.

- You could make plans to have coffee. Meet in a public place, don't make a commitment to spending a long time together, and take care of your own transportation. Make similar arrangements for the next few times you get together.
- The next step might be to meet for dinner or a movie.

- Later, you might agree to share a ride, or spend more time together.

What activities could you do around other people?

- Attend church.
- Go dancing.
- Play softball.
- Attend sports events.
- Hear a free music concert in the park.
- Volunteer (at an animal shelter or litter pickup day, for example).
- Help a neighbor mow the lawn.
- Join a club.
- Go to a museum, movie, or play





KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 14

1. **Review** the key messages.
2. **Ask** clients if they have questions or comments.

- Healthy interactions with people can make your mood better.
- You can choose to spend time with people who have a positive effect on your mood.
- You can build a balanced social support network that includes:
 - People who give you practical support, advice, emotional support, and companionship.
 - People who you support.



PRACTICE

PROVIDER TIPS

Time: 5 minutes

Clients Guidebook: Page 15

Say: *I would like to talk about the importance of practicing the skills you learn in therapy. Practice means doing brief activities on your own outside of our therapy session. You can think of the skills you learn here as tools to use in your everyday life to improve your mood. But just like tools, not all of them may work well for you. By trying out your new skills at home while you are still coming here, you can let me know what worked for you and what didn't work. Then we can come up with ways to make them work better.*

Quick Mood Scale

1. Say: *Each week, I would like you to continue to keep track of your mood using the Quick Mood Scale. With the Quick Mood Scale, you can learn to recognize how you are feeling and how your thoughts and behaviors are influencing your mood.*

Increase People Interactions

4. Read aloud the instructions under #2 on page 26 of the client's guidebook. **Ask** the client if they have any questions.

5. Say: *I encourage you to do these projects, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed therapy, the skills you have learned will help you keep your mood healthy. Therefore, it is important that you try them out until you feel confident that you can use them on your own.*

This treatment will be successful for you if you learn skills for managing your mood and you feel confident using these skills in your daily life. You will need to practice. If you don't practice the skills, you won't learn them.

Each session's practice will consist of one or more projects that you will try. This session's practice is:

1. Track your mood using the Quick Mood Scale. The Quick Mood Scale and instructions for how to use it are on the next page. The scale provides a "quick" way for you to keep track of your moods. Try to complete the Quick Mood Scale at the same time each day—for example, before you go to sleep each night. As the treatment progresses and as you practice the skills you learn in each session, you will probably find that your mood improves.

2. Choose how you want to increase your healthy interactions with people.

- **Write your ideas** for healthy activities with others in the chart.
- **Do one** of the activities before next session.

3. Think about ways to make your social support network stronger. *How could you meet people who offer what you don't have enough of now?*

- Practical support?
- Advice?
- Emotional support?
- Companionship?

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.

Day of the Week

Best mood

	9	9	9	9	9	9	9
--	---	---	---	---	---	---	---

	8	8	8	8	8	8	8
--	---	---	---	---	---	---	---

	7	7	7	7	7	7	7
--	---	---	---	---	---	---	---

	6	6	6	6	6	6	6
--	---	---	---	---	---	---	---

OK/average mood

	5	5	5	5	5	5	5
--	---	---	---	---	---	---	---

	4	4	4	4	4	4	4
--	---	---	---	---	---	---	---

	3	3	3	3	3	3	3
--	---	---	---	---	---	---	---

	2	2	2	2	2	2	2
--	---	---	---	---	---	---	---

Worst mood

	1	1	1	1	1	1	1
--	---	---	---	---	---	---	---

Increasing Your People Interactions

- What activity could you do in the next few days ***where other people are around*** that might be helpful, pleasurable, relaxing, or enjoyable?
- What do you think your mood might be after you do this activity?
- Choose one idea and do it before the next CBT session.

Activity with other people around	Your mood
Examples: Attend CBT session Call a friend	Examples: Hopeful Happy
Your examples	Your examples



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client Guidebook: Page 18

1. Encourage clients to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.

2. Read aloud the questions. Stop after each question and ask the client if they have any comments.

The providers will ask for your comments about how the session went. They might ask the following questions.

- What was helpful about today's session?
- What was less helpful?
- What was difficult about today's session?
- What suggestions do you have to improve your treatment?
- If you are continuing CBT from a previous module, how have you made changes since beginning therapy?



LOOKING AHEAD

PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 18

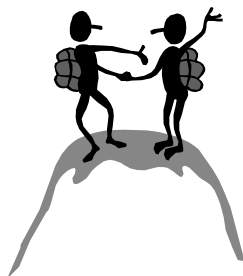
1. The purpose of the preview is to encourage clients to attend the next CBT session by giving them a glimpse of the topic to be covered. Clients are welcome to read ahead.

2. **Say:** *The guidebook is yours to keep, but please bring it to the next session.*

In the next session, we will describe some typical problem areas in relationships and ask you to think about an area you would like to work on improving

Congratulations for getting to the last module of the CBT program. Coming to therapy is a big step in improving your mood.

In the next session, we will talk about the relationship problem areas that might be making your depression worse.



PROVIDER SELF-EVALUATION FORM: PEOPLE, SESSION 1

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
How Does CBT Treat Depression?	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: The Connection between Depression and Healthy Interactions with People		
The Importance of Healthy Relationships	_____	_____
The Link between People Interactions and Mood: A Chaining Activity	_____	_____
Your Social Support Network	_____	_____
Meeting New People	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 2: WHAT GETS IN THE WAY OF GOOD RELATIONSHIPS?

PROVIDER TIPS

Materials Needed

- **Client’s Guidebooks** (“People Interactions and Your Mood”)
- **Pens**—enough for use in therapy
- **Dry erase board, chalkboard**, or large sheets of paper to present material
- **Kleenex** or other facial tissue
- A **timer** or quiet alarm clock—this is optional

Provider’s Goals

- Review the connection between mood and contacts with other people.
- Explore feelings and thoughts related to the clients’ problem areas in relationships.
- Highlight the idea of **choice**: we can choose which people we want to be with and what activities we will engage in when we are with them. We can make choices that improve our mood.
- Help clients understand they may have to make new friends.
- Reinforce the importance of engaging in positive activities with others as a strategy to manage mood.

PROVIDER TIPS

Welcome Client

Ask clients informally how their practice went.

Purpose and Outline

Client Guidebook: Page 20 & 21

Introduce the Purpose and Outline.

PURPOSE

- Review the relationship between your mood and your interactions with people.
- Explore the relationship problem areas that can cause depression.
- Learn strategies for managing relationship problem areas.
- Talk about managing your mood by making choices about the people you spend time with.

OUTLINE

- I. Announcements
- II. Review
- III. New Topic: What Gets in the Way of Good Relationships?
 - A. Relationship Problem Areas
 - B. Grief and Loss
 - C. Role Changes
 - D. Role Disagreements
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Looking Ahead



REVIEW

Practice

PROVIDER TIPS

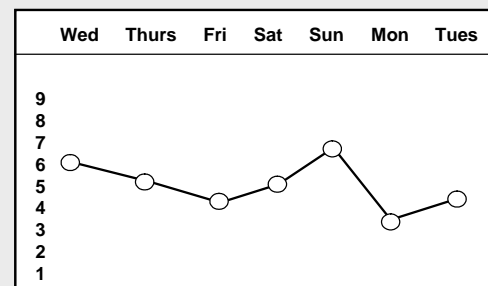
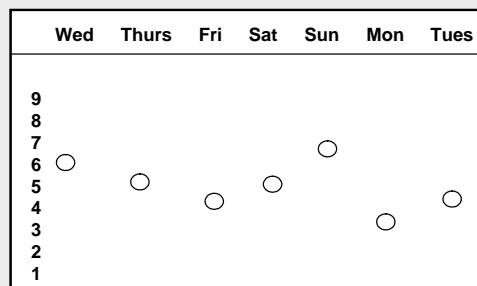
Time: 5 minutes

Client's Guidebook: Page 21

Quick Mood Scale

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on the client's Quick Mood Scale.

1. Start the graph with the day of the week the session meets. If your session meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask the client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.
4. **Say:** *What did you notice about your mood during the past week? What kinds of interactions with people did you have on the day that your mood was the lowest? What kinds of interactions with people did you have on the day that your mood was the highest? Help client notice the connection between having more healthy interactions with people and improved mood.*

5. Note: Try to connect people interactions and mood. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve **every** difficult situation. (This would be an example of all-or-nothing thinking: “*If CBT doesn’t solve all my problems, then it doesn’t work.*”)

Increase Your Healthy Interactions with People

6. Say: *Last session’s practice also included filling out the chart on page 28. What activity did you choose to do? What impact did it have on your mood?*

Think about Strengthening Your Social Support Network

7. Say: *You were also asked to think about ways to make your social support network stronger. What kind of social support would you like to strengthen? What can you do to strengthen that area?*

Last session, we asked you to complete these practice activities. How did your practice go?

1. Track your mood using the Quick Mood Scale.

2. Choose how you want to increase your healthy interactions with people.

- **Write your ideas** for healthy activities with others in the chart.
- **Do one** of the activities before next session.

3. Think about ways to make your social support network stronger. *How could you meet people who offer what you don’t have enough of now?*

- Practical support?
- Advice?
- Emotional support?
- Companionship?

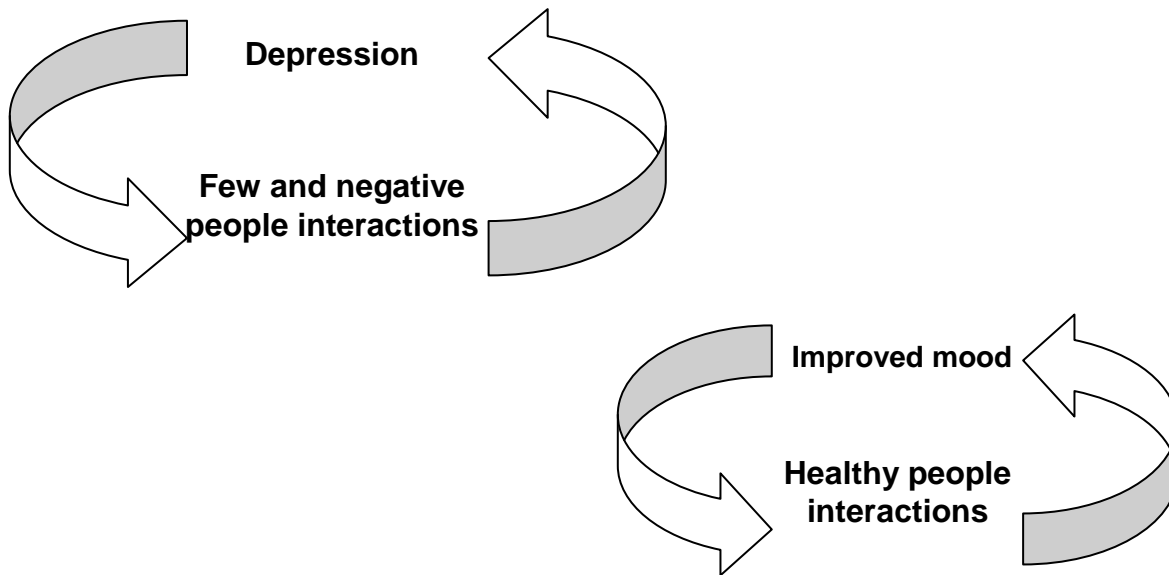
Last Session

PROVIDER TIPS

Time: 2 minutes

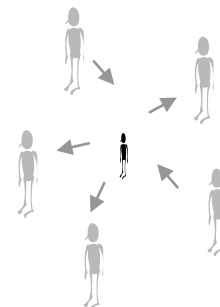
Client's Guidebook: Page 22

- 1.** It may be difficult for clients to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.
- 2. Say:** *In the last session, we talked about how your contacts with people can affect how you feel. What are some of the things that you remember from the last session?*
- 3. Ask:** *Do you remember the diagram with arrows? It shows that there is a connection between interactions with people and mood. And since the arrows point both ways, it shows that your interactions with people can affect how you feel and vice versa--how you feel can affect the kinds of interactions you have with other people.*
- 4. Say:** *We also talked about meeting new people. We suggested that you could begin by doing things you enjoy in situations where you would have contact with other people.*
- 5. Review** the key messages.
- 6. Ask:** *Do you have any questions before we look at this session's new topic?*



Key messages from last session were:

- Healthy interactions with people can make your mood better.
- You can choose to spend time with people who have a positive effect on your mood.
- You can build a balanced social support network that includes:
 - People who give you practical support, advice, emotional support, and companionship.
 - People who you support.



NEW TOPIC: WHAT GETS IN THE WAY OF GOOD RELATIONSHIPS?

Relationship Problem Areas

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 23

1. Introduce the text.

2. Say: *In this session, we will focus on problem areas in relationships. Let's look at these problems areas and think about whether these problem areas apply to you and your relationship. Is there one that is most important to you to work on?*

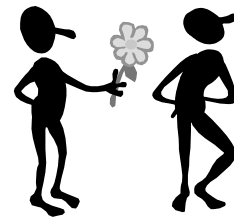
3. If clients express interest in all three areas, cover all three. If they don't mention one or more areas, don't discuss those, but suggest that clients read about those on their own.

Even the best relationships with other people may not be free of disagreements. But three specific problem areas in your relationships could add to your depression.

Questions to think about:

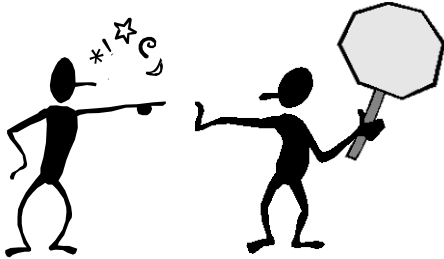
1. Grief and loss

Have you lost someone important to you due to death, illness, divorce, break-up, moving, or some other kind of separation?



2. Role changes

Has your position in life changed recently? For example, have you recently lost a job, moved,? Have your children grown and left the house? Have you become a caretaker for somebody who is ill, or have you become ill yourself?



3. Role disagreements

Have you had disagreements with someone about what you expect from each other or about how to act or feel in the relationship?

Grief and Loss

PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 24

1. Say: *First, we will discuss how grief and feelings of loss can have an affect on your interactions with other people, your thoughts, and your activities. Then we will figure out what you can do in these areas to improve how you feel.*

2. Introduce the text and allow time for clients to write down what is causing their grief. Tell clients that if they are not experiencing grief or loss, they can leave the line blank.

3. Discuss with clients how their loss has affected their interactions with people, their thoughts, and their activities using the text.

4. Say: *Now, we will focus on what changes you might be able to make in your interactions with people, your thoughts, and your activities to improve how you feel.*

Introduce the text under “Managing grief and loss.” Stop after each section and give clients time to write on the lines.

It is natural to feel very sad about changes in your social support network. You may have lost a husband or wife through death or divorce. A move to a new country or state can mean the loss of a familiar language, culture, or life style.

The feelings in these situations won't be exactly the same, but all can contribute to depression.

If you are experiencing grief, write down what is causing the grief.

Questions to think about:

How has your grief affected your:

- **Interactions with people.** How have your relationships with other people changed since you experienced your loss?
- **Thoughts.** Do you have thoughts and feelings about the loss that cause you to feel depressed? For example, if you have lost a person in your life through death or another cause, do you think “I should have done more for him or her?” Do you feel regret or guilt?
- **Behavior.** Have you changed how you act since your loss? How? Have you stopped doing the activities you enjoy?



Managing grief and loss

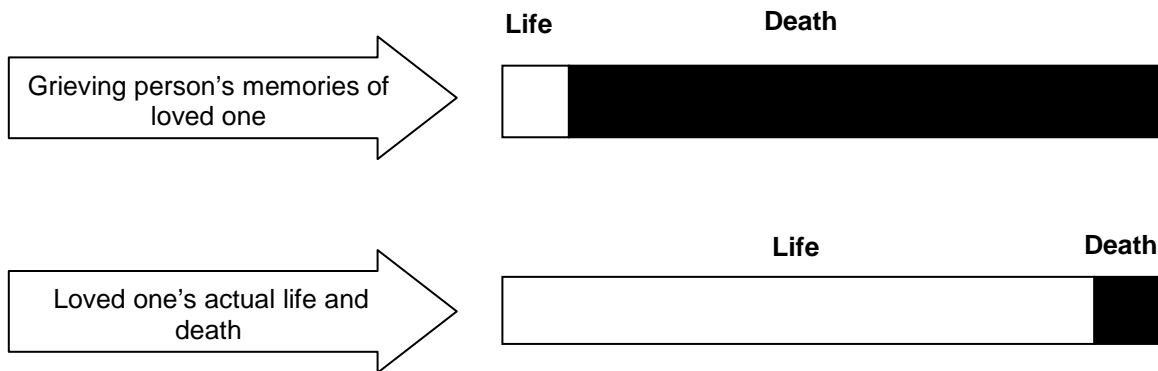
Managing your grief does not mean that you should forget about your loss. It means that you can feel the loss deeply but continue to live your life without depression.

How can you live a healthy, fulfilling life? Look for solutions in the same way that CBT looks at depression—in terms of your people interactions, thoughts, and activities.

Interactions with People. Ask other people how they have managed grief and sadness, and how they take care of their emotional and physical health even while grieving.

Use the support of family and friends. Who could you reach out to for support? Write their names on the line.

Thoughts. Memories are thoughts, and you can manage your thoughts to help you feel better.



It is common for someone whose loved one has recently died to focus on the death. Try to think about the person's whole life, and focus on pleasant memories. Write a pleasant thought about the person's life on the line below.

Behavior. You can do activities that help you take note of your loss, honor the person who is gone, and move on. For example, if the person has died, you could go through rituals or cultural customs such as having a memorial service or special church service.

If you have lost an important person for another reason, you will no longer be able to spend time doing things with that person. Instead, you will have to build into your life other pleasant or meaningful activities. Think of an activity you could do in the next week that would help you feel better. Write it on the line below.

Activity I could do

Role Changes

PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 27

1. Say: *Your role changes when your position in life changes. For example, if you have made major life changes due to a medical illness, divorce, being in recovery, unemployment, or moving to the United States, your role has changed. Your role has changed if you have children who are growing up and moving away from home.*

It is natural to feel sad, confused, or angry about role changes. But even while you feel sad, you can feel better by exploring new opportunities in your new role, developing new skills, and meeting new people.

2. Go over the text. Help clients describe their role changes, their feelings about their role changes, what good things they would like to happen in their new roles, and how they can make the good things happen. Help clients write some notes to themselves on the lines provided.

We all play several roles in their lives. Roles include:

Wife

Husband

Parent

Child

Boss

Waitress

Truck driver

Our roles change during our lives. As your children grow up, your role as a mother or father will change. If you lost a job, you may no longer think of yourself as a “worker.”

Your feeling of depression may be connected to a recent role change. ***What role changes are you experiencing?*** Describe them on the lines below.

What are your feelings about your role changes? You may have many feelings at the same time. Write some of your feelings below. (See some examples of feelings on page 42.)

Managing role changes

How could you build a healthy new life, even though your role has changed?

What would be the best outcome for you, or the best thing to happen for you, given that your role has changed?

What can you do to increase the chance that this will happen?

Interactions with People. Who can help you adapt to these life changes? Talk with others about how they have managed big changes in their lives. How did they get help from other people?



Write one idea for interacting with people that could help you adapt to these life changes.

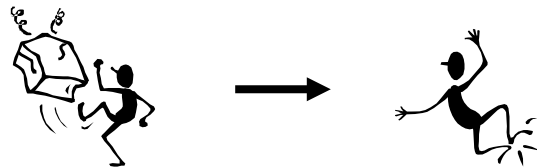
Thoughts. What are your thoughts about these changes (harmful and helpful)? What is sad or scary about these changes that causes you to be depressed?



What kinds of thoughts could help you feel better about the changes?

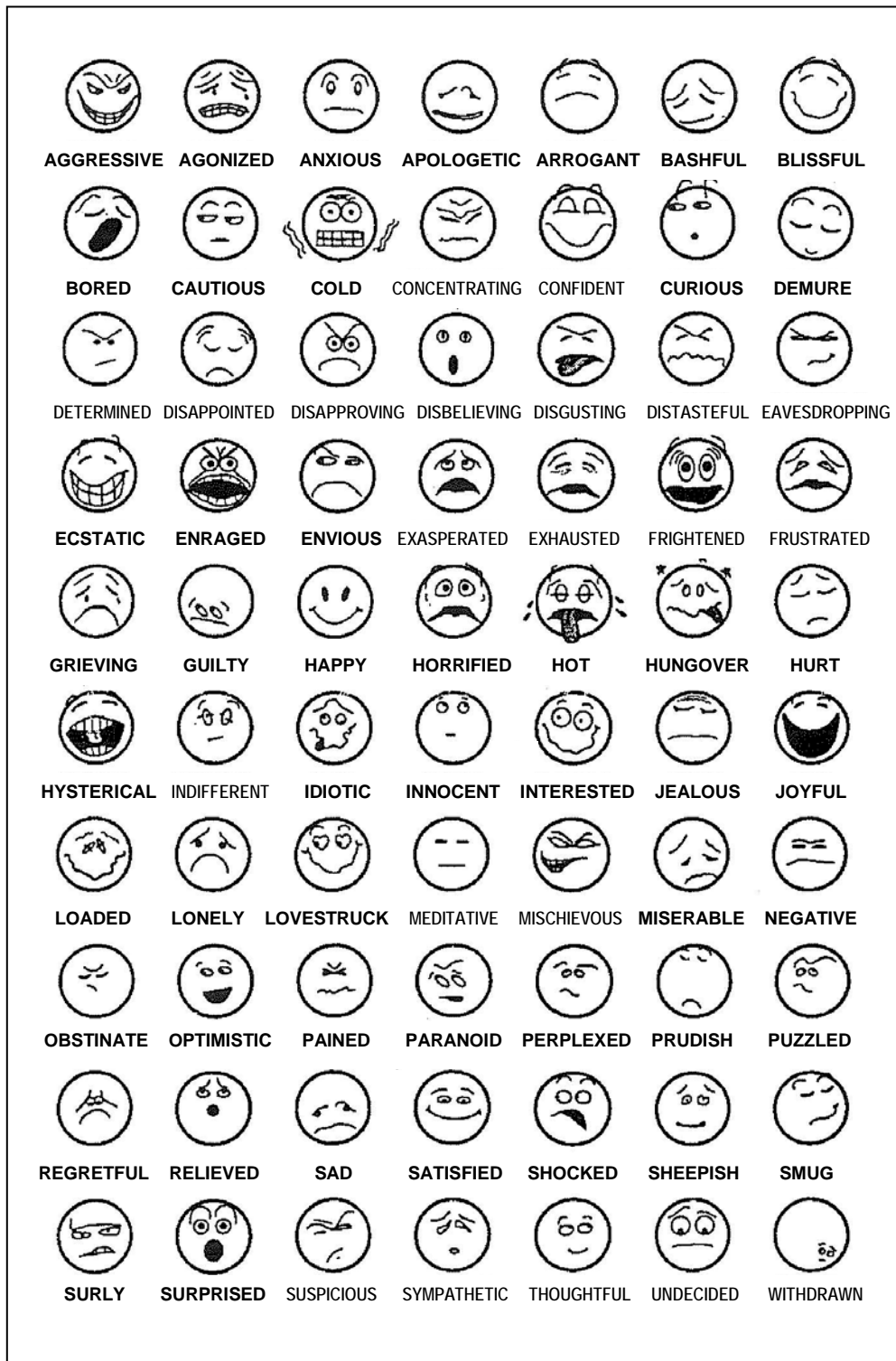
Write one idea on the line below.

Behavior. What can you do to help yourself adapt to these life changes?



Write one idea for what you could do during the next week on the line below.

Examples of Feelings



Role Disagreements

PROVIDER TIPS

Time: 25 minutes

Client's Guidebook: Page 31

1. Say: *Have you had disagreements with others about how to act or feel in a relationship with somebody else? We will talk about how you might use CBT ideas to improve your interactions with other people and your mood.*

2. Say: *First, I want to let you know that like all the CBT skills you are learning, improving your interactions with other people takes practice. That is true for everybody. Your first efforts might feel funny. But that is OK. Eventually your skills will improve. Plus, many people will respond even if you aren't "perfect." The point is not to always get the reaction you want. The point is to increase the chances that your interactions will be satisfying, even if you don't get what you want.*

3. Say: *Your guidebook gives you a place to describe a disagreement with another person. Take a moment to write down a problem or conflict that you had with another person that may contribute to your depression. (allow the clients time to write). Please share your conflict? We will take some steps to help you solve it. When a client describes a conflict, write it on the board.*

4. Discuss the client's disagreement and how it relates to thoughts, behavior, and interactions with people.

Managing Role Disagreements

5. Say: *Now we will focus on managing disagreements with other people by using problem solving. The first step is to identify the problem. What do you think the cartoons are trying to tell you?*

6. Say: *So step 1 in managing your disagreements is to identify the problem and treat the problem as a separate thing that can be addressed by both of you. You are not the problem and neither is the other person.*

7. Say: *Now we are going to try to solve the conflict that we mentioned before (**point to the conflict** you wrote on the board). We will brainstorm some ideas--feel free to say all the ideas that come into your head. Nobody will laugh at you or judge you--at this point we are not concerned with whether or not the ideas are good. We are practicing generating alternatives. The more alternatives you have, the more freedom you have.*

*So let's brainstorm. What are some possible solutions to the problem you are having with your friend? **Write** the ideas on the board.*

8. Go over steps 3, 4, and 5. **Ask** the client: *Do you see some possible solutions to your problem?*

9. Read aloud the text in the box about safety in relationships. **Emphasize** that help is available to them if they are in an unsafe relationship, or causing somebody harm.

Describe a problem or conflict that you have had with another person that contributes to your depression.

Interactions with people. Think about the person you are having problems with.

- What are his or her good points?
- What are his or her bad points?
- How do you think he or she sees the problem? Try to understand that point of view, even if you don't agree with it.
- Is there a solution where you both get something you want?

Thoughts. Think about the conflict you had with this person.

- How does the conflict affect the thoughts you have about yourself?
- How does the conflict affect the thoughts you have about the other person?
- Are there alternative ways of thinking that provide a view of yourself and the other person that is more helpful for ending the problem between you?



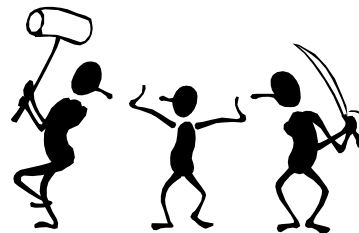
Behavior. Think about how you act.

- When you have a problem with this person, how do you act? How does the other person behave?
- Do you act in the same way when you have problems with other people?

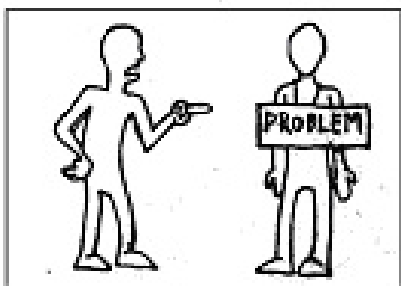
Managing role disagreements

We will apply CBT's problem-solving method rather than attacking the problem from a people/thoughts/behavior perspective. However, you will see that

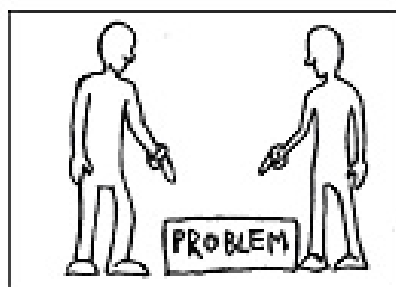
CBT ideas about healthy people interactions, thoughts, and activities are part of the solution to managing role disagreements.



Step 1. Identify the problem. Try to think of the problem as outside both of you instead of inside either of you.



Versus



Seeing the problem as inside of you or another person

Your problem is...

You are lazy.

You never help me.

Everything you do annoys me.

Seeing the problem as outside of you or another person

The problem is...

The dishes need to be done.

There is a lot of work to do and we are both very busy.

My depression is the real problem. It makes me more irritable.

Step 2. Think about all the possible solutions without deciding if they are good or bad. “Brainstorm” some possible solutions that would not be destructive for you or anybody else.

- We could ...
- I could ...

In your thinking, imagine one or two realistic results that would be good for you. Then focus on what you can do to increase the chance that one of these healthy outcomes will happen.

Step 3. Rate the solutions. If the solution would work for you, rate the solution positive with a + sign. If it would not work for you, rate it negative with a – sign. The other person should do the same thing.

Brainstorm possible solutions	Your ratings + = positive - = negative	Other person's ratings + = positive - = negative
1.		
2.		
3.		

Step 4. Choose the solution that both of you rate as positive. Or choose the best solution, or a combination of solutions, and try them.

Step 5. Try the solutions you picked and find out how well they work. Then think about the problem again and consider new solutions if you need to.

Safety in Relationships is the #1 Priority

The skills you learn in CBT can make a relationship healthier for you. However, there are times when a relationship is not healthy and you should leave it.

As you think about the conflicts you have had with other people, think about your safety. How safe have you been recently in your conflicts with other people?

1. Did you feel afraid or worried about your safety?

Yes ___ No ___

2. Did you or someone else say something that was hurtful or scary?

Yes ___ No ___

3. Did someone push, shove, kick, or hit you?

Yes ___ No ___

4. Did you push, shove, kick, or hit someone else?

Yes ___ No ___



If you are being abused, or if you are abusing somebody, there are places where you can get help. Ask your provider or counselor for a referral.



KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 35

1. **Say:** *Today we have talked about some common relationship problems and how you might use CBT skills to manage them better and improve your mood.*
2. **Read** the key messages aloud.
3. **Ask** the client if they have any questions or comments.

- You can mourn your losses and feel better by reaching out for support and doing activities.
- You can adjust to the loss of an old role by looking for opportunities offered by your new role.
- One way to approach disagreements with others is to understand that a problem is outside of both of you rather than part of one of you, and look for solutions together.





PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 36

Quick Mood Scale

- 1. Say:** *Now the Quick Mood Scale includes a place at the bottom to write down how many positive and negative contacts you have with people each day. Are there any questions about that?*
- 2. Go over** the instructions for #2 and #3 together. Tell clients that they should write notes to themselves on the lines in #3.
- 3. Remind** the client that it is important that they do the practice activities. Ask the clients if they have any questions.

1. Continue tracking your mood using the mood scale. Notice at the bottom of the Quick Mood Scale that we have added a place where you should keep track of about how many positive and negative contacts with people you have each day. Eventually, you will probably notice that on the days when you have more healthy interactions with people, your mood will be better.

2. Think of an activity that you could do with another person and that would improve your mood. **Do the activity.**

3. Choose one relationship problem area to focus on.

- Grief and loss
- Role changes
- Role disagreements

I choose to work on:

Write your ideas on the lines. To manage this problem area, how could you change:

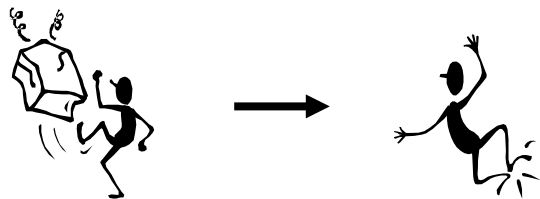
- The way you interact with people?



- Your thoughts?



- Your behavior?





QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember how many positive contacts with people you have each day. Also count the number of negative contacts you have each day. Write the numbers at the bottom of each column.

Day of the Week								
Best mood	9	9	9	9	9	9	9	
	8	8	8	8	8	8	8	
	7	7	7	7	7	7	7	
	6	6	6	6	6	6	6	
	OK/average mood	5	5	5	5	5	5	5
		4	4	4	4	4	4	4
		3	3	3	3	3	3	3
Worst mood	2	2	2	2	2	2	2	
	1	1	1	1	1	1	1	
How many positive interactions with people did you have?								
How many negative interactions with people did you have?								



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 39

1. Encourage clients to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.

2. Read aloud the questions. Stop after each question and ask the client if they have any comments.

The providers will ask for your comments about how the session went. They might ask the following questions.

- What was helpful about today's session?
- What was less helpful?
- What suggestions do you have to improve your treatment?



PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 39

1. **Read aloud** the text.
2. **Congratulate** clients for attending therapy and let them know they are near the end of treatment.

LOOKING AHEAD

The next session, Session 3 in “People” will focus on how you can improve your communication with other people to improve your mood.



PROVIDER SELF-EVALUATION FORM: PEOPLE, SESSION 2

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: What Gets in the Way of Good Relationships?		
Relationship Problem Areas	_____	_____
Grief and Loss	_____	_____
Role Changes	_____	_____
Role Disagreements	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 3: GOOD COMMUNICATION IS KEY TO IMPROVING YOUR RELATIONSHIPS AND YOUR MOOD

PROVIDER TIPS

Materials Needed

- **Client’s Guidebooks** (“People Interactions and Your Mood”)
- **Pens**—enough for use in therapy
- **The PHQ-9 depression measure**
- **Dry erase board, chalkboard,** or large sheets of paper to present material
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

Provider’s Goals

- State that communication is often a problem in relationships.
- Explain that active listening is a part of good communication.
- Describe three communication styles: passive, aggressive, and assertive.
- Help clients understand that assertive communication can improve their relationships and their mood.
- Reinforce the idea that clients can make choices about the way they interact with other people that can improve their mood.

PROVIDER TIPS

Welcome Client

1. Ask your client how their practice went.
 2. **Pass out** the PHQ-9 depression measure. Ask clients to fill it out, put their names on it, and return it to you. Tell clients that you will talk more about it later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of clients' depression symptoms, including suicide ideation. If a client reports suicide ideation, consult with your supervisor.

Purpose and Outline

Client's Guidebook: Page 41 & 42

Introduce the Purpose and Outline.

PURPOSE

- Understand that communication can be another problem area in relationships.
- Learn how to listen actively.
- Understand that assertive communication can help improve your relationships and your mood.
- Learn how to make requests assertively.
- Learn how to express your feelings and thoughts assertively.
- Continue looking at positive choices you can make about how you interact with people.

OUTLINE

- I. Announcements
- II. How Have You Been Feeling?
- III. Review
- IV. New Topic: Communication Skills for Building Better Relationships and Improving Your Mood
 - A. Listening Well
 - B. What is Your Communication Style?
 - C. Three Basic Communication Styles
 - D. Making Requests Assertively
 - E. Expressing Your Feelings and Thoughts Assertively
- V. Key Messages
- VI. Feedback
- VII. Practice
- VIII. Looking Ahead

HOW HAVE YOU BEEN FEELING?

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 43

1. Read aloud the text in the Client's Guidebook.
2. After the session, **compare** the client's PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor their progress.

The questionnaire you filled out at the beginning of Session 1 and again today is called the "Patient Health Questionnaire" or PHQ-9 for short. It allows you and your providers to check how you are feeling today and to keep track of how you are feeling while you are attending therapy.



REVIEW

Practice

PROVIDER TIPS

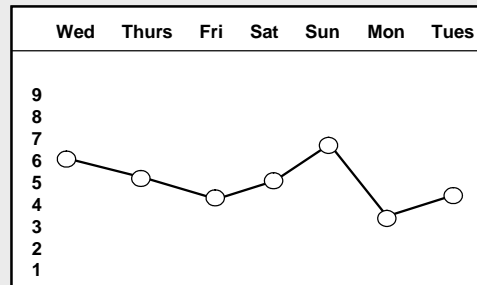
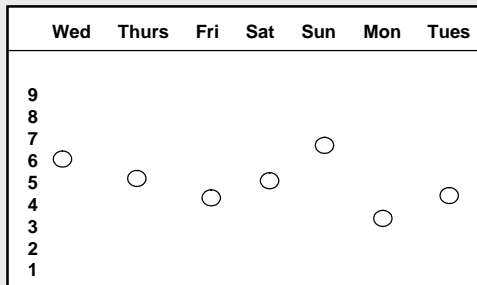
Time: 5 minutes

Client's Guidebook: Page 43

Quick Mood Scale

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one client's Quick Mood Scale.

1. Start the graph with the day of the week the session meets. If your session meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask the client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.
4. **Say:** *What did you notice about your mood during the past week? What kinds of interactions with people did you have on the day that your mood was the lowest? What kinds of interactions with people did you have on the day that your mood was the highest? Help clients to notice the connection between having more healthy interactions with people and improved mood.*
5. Ask clients how they did keeping track of their positive and negative people interactions.

Do an Activity with Another Person

6. Ask: *How did you feel after you spent time with another person?*

Choose a Relationship Problem Area to Focus On

7. Ask: *What area did you choose to focus on? What did you decide about how you could change the way you interact with people, your thoughts, and your behavior?*

At the end of the last session, I asked you to do the following practice activities.

1. Keep track of your moods and your positive and negative people contacts using the Quick Mood Scale.

2. Think of an activity that would improve your mood and that you could do with another person.

Do the activity.

3. Choose one relationship problem area to focus on.

- Grief and loss
- Role changes
- Role disagreements



To manage this problem area, think about how you could change:

- The way you interact with people
- Your thoughts
- Your behavior

How did your practice go? What activity did you do with another person? What ideas did you have to help manage grief or loss, role changes, or role disagreements?

Last Session

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 44

- 1.** It may be difficult for clients to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.
- 2. Say:** *In the last session, we talked about how some relationship problems can affect how you feel, think, and interact with others. We talked about grief and loss, role changes, and role disagreements.*
- 3. Go over** the text and ask if anybody would like to comment.
- 4. Review** the key messages.
- 5. Ask:** Do you have any questions before we look at this session's new topic?

What do you remember most from last session?

Key messages from last session were:

- You can mourn your losses and feel better by reaching out for support and doing activities.
- You can adjust to the loss of an old role by looking for opportunities offered by your new role.
- One way to approach disagreements with others is to understand that a problem is outside of both of you rather than part of one of you, and look for solutions together.

NEW TOPIC: COMMUNICATION SKILLS FOR BUILDING BETTER RELATIONSHIPS AND IMPROVING YOUR MOOD

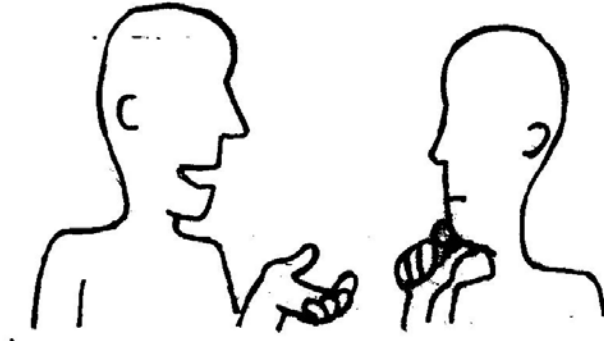
PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 45

- 1. Say:** *Let's begin by practicing listening skills. First let's look at the text in your guidebook. Then I'll ask you to practice with me.*
- 2. Introduce** the text.
- 3. Role play with the client. Say:** *You can tell me about what kind of person you would like to be and how you will meet your goals. Or talk about another topic that is important to you. I will practice active listening. I will stop you after about four or five minutes, and the listeners will have a minute to ask the talker some follow-up questions. Then we will switch, so that you will have a turn to talk and listen. Do you have any questions?*
- 5. Say:** *What was that like? What did you learn from the exercise?*

In this session, the focus is on communication, including both listening and talking. Good communication is important no matter what other relationship problem areas you are working on.



Listening Well

Active listening is the key in any relationship. Active listening means to give your full attention to the conversation and hear everything the other person says. Try doing some active listening.

- Role play with me.
- We will take turns talking. You will talk about what kind of person you are trying to become. You will have about five minutes to talk.
- I will not interrupt you.

If you are the speaker, think about the following.



Is your partner listening to you? How do you know?

What did your partner do that helped you know he or she was listening?

What was not so helpful about what your partner did?

How do you feel? Did it improve your mood to share your thoughts and feelings with somebody who was really listening?

If you are the listener, think about the following.

Try to show that you are really listening.

Notice your partner's tone of voice and body language in addition to the words; they communicate too.

Did you understand how your partner felt?

What did your partner say that was most important to him or her?



After your partner is finished talking, restate what you think your partner said, using your own words. Say: "Let me see if I get what you mean..."

Ask your partner if you understood both the facts and the feelings. Give your partner a chance to explain if you didn't hear or understand correctly.

How do you feel? Did it improve your mood to be a good listener for somebody who was sharing thoughts and feelings?

Active listening—whether you are the speaker or the listener—makes your interaction with people healthier and can improve your mood.



What is Your Communication Style?

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 47

- 1. Say:** *We have focused on how we listen; now let's focus on how we talk. In general, there are three main ways that we communicate what we want. We can do it in a passive way, an aggressive way, or an assertive way.*
- 2. Say:** *Look at the chart in your guidebooks. Use the chart to lead a discussion about the different styles of communication and what a person might say in different situations using the different communication styles.*
- 3. Say:** *What is important is that you are aware of the different styles of communication and you **choose** how you will act. **Introduce** the list of "Questions to think about." Ask the client for their comments.*
- 4. Say:** *Now let's think about what communication style you tend to use. **Introduce** the questions under "What is your communication style?" and allow time for clients to write their responses. **Discuss** their responses as time permits.*

What is Your Communication Style?

To improve and manage your mood, you must identify and express your own feelings, wishes, thoughts, and opinions. People communicate in different ways, but there are three basic communication styles.

Three Basic Communication Styles

Style	Description	Example (situation: waiting in a long line)	Example (situation: conflict with another person)	Example (situation: leading a group)	Respects wishes of others	Respects own wishes
Passive 1	Holding in or withholding how you feel or think.	I guess there's nothing I can do. I'll just go home.	(Saying to self) Oh no, when will this ever end?	Umm, umm . . . I'm waiting . . . come on guys.	Yes	No
Aggressive 2	Expressing your thoughts or feelings in outbursts--shouting, yelling, arguing, throwing things, or hitting people.	Look, I've been waiting for over an hour! When is someone going to help me? You guys must be completely incompetent!	You are an evil person! Everything you do is just to drive me crazy!	Will you all just shut up!	No	Yes
Assertive 3	Expressing positive or negative feelings and thoughts calmly, honestly, and respectfully.	Excuse me, I know you're really busy, but I really need some information about my housing application. Is there someone I can talk to?	I feel badly when you put me down and I don't like how I feel when I put you down. Can we talk about what we can do to be kinder to each other?	I know you all have things to say, but please take turns talking.	Yes	Yes

Questions to think about:

- If you were _____ (passive, aggressive, or assertive), how might you get your point across?
- If you were _____ (passive, aggressive, or assertive), how well do you think others would understand your request?
- If you were _____ (passive, aggressive, or assertive), how would you feel?
- If you were _____ (passive, aggressive, or assertive), how do you think others would feel about you?

What is Your Communication Style?

Which communication style do you tend to use?

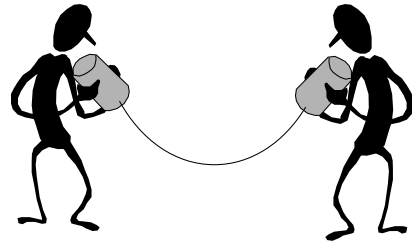


How do you think it affects your mood?

Which style is most likely to improve your mood?

An assertive communication style:

- Respects your feelings, wishes, thoughts, and opinions and is the most likely to help your mood.
- Respects the feelings, wishes, thoughts, and opinions of other people.
- Allows you to make requests clearly and respectfully.
- Allows you to express your feelings and thoughts.
- Increases the chance (with no guarantee) that you will get what you need or want. Remember, others may—or may not—do what you want them to do. You may need to compromise.
- Decreases the chance that you will be forced to do something you do not want to do.



Making Requests Assertively

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 50

1. Say: *Part of being assertive is being able to make requests in a clear and positive way. When you do this, you are able to ask for what you want and need, others know how they can help, and it increases the chance that you will get support. Of course, it does not guarantee that you will get what you want. The other person may agree to a different compromise, or simply refuse, but at least you will know that you have made an effort to improve your communication.*

2. Ask: *Why is it useful to make a request even when the answer might be no?* Points to emphasize are listed below:

The other person might say yes.

At least you know what the other person thinks.

You can move on and think about what else you can do.

3. Introduce “Steps for making a request assertively.”

4. Say: *I would like you to practice making a request now. First, take some notes for yourself by filling in answers to the questions below the steps. Then you will practice making your request.*

5. Help clients think through the questions under “Give it a Try—Make a Request.”

6. Next, ask clients to practice making a request with you. After the client makes his/her request give the client feedback and ideas about possible areas for improvement.

Say: *Do you think your request sound passive, aggressive, or assertive? What else did you do well?*

Say: *How did it affect your mood to ask for what you want in this way?*

Assertiveness means being able to make positive, clear, direct requests.

- You ask for what you want and need.
- Others will know what you want and need and can better help you.
- You can choose to ask for support, respecting the rights of others to say no.

Steps for making a request assertively:

1. Decide what you want or need.

2. Identify who can help you.

3. Choose words to ask for what you need in a way that is clear and direct. (Also choose your tone of voice.)

Examples:

Indirect requests	Direct requests
I'm really tired of washing dishes.	I would appreciate it if you would help me wash the dishes.
I can't be expected to fill out this application without help.	Could you help me fill out my SSDI application?
Boy, the trash can is full. I wonder when you'll be taking out the trash.	Could you please take out the trash in the next half hour?
I sure am worried about my sugar level.	Doctor, will you check my sugar level please?
I wonder if I am HIV positive.	I would like to be tested for HIV.

4. Tell the other person how it would make you feel if they did what you asked.

5. Acknowledge the person. Be ready to say: "Thank you" or "I am glad that you told me your point of view" or "I know that you are really busy."

6. Be willing to compromise.

7. Respect the other person's right not to do what you request. If you have not been assertive in the past, another person may be surprised by your request and not respond right away. You may not get what you want, but you won't know until you ask! And, if the person is able to say yes, he or she may be more likely to say yes the next time.

Give It a Try: Make a Request

Think of something you want or need. What do you want to ask for?

Who will you ask (friend, family, doctor)?

What words will you use? What tone of voice will you use? Don't forget to tell the other person how it would make you feel to get what you want or need.

Did your request sound passive, aggressive, or assertive? How did it affect your mood to ask for what you want in this way? Was it more satisfying than "holding it in?"

Expressing Your Feelings and Thoughts Assertively

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 53

1. Ask: *Why do you think it might be useful to share your thoughts and feelings?*

2. Write these statements on the board:

"I think _____."

"I feel _____."

Say: *When you want to express your thoughts and feelings in an assertive way, it is often useful to start with saying "I think. . ." or "I feel. . . ." We call these statements "I statements."*

3. Ask: *Will you finish the first sentence?*

Write the client's answer on the board.

Ask: *Will you finish the second sentence?*

Write the client's answer on the board.

4. Introduce the text through #4.

5. Say: *Assertive communication using "I" statements is more likely to lead to healthy relationships and improve your mood. Let's give it a try.*

6. Introduce the text under "Give it a Try" and give clients time to write their answers on the lines.

7. Allow clients to share what they wrote. **Ask:** *How do you think somebody would react if you expressed your feelings like this? How do you think you would feel if you expressed yourself in this way?*

Assertiveness means being able to express positive or negative feelings and/or thoughts calmly, honestly, and respectfully to another person. This includes saying clearly when you do not want to do something. Expressing how you feel begins with “I statements.”

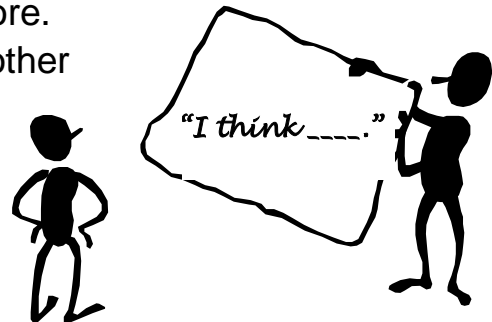
“I feel”

I feel hurt when you yell at me.
I feel sad when you don't invite me to join you.
I feel angry when you don't answer me.



“I think”

I think we need to talk things out more.
I think we need to spend time with other people.
I think you have blamed me for something I didn't do.



Some of the same steps you used when making a request apply here, too. For example:

- 1. Decide what you are feeling or thinking.**
- 2. Decide who you want to express yourself to.**

3. Decide if there is something you need as a result of your feelings or thoughts. The other person may not agree with your way of thinking or understand your feelings. Decide ahead of time if there is something you want to ask for. Ask for what you need in a way that is clear and direct.

4. Acknowledge the person. For example, be ready to say: “Thank you.”

Give It a Try: Express Your Feelings and Thoughts

Imagine a situation where you express how you feel or think to another person. You might choose to imagine talking with the person who you are having problems dealing with. If you can't imagine what you would say, it might help to imagine that you are in a movie. What words would you say?

How do you think the person would react?

How do you think you would feel if you expressed yourself in this way?

KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 55

1. **Review** the key messages.
2. **Ask** the client if they have any questions or comments.

- You can choose to communicate with others in a way that improves your relationships and your mood.
- Active listening is an important part of communication.
- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.

PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 55

Quick Mood Scale

1. Remind clients that the Quick Mood Scale now includes a place at the bottom to track the number of positive and negative contacts you have with others each day.
2. Go over # 2 and #3.
3. Ask the client if they have questions about their practice.

1. Track your mood using the mood scale. Continue tracking your mood and the number of positive and negative people contacts you have each day.

2. Plan to get together with a supportive person this week. Practice active listening so that you can be supportive too.

3. Decide when and with whom you would like to:

- Make a request assertively.
- Express your feelings and thoughts assertively.

4. Carry out your plan before the next session, and fill out the two "Give it a Try" reports that follow the Quick Mood Scale.

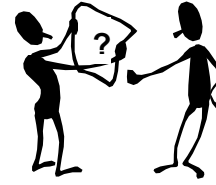
QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember how many positive contacts with people you have each day. Also count the number of negative contacts you have each day. Write the numbers at the bottom of each column.

Day of the Week							
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/average mood	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1
How many positive interactions with people did you have?							
How many negative interactions with people did you have?							

Give It a Try: Make a Request



Before

Think of something you want or need. What do you want to ask for?

Who will you ask (friend, family, doctor)?

What words will you use to ask for what you want or need in a way that is clear and direct? What tone of voice will you use? Don't forget to tell the other person how it would make you feel if they did what you asked of them.

After

How did it go? How did the person react? How did it feel to make a request assertively?

Give It a Try: Express Your Feelings and Thoughts



Before

Imagine a situation where you express how you feel or think to another person. You might choose to imagine talking with the person who you are having problems dealing with. If you can't imagine what you would say, it might help to imagine that you are in a movie. What words would you say?

How do you think the person would react?

After

How did it go? How did the person react? How did it feel to express yourself assertively?

FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 59

1. Encourage clients to comment on the session and therapy in general. Remind them that they have one more session left with you and ask them how they feel about completing therapy.

2. Read aloud the questions. Stop after each question and ask the client if they have any comments.

- What was helpful about today's session?
- What was less helpful?
- What suggestions do you have to improve your therapy?
- How do you feel about the therapy?

LOOKING AHEAD

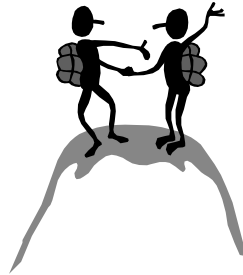
PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 59

1. **Read aloud** the text.
2. **Congratulate** clients for almost completing CBT treatment. Remind them that they have one more session left.

In the next session of the “People” module, we will talk about obstacles to making changes in relationships. We also will review all sessions of the “People” module.



PROVIDER SELF-EVALUATION FORM: PEOPLE, SESSION 3

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Communication Skills for Building Better Relationships and Improving Your Mood		
Listening Well	_____	_____
What is Your Communication Style?	_____	_____
Three Basic Communication Styles	_____	_____
Making Requests Assertively	_____	_____
Expressing Your Feelings and Thoughts Assertively	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 4: USING YOUR NEW SKILLS TO IMPROVE YOUR RELATIONSHIPS AND YOUR MOOD

PROVIDER TIPS

Materials Needed

Client's Guidebook ("People Interactions and Your Mood")

Pens—enough for us in therapy

Dry erase board, chalkboard, or large sheets of paper to present material

Certificate of Achievement for graduating client

Kleenex or other facial tissue

A **timer** or quiet alarm clock—this is optional

Provider's Goals

- Identify obstacles to assertive communication.
- Explore rules and assumptions about relationships that positively or negatively impact relationships and mood.
- Reinforce the idea the clients can choose to make changes in relationships by:
 - Balancing relationships.
 - Using a communication style that is more assertive.
 - Examining and changing the rules that guide relationships.

PROVIDER TIPS

Welcome Client

Ask clients informally how their practice went.

Purpose and Outline

Client's Guidebook: Page 61

Introduce the Purpose and Outline.

PURPOSE

- Identify obstacles that keep you from improving your relationships with others.
- Learn strategies for overcoming obstacles.
- Discuss the fact that you can choose how you relate to others. Some choices are better than others at improving relationships and your mood.

OUTLINE

- I. Announcements
- II. Review
- III. New Topic: Getting Around Obstacles So You Can Use Your New Skills
 - A. Fear
 - B. Feeling that You Don't Have the Right to be Assertive
 - C. Old Habits in the Form of Relationship Rules
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Review of Module: People Interactions and Your Mood
- VIII. Goodbye to Graduating Client

ANNOUNCEMENTS

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 62

1. Your client will have completed all four modules at the end of this session, so they will be “graduating” from CBT. Tell the graduate “*congratulations.*”
2. **Say:** *At the end of this session, we will be talking more how you are feeling about graduation and what your plans are for the future.*

The provider will make any announcements that might be necessary.

Is there anything you need to let the providers know about?

REVIEW



PROVIDER TIPS

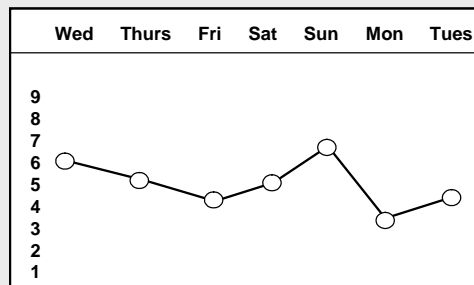
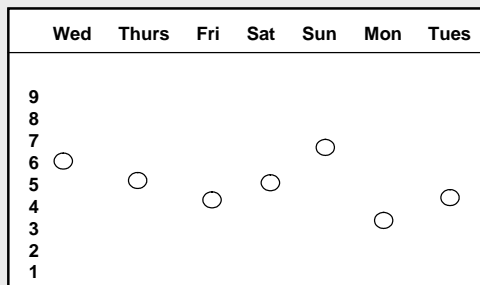
Time: 5 minutes

Client's Guidebook: Page 62

Quick Mood Scale

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one client's Quick Mood Scale.

- 1. Start the graph** with the day of the week the session meets. If your session meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
- 2. Ask** the client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



- 3.** When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.

4. Say: *What did you notice about your mood during the past week? What kinds of interactions with people did you have on the day that your mood was the lowest? What kinds of interactions with people did you have on the day that your mood was the highest? Help clients to notice the connection between having more healthy interactions with people and improved mood.*

Get Together with a Supportive Person--Practice Active Listening

5. Ask: *Does anybody want to report to us about their active listening? Was it difficult? How did it feel?*

Practice Making a Request and Expressing Your Feelings and Thoughts Assertively

6. Say: *Who would like to describe what you did? Did you use "I" statements? How did it feel to be assertive?*

Practice

Your practice from last session was:

1. Track your mood using the Quick Mood Scale. Continue tracking your mood and the number of positive and negative people contacts you have each day.

2. Plan to get together with a supportive person this week. Practice active listening so that you can be supportive, too.

3. Decide when and with whom you would like to:

- Make a request assertively.
- Express your feelings and thoughts assertively.

4. Carry out your plan before the next session, and fill out the two “Give it a Try” reports that follow the Quick Mood Scale.

How did your practice go?

How did the listener respond when you did active listening?

Was there a time when you were assertive?

What may have happened if you had not been assertive?

What were your thoughts and feelings about yourself or the situation after you were assertive?

Last Session

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 63

1. It may be difficult for clients to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.
2. **Review** the key messages from the last session.

What do you remember most from last week?

Key messages from last session were:

- You can choose to communicate with others in a way that improves your relationships and your mood.
- Active listening is an important part of communication.
- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.



NEW TOPIC: GETTING AROUND OBSTACLES SO YOU CAN USE YOUR NEW SKILLS

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 64

1. Introduce the ideas in the text.

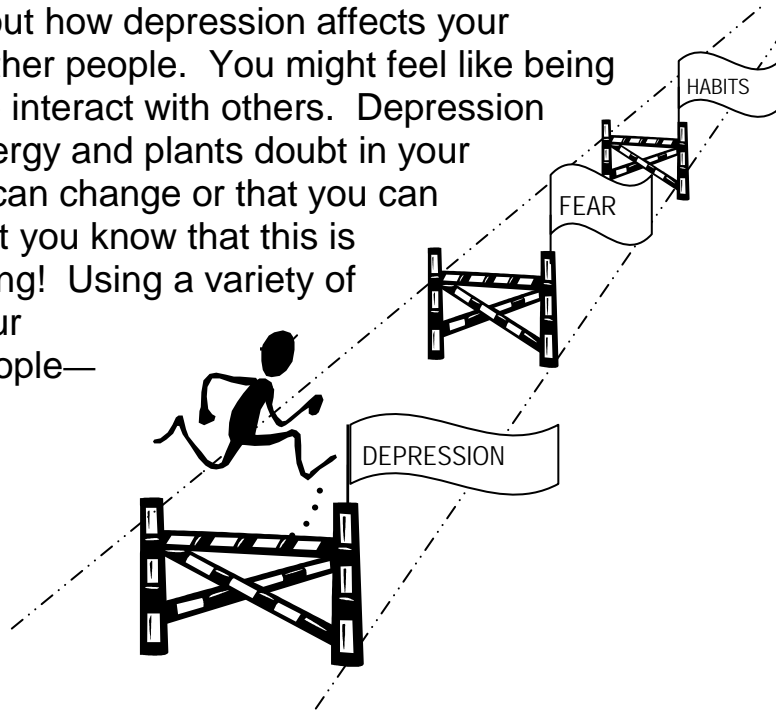
2. Say: *We have talked about some new communication skills that will help you improve your relationships and your mood. You are probably ready to try them out. Before we end the People module, let's talk about what may get in the way of your communicating in open and assertive ways. To begin with, have you had times you don't say what others are feeling or thinking even though you may want to?*

3. Say: *We all have times when we don't say what is on our minds. We often have a lot of excuses for not doing so. Sometimes the excuses are really good. In some cases it might not be the right time to share our thoughts, feelings, or desires, but sometimes we fall into a non-speaking trap. Let's talk about some of the things that might prevent us from speaking our mind when it's a good idea for us to do so.*

4. Discuss with the client some of the things that might keep them from being assertive and speaking their mind. **Write** their answers on the board.

5. After you have **discuss** each obstacle, clearly defining what thought or thoughts are linked to the obstacle, obtaining opinions from your client, and talking about how to overcome the obstacle.

We have talked about how depression affects your relationships with other people. You might feel like being alone, or hesitant to interact with others. Depression also robs you of energy and plants doubt in your mind that anything can change or that you can ever feel better. But you know that this is the depression talking! Using a variety of skills to improve your interactions with people—including your new communication skills—will help you feel better.



You may find that other obstacles get in the way also. In this session, we will help you understand those obstacles and figure out how to get around them so that you can begin using all your new skills to improve your people interactions and your mood.

Other obstacles include:

- Fear
- Feeling that you don't have the right to be assertive
- Old habits in the form of "relationship rules"

Fear

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 65

1. Explore with clients the roadblocks to being assertive. Questions to stimulate discussion are listed below.

- *Does assertiveness mean danger for you? Are you afraid to state your feelings or thoughts?*
- *What do you fear will happen if you are assertive?*
- *Does either of these statements describe how you feel about being assertive?*
 - “If I’m assertive, then I’ll be rejected.”
 - “If I speak up for myself, then I’ll be humiliated or hit.”
- *Do you feel like your disagreements cannot be resolved?*

2. Introduce the text.

3. Say: *Many people don't behave assertively because they fear that something bad will happen to them. Fear of rejection, fear of failure, fear of making a fool of yourself. If your fears are unrealistic or catastrophic, it is important to replace those fearful thoughts with more realistic ones. When you think of being assertive but then you don't do it, what do you suppose you are thinking? What do you think might happen if you do it? . . . what do you fear?*

4. Begin a discussion about specific thoughts people may have that prevent them from speaking their mind.

Create a table on the board like the one in the guidebook. As the discussion progresses, fill in the table.

5. Complete the table with your client. Have the client identify a situation where assertiveness would normally be a problem. If possible, have them identify a specific situation, one that happened last week. Then encourage them to discuss their responses.

We often have fears or beliefs that may keep us from speaking our mind and being assertive.

Are you reluctant to “rock the boat?” Sometimes it feels easier in the short term to let everything go on in the same way that it has before.

- You don't want to create a conflict.
- People depend on you to be the problem solver, so you don't want to create a problem.
- You feel that if you say no, you will not be loved or liked.

Does assertiveness mean danger for you? “Danger” can be:

- Fear of having your feelings hurt. You might think, “If I'm assertive, and tell someone what I think, then I'll be rejected.”
- Emotional or physical danger. You might think, “If I speak up for myself, I'll be humiliated or hit.”

Fighting your fears

1. In the first column in the table below, describe a specific situation where you have problems being assertive and speaking your mind.
2. In the second column, describe what bad things could happen if you took a chance on assertiveness.
3. In the third column, describe what good things could happen if you are assertive.

Fighting Your Fears: What Will Happen If You are Assertive?

Situation	Bad things that could happen if you are assertive	Good things that could happen if you are assertive

Questions to think about:

- How would you normally act in the situation (passively or aggressively)?
- What thought or fear keeps you from speaking your mind?
- What change would you like to make? Fear of change can imprison us in an unhealthy daily life. By clearly imagining a more healthy life, we can make changes that can make our lives better.



Feeling that You Don't Have the Right to be Assertive

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 67

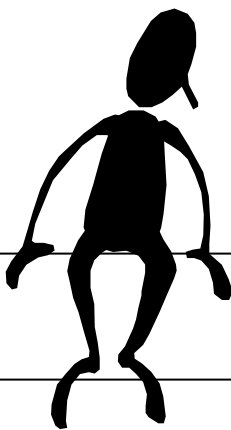
- 1. Say:** *Another obstacle to being assertive can be that you consciously or unconsciously feel like you don't have the right to be assertive. Do you think you have the right to express your feelings, wishes, thoughts, and opinions? Check the yes box or the no box in question #1 in your guidebook.*
- 2. Explore why** they might think they don't have the right.
- 3. Go over** the other questions and read aloud the "My Rights" box.

Do you think you have a right to be assertive--to express your feelings, wishes, thoughts, and opinions?

Yes.

No.

If no, why not?



My Rights

1. I have the right to let others know my feelings as long as I do it in a way that is respectful of their feelings.
2. I have the right to let others know my thoughts and opinions as long as I do it in a way that is respectful of their thoughts and opinions.
3. I have the right to request that others change their behavior when their behavior affects me.
4. I have the right to accept or reject anything that others say to me.
5. I have the right to decide whether or not I will do what others ask of me.

You have the right to feel safe!

Tell your providers if you are in a relationship in which you are afraid you may be hurt physically. You can get help and support. There are services that specialize in helping people who are in relationships where there is domestic violence.

Old Habits in the Form of Relationship Rules

PROVIDER TIPS

Time: 15 minutes (The following material and the material that begins on page 84 in the Client's Guidebook should be covered in 15 minutes all together. See Provider's Guidebook page 123 for additional Provider Tips.)

Client's Guidebook: Page 69

1. Say: *Now let's talk about how you might not be assertive because that is just not the way you are used to being. You may have set up rules in the back of your mind regarding how to behave in relationships. Sometimes being assertive is incompatible with the rules you have. Relationship rules can be harmful or helpful. Here are some examples of relationship rules.*

2. Introduce the examples of relationship rules in the text.

3. Say: *You might wonder why we make up rules in the first place, especially when you look at them and see how they affect you. You might think things like "that may not be a good rule to have. Why am I using it?" or "I must be stupid to have such a rule." It's important to know that the rules probably made a lot of sense at one point in your life and helped you to be safe and survive.*

4. Read aloud or go over the text (including the picture and the dance metaphor). Stop when you get to "What rules do you go by when you interact with others?"

5. Ask: *Can you think of some rules you have for relationships?*

Write down some of the clients' relationship rules on the board. Lead a discussion about how these rules might affect:

- Whether you are able to express thoughts and feelings openly and assertively to others.
- The way that you behave with others.

People often have rules about relationships that guide the way that they interact with others. Some rules are helpful, some rules are harmful.

Examples of Relationship Rules

Harmful rules

“My feelings come last.”

“If I make a mistake, then I am bad.”

“You can’t trust anyone.”

“I have to be responsible for everything.”

“People always disappoint you.”

Helpful rules

“All people have great value, including me.”

“Do not abuse or victimize others, and don’t let yourself be abused or victimized, either.”

“Avoid cruel people.”

“You cannot control or be responsible for what other people do or say, only for what you do or say.”

“People don’t have to be perfect to be loved, including me.”

“Notice and show appreciation to people who are helpful and kind.”

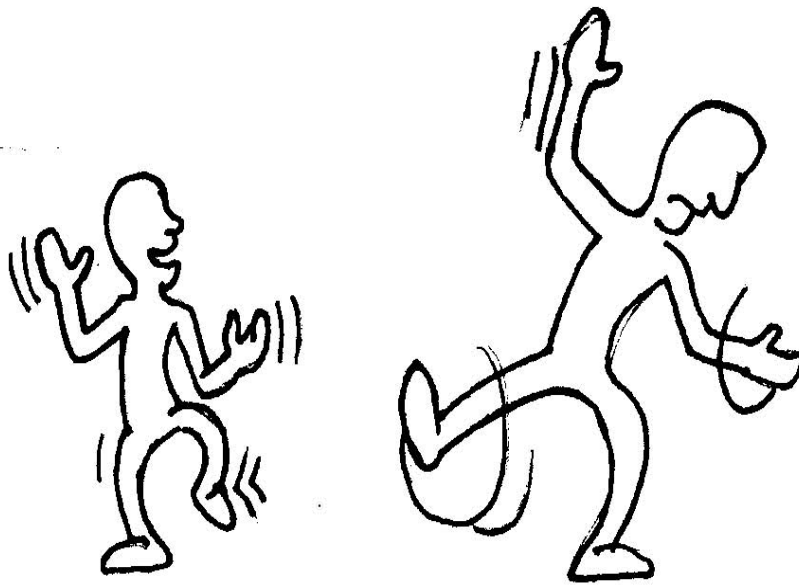
“Treating people with respect and kindness is always appropriate, even if they don’t deserve it. And that includes me.”

Where do relationship rules come from?

We develop relationship rules when we are children. They come from:

- Our environment
- Our families
- Our experiences
- The way people treat us

Many rules make sense, and when we are young they help us. When we grow older, our environment changes and we have more control over our lives and the types of people who are in our lives. The rules we developed as children may not be useful to us and may even keep us trapped in old roles.



Another way to think about relationship rules

Being in a relationship is like dancing. When we are young, we learn to do one kind of dance. We continue to do that dance as we grow older. But as the music begins to change, our dance may not work as well. We may need to learn some new steps or a brand new style of dancing. Learning new steps is hard at first, but it gets easier with practice!

What rules do you go by when you interact with others? Write two of your rules on the lines.

Relationship rule #1

Relationship rule #2

Questions to think about:

- Where did your relationship rules come from? What things in your life made you create these rules?
- How have these rules helped you? How have they not helped you?
- How is your life different now from when you first learned your relationship rules?
- Do these rules affect whether you believe you can express your thoughts and feelings to others?



PROVIDER TIPS

(CONTINUED FROM PAGE 69)

How Can You Change Your Rules?

Time: This material should be covered as part of the 15-minute period estimated on page 125.

Client's Guidebook: Page 72

1. Say: *Now we're going to see how you might make changes in your rules to improve your relationships and your mood. Relationship rules create your social environment and how you act with other people. But you can decide which rules are good for you and which are not.*

2. Say: *Many relationship rules are unbalanced and inflexible. They use extreme words like always, never, everything, everybody, and nobody. You may not have to change your rules completely—just make them more balanced and flexible.*

Go over the text about balance.

3. Say: *Many of us have rules about not saying no or setting limits with other people. But there may be times when you need to set limits in order to reduce the amount of negative contact you have with others.*

One way to change a relationship rule like "Never say no" is to anticipate the situations where you might find it hard to say no, and plan ahead what you will think and feel and say and do in those situations. So another way to change your relationship rules is to plan how you want to be with people.

Discuss the text about planning how you want to be with others.

4. Use the table to help clients understand how they can change a relationship rule.

5. When a client insists on retaining a belief held since childhood, and it appears that belief contributes to the client's depression, the provider can gently dispute the belief with the following questions:

- *While this rule was true for you as a child, do these conditions continue to exist for you as an adult?*
- *How does this assumption interfere with improving your mood?*
- *If this relationship rule is 'true,' then how will you continue to feel?*

6. Discuss with clients the importance of processing how making a conscious change felt after they do it. After being with others they might:

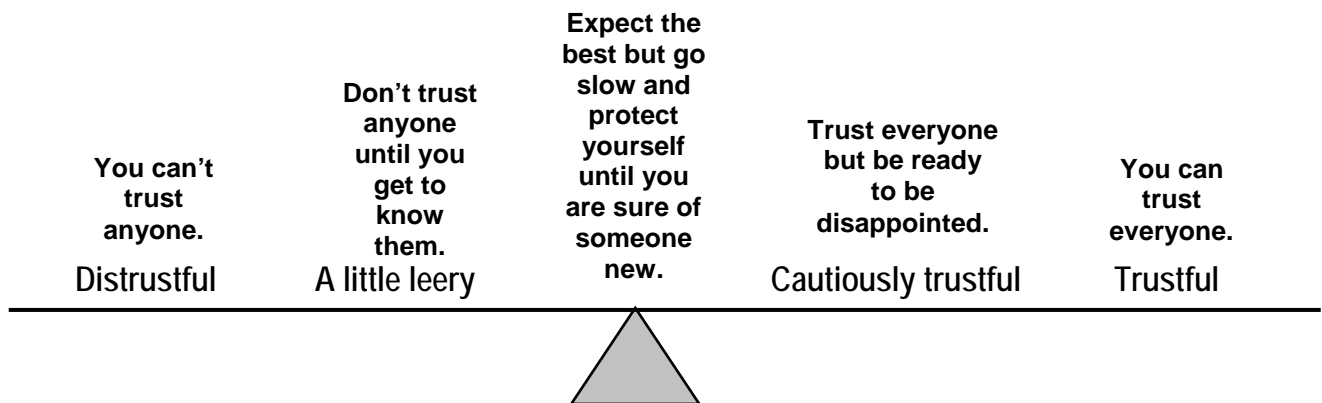
- Think about the feelings they had when they were with people.
- Identify what happened that made them feel good and what happened that made them feel bad.
- Try to learn from the experience and use what they have learned in the future.

How Can You Change Your Rules to Fit Your Life as it is Now?

You are in control of your rules! You can change your rules and plan how you want to act with other people to improve your relationships and your mood. Here are two helpful tips.

1. Look for balance. Try making your rules more balanced. For example, many of us make rules about trust. If you distrust everyone and isolate yourself, your mood will be affected. So “You can’t trust anyone” will not help your relationships or your mood.

Which rule might be a balanced rule that would improve your mood?



2. Plan ahead how you want to act with others. After you know what rules don't work for you, you can toss them aside and make a conscious choice about how you would like to be with others in a social situation.

For example, if one of your old rules was “I should always try to say yes and not disappoint anybody,” you may have discovered that giving to others can feel good, but always saying “Yes” leaves you feeling drained and bad. Try making a new rule that is more balanced.

- What is between always giving and always taking?

- What is between always saying yes and never saying yes?
- What thoughts do you want to have?
- How do you want to act?
- Is there any way that you can set up situations to make it easier for you to use your new rule instead of your old rule?

Relationship Rules

Try examining and changing one of your relationship rules following table.

Old Rule (Thought) Your “old” relationship rule	Old Behavior How did you act with others with this old rule?	Feeling with Old Rule How did you feel with this old relationship rule?”	New Rule (Thought) What might be a “new” relationship rule?	Change in Feeling? How might you feel with this new relationship rule?
“Others’ feelings come first.”	Never say no	Angry	“My feelings can come first sometimes.”	Happy, relaxed
Your examples:				

KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 74

1. **Read** the key messages aloud.
2. **Ask** the client if they have any questions or comments.

- You can overcome the obstacles that get in the way of healthy people interactions.
- You have a right to express your thoughts and feelings.
- You can choose how you want to think and act with others to improve your relationships and your mood.

PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 74

1. **Introduce** the practice activities and **ask** clients if they have any questions.

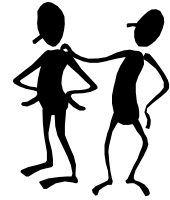
1. Track your mood and your people interactions using the Quick Mood Scale. Keep track of how many positive and negative interactions you have with people.

2. Get together with a supportive person.

3. Decide when and with whom you would like to be assertive in the future and then try being assertive with them.

My Commitment

I will get together with this supportive person in the next week.



I will be assertive with this person in the next week.

Your Signature

FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 77

1. **Encourage** clients to comment on therapy and their progress in therapy.
2. Help them reflect on the skills they have learned and how they have been able to change their life and manage their depression.

- What was helpful about today's session and therapy in general?
- What was less helpful?
- What have you gained from the People module?

REVIEW OF MODULE: "PEOPLE INTERACTIONS AND YOUR MOOD"

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 77

As this is the last session of the module, spend time reviewing material from the past four sessions. Ask the questions below to stimulate discussion.

Over the past four sessions, we have been focusing on relationships with others and making changes in specific problem areas.

- What did you learn about relationships or relationship problems that was most helpful, in terms of improving your mood?
- What did you find less helpful?
- What message or ideas will you take away from this module?

The key messages from the People module are:

Session 1: Your People Interactions and Mood are Connected

- Healthy interactions with people can make your mood better.
- You can choose to spend time with people who have a positive effect on your mood.
- You can build a balanced social support network that includes:
 - People who give you practical support, advice, emotional support, and companionship.
 - People who you support.

Session 2: What Gets in the Way of Good Relationships?

- You can mourn your losses and feel better by reaching out for support and doing activities.
- You can adjust to the loss of an old role by looking for opportunities offered by your new role.
- One way to approach disagreements with others is to understand that a problem is outside of both of you rather than part of one of you, and look for solutions together.

Session 3: Good Communication is Key to Improving Your Relationships and Mood

- You can choose to communicate with others in a way that improves your relationships and your mood.
- Active listening is an important part of communication.
- By asking for what you want and expressing your feelings assertively, you can improve your relationships with others and your mood.

Session 4: Using Your New Skills to Improve Your Relationships and Your Mood

- You can overcome the obstacles that get in the way of healthy people interactions.
- You have a right to express your thoughts and feelings.
- You can choose how you want to think and act with others to improve your relationships and your mood.

GOODBYE TO THE GRADUATING CLIENT

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 83

Provider goals:

- Reinforce the work the clients have done and the changes they have made.
- Help the clients develop a specific plan for what they will do if they become depressed again. Focus on what they can try on their own, but remind them that it is ok to seek treatment again.

1. It is important to discuss the questions listed.

2. Say: *Would you like to share what you have noticed about changes you have made or what you appreciated about therapy?*

3. Say something specific to the client. (Think about what you want to say ahead of time.) Be direct about the client's contribution to therapy, their strengths, and the changes you have seen the client make.

4. Present certificates of achievement to the graduating clients. (You can photocopy the sample certificate from the provider's introduction. See the section called "Supplies You Will Need.")

Since you have completed all the modules in CBT, you are now a CBT graduate.

CONGRATULATIONS!

Since you are completing CBT therapy, you might want to talk about the following.

1. What have you learned that you think will help you feel better?
2. What have you learned that will help you reach some of your goals?
3. How will you get support in your everyday life when you are no longer coming to therapy sessions?
4. What will you do the next time you feel depressed?

If you still feel depressed, tell your provider, and he or she will help you get further treatment.



PROVIDER SELF-EVALUATION FORM: PEOPLE, SESSION 4

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Getting Around Obstacles So You Can Use Your New Skills		
Fear	_____	_____
Feeling that You Don't Have the Right to Be Assertive	_____	_____
Old Habits in the Form of Relationship Rules	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Review of Module	_____	_____
Goodbye to the Graduating Client	_____	_____

RESOURCES FOR CLIENTS

ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION

Depression and Bipolar Support Alliance (DBSA)

1-800-826-3632

www.dbsalliance.org

Los Angeles County Department of Mental Health

1-800-854-7771

www.dmh.co.la.ca.us

National Alliance for the Mentally Ill (NAMI)

1-800-950-6264

www.nami.org

Project Return (wellness and support for people with mental illness)

1-213-250-1500 x10

www.prtns.org

Recovery Inc. (self-help program for mental health)

1-312-337-5661

www.recovery-inc.org

BOOKS AND VIDEOTAPES ABOUT DEPRESSION

Control Your Depression

Authors: Peter M. Lewinsohn, Ricardo F. Muñoz, Mary A. Youngren, and Antonette M. Zeiss.

Published by Fireside Books, New York, New York, 1992.

Coping with Depression (videotape)

Author: Mary Ellen Copeland

Published by New Harbinger Publications, Inc., Oakland, California
1994.

Feeling Good: The New Mood Therapy

Author: David D. Burns

Published by William Morrow, New York, New York, 1980.

The Loneliness Workbook: A Guide to Developing and Maintaining Lasting Connections

Author: Mary Ellen Copeland.

Published by New Harbinger Publications, Inc., Oakland, California
2000.

Mind Over Mood: Change How You Feel by Changing the Way You Think

Authors: Dennis Greenberger and Christine A. Padesky.

Published by Guilford Press, New York, New York, 1995.

Provider's Guidebook

"Thoughts and Your Mood"

Individual Treatment Version



June 2008

Revision of group manual to individual version by Victoria K. Ngo, Ph.D.

Jeanne Miranda, Ph.D; Stephanie Woo, Ph.D.;
Isabel Lagomasino, M.D., M.S.H.S.; Kimberly A. Hepner, Ph.D.;
Shelley Wiseman, B.A.; and Ricardo Muñoz, Ph.D.

Including drawings by Erich Ippen

Cognitive Behavioral Therapy for Depression

*

Thoughts and Your Mood

Other modules in this treatment program
are as follows:

Activities and Your Mood
People Interactions and Your Mood

Revised June 2008 based on original manuals by

Ricardo F. Muñoz, Ph.D.; Chandra Ghosh Ippen, Ph.D.; Stephen Rao, Ph.D.;
Huynh-Nhu Le, Ph.D.; and Eleanor Valdes Dwyer, L.C.S.W.

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San Francisco General Hospital, University of California, San Francisco

Drawings by Erich Ippen

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* Please cite in this way

This is your book to keep. Feel free to write in it.

This guidebook belongs to:

(Name)

(Date)

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SESSION 1: YOUR THOUGHTS AND MOOD ARE CONNECTED

PROVIDER TIPS

Materials Needed for Session 1

- **Client's Guidebooks** (“Thoughts and Your Mood”)—an extra copy to loan in case your client forgets to bring their own guidebook
- **Pens**—enough pens to use during therapy
- **Dry erase board, chalkboard,** or large sheets of paper to present material to client
- **Index cards**—need at least seven cards
- **Small binder clips**—need to give one to client—so they can attach their index cards to their guidebook
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

Provider's Goals

- Make your client feel welcome.
- Discuss confidentiality.
- Introduce yourselves and provide phone numbers.
- Encourage sharing and be supportive.
- Help client understand what depression is.
- Help client understand CBT and how it can help depression.
- Introduce the connection between thoughts and mood.

PROVIDER TIPS

Welcome Client

- Introduce yourself and the CBT program.
- Ask your clients questions about how they are feeling and what they would like to be better in their life
- Tell them that CBT can help them feel better
- Pass out the Client's Guidebook ("Thoughts and Your Mood").
- Pass out the PHQ-9 depression measure. Ask client to fill it out, put their name on it, and return it to you.
- Scan the PHQ-9 questionnaire quickly as you collect it. Notice the severity of client's depression symptoms and use this as a reference for the discussion regarding their depression. including thoughts of suicide. If a client reports thoughts of suicide, consult with your supervisor.

Begin the session:

- **Say:** *Congratulations for being brave enough to come to therapy.*
- **Say:** *We will be using a treatment called Cognitive Behavioral Therapy for Depression. The first part of this treatment focuses on thoughts and your mood. We will talk more about this treatment today and answer questions you might have about CBT and what to expect in therapy.*
- **Say:** *Turn to the first page after the cover in your books and put your name and the date on the lines.*
- **Say:**
 - *The guidebook belongs to you.*
 - *You will be writing in it.*
 - *You should bring your guidebook to every therapy session.*
 - *You will keep them when the treatment is over.*

PROVIDER TIPS

Purpose and Outline

Client's Guidebook: Page 1 & 2

- 1. Say:** *CBT is structured, so every session begins with a few points about the purpose of the session and an outline of the session. I will go over today's outline now.*
- 2. Introduce** the Purpose and Outline.
- 3. Ask:** *Do you have any questions so far?*

PURPOSE

- Learn about Cognitive Behavioral Therapy and depression.
- Learn that there is a connection between thoughts and mood.
- Understand that noticing and managing your thoughts can help you feel better.
- Begin to notice your harmful and helpful thoughts.

OUTLINE

- I. Welcome
- II. Therapy Rules
- III. What is Depression?
- IV. What is Cognitive Behavioral Therapy (CBT)?
- V. How Does CBT Treat Depression?
- VI. How Have You Been Feeling?
- VII. Review
- VIII. New Topic: The Connection between Thoughts and Mood
 - A. Thoughts are Sentences We Tell Ourselves
 - B. What You Think Affects How You Feel
 - C. Identify Your Harmful Thoughts
 - D. Examples of Harmful Thoughts
 - E. Examples of Helpful Thoughts
- IX. Key Messages
- X. Practice
- XI. Feedback
- XII. Looking Ahead



THERAPY RULES

PROVIDER TIPS

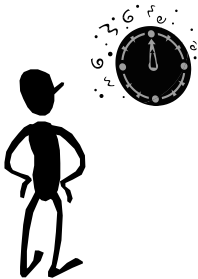
Time: 5 minutes

Client's Guidebook: Page 3

1. Go over therapy rules after session outline and purpose. Don't forget to talk about the exceptions to confidentiality (#2). Tell your client the name of your supervisor (#3). Ask them if they have questions or comments about any of the rules.

1. Come to every therapy session. If you can't make it, call me at this number:

(_____) _____ - _____ (Contact number)



2. Come to sessions on time.

3. Confidentiality of therapy.



To protect your privacy, the provider will not repeat what you say. There are three exceptions.

First, your provider shares information with the licensed mental health professional that is supervising the treatment.

Second, if provider hears something that makes them think your health or safety is in danger they will talk with your doctor or others.

Finally, by law, a provider must report:

- If a child or dependent adult is being abused or neglected.
- If an older adult is being abused or neglected.
- If someone is in danger of hurting himself or herself or someone else.

4. Participation is key. You will get the most out of therapy if you participate and express your thoughts, feelings, problems, and experiences.

However, in each session, the provider needs time to introduce new ideas. Unfortunately, the time allowed for each session is limited, so sometimes provider may need to interrupt you in order to have the time to share new ideas and skills. It is the provider's job to keep track of time for each session.

5. Practice. Practicing outside of sessions will strengthen your ability to use the skills you have learned and will increase the likelihood that you will feel better.

6. Tell me if things are not working for you or if you are unhappy with me or the treatment.



PROVIDER TIPS

Time: 2 minutes

1. Make announcements if there are any.
2. Ask if your client has any items to add to the agenda. However, try to relate issues that client bring in to the topic of the session when possible to refocus client and reinforce skills. If discussion becomes too tangential, reorient client to task at hand.

The provider will make any announcements that might be necessary. For example, if the next session is scheduled on a day that is a holiday, the day of that session may be changed. During this time, you will have a chance to tell the provider ahead of time if, for example, you need to be late for a session.

Is there anything you would like to let the provider know about?



INTRODUCTIONS

PROVIDER TIPS

Time: 2 minutes

1. Give your client a phone number where they can contact you.

- Suggest that clients write the information in their guidebook where it will be easy to find.

Say: *Now I would like to get to know you and we will talk more about depression later during the session.*

2. Introduce the text. Provide a model for your clients by introducing yourselves first. **Talk about one or two subjects on the list** in the guidebook.

- If your client begins to provide more information than necessary, gently remind them that they will have time to talk about other issues over the course of therapy. For now the focus is on introductions.
- It may be helpful to ask client questions that result in short answers, such as, *“Where did you grow up?”*
- If the client focus on their depression when they describe themselves, stop them and remind them that you want to know who they are and what they are like apart from their depression. (It is very useful for them to present their “other” self as well.)

Provider

Your provider is:

_____ (_____) _____
(Name) (Contact number)

Introduction

As therapy progresses, we will be talking about your experiences with depression. At this time, I want to know a bit more about you as an individual. Tell the client a little about yourself (e.g., how long you have worked with depressed patients, the settings in which you have experience, and maybe a couple of other facts that might help the client relate to you). Then ask the client to share a little about them. You can choose **one or two of the following** subjects to talk about. Remember to share your strengths and interests.

- Where they grew up
- Their family
- Their work
- Their main interests or hobbies
- Something about yourself that you think is special

WHAT IS DEPRESSION?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 5

1. Introduce “Depression is Common.”

2. Say: *What is depression like for you?*

- Provider should write the client's symptoms on a piece of paper you can show the client.
- If some symptoms of depression are not mentioned by your client, add them to the list at the end. Be sure to mention or ask about the symptoms that they endorsed on the PHQ-9. **Say:** *Many people have experienced symptoms of depression similar to yours, and what I'm trying to do is help you overcome these symptoms and feel better.*

3. Introduce “Depression is”, “The 9 Symptoms of Depression”, and “Possible Triggers for Depression” **Ask:** *What was happening in your life when you got depressed?*

- Take notes and use this information to understand your clients and to plan the sessions to make them as helpful as possible. (You probably already know something about your client based on the contact you made with them before the session started.)
- If any of the triggers listed in the “Depression” box are not mentioned by your client, tell them that other things can cause depression and read from the list.

4. Introduce the section called “What You Can Do.” **Say:** *Tell your provider if you have thoughts of suicide. Depression is very treatable and you can feel better.*

5. Sum up by emphasizing these key points.

- Depression is defined by the experience of five or more symptoms occurring most of the time for a period of at least two weeks and interfering with your life or activities a lot.
- Depression is common.
- A person can get help for depression and feel better.

Depression is Common

- Nearly everyone in his or her lifetime feels sad.
- Most adults have had depressed moods and/or know what they are.
- 10–25% of women will have at least one serious episode of depression.
- 5–12% of men will have at least one serious episode of depression.

What is depression like for you?

Depression is:

- A low mood or sad feelings that make it hard to carry out daily duties.
- Possible at any point in your life.
- Possible diagnosis if you have five or more of the following symptoms most of the day, almost every day, for two weeks or more.

The Nine Symptoms of Depression

1. Feeling depressed, down, or irritable nearly every day.
2. Loss of interest or pleasure in activities that you normally enjoy.
3. Significant increases or decreases in your weight or appetite.
4. Sleeping too much or too little.
5. Change in the way you move (moving restlessly or slowly).
6. Feeling tired or fatigued.
7. Feeling worthless or having terrible guilt.
8. Trouble concentrating or making decisions.
9. Repeated thoughts of death or suicide.

Possible Triggers for Depression

- Being sick with medical problems
- Biological/chemical imbalance in your body
- Economic/money problems
- Losing someone you love
- Upsetting things happening, or continual problems
- Struggles with people you are close to
- Big life changes
- Stress that lasts a long time

What was happening in your life when you got depressed?

What You Can Do

- Come to CBT!
- Practice the skills you learn during CBT.
- Get help and support from family members, friends, and others.
- Discuss how you feel with your doctor, nurse, provider, or counselor.
- Ask your doctor if antidepressant medicines might be helpful.

***Let the provider know if you have thoughts of death or suicide.
We can help you get the support you need to feel better.***

WHAT IS COGNITIVE BEHAVIORAL THERAPY?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 7

1. Review the text.

2. Stop after each section and ask for questions and comments. Or ask your client if they know anything about CBT. Encourage questions and discussion.

This treatment provides a specific kind of help—Cognitive Behavioral Therapy, or CBT for short—for people who are depressed. CBT teaches skills to help you change your thoughts and behaviors. These changes can improve the way you feel.

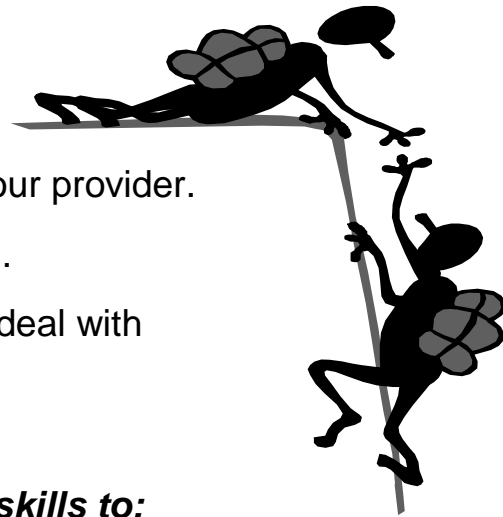
This approach does not mean that your thoughts and behaviors caused your depression in the first place. Making changes in your thinking and behavior can help your depression no matter what caused you to feel down.

“Managing” your depression means to:

- Make the feelings of depression less intense.
- Make the time that you are depressed shorter.
- Learn ways to prevent getting depressed again, despite real problems.

The therapy sessions are helpful because they:

- Provide you with support from your provider.
- Help you understand depression.
- Help you learn the CBT skills to deal with depression and feel better.



During the treatment you will learn skills to:



- Change your thoughts.
- Change your behaviors, including your
 - Activities, and
 - Interactions with other people.
- Improve the way you feel.

During the treatment you will NOT be asked to:



- Lie down on a couch.
- Share all your painful thoughts and experiences.
- Talk at length about your family or childhood.

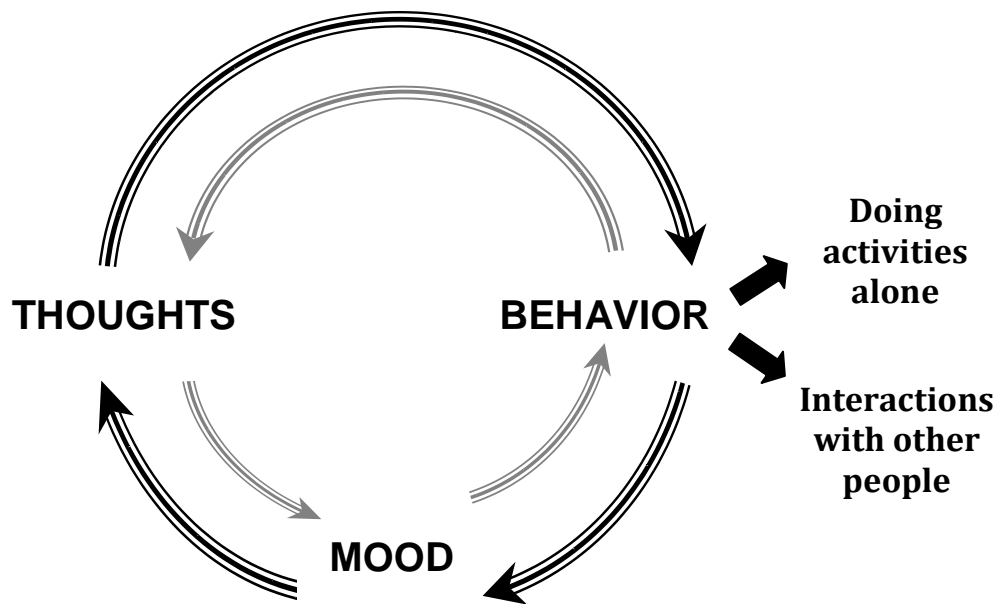
The treatment will focus on practical strategies to improve things right now.

What does the name “Cognitive Behavioral Therapy” mean?

Cognitive refers to **thoughts**.

Behavioral refers to **how you act** or **what you do**. In CBT, when we talk about behavior, we mean how you act, including what activities you do and how you interact with other people.

We will focus on your thoughts and your behavior to improve your mood.



This CBT treatment program is organized into three modules
with four sessions in each module.

- Module: How your **thoughts** affect your mood **= 4 sessions**
- Module: How your **activities** affect your mood **= 4 sessions**
- Module: How your **interactions with other people** affect your mood **= 4 sessions**

Total CBT sessions = 12 sessions

Each module focuses on one subject, but they overlap with each other and you will find that we mention the other subjects throughout the treatment.

HOW DOES CBT TREAT DEPRESSION?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 11

Say: *Imagine an event such as losing a job, or something less extreme such as being late to work or having an argument with a friend. It would be natural to feel upset. But other factors can make your suffering even worse.*

Introduce the text. Then go over the spiral, starting with thoughts at the top.

Thoughts. *If a person lost a job, he or she might think that he or she has nothing to offer or that nothing can be done about the situation. This person might become depressed. Imagine a second person who instead thinks he learned a lot and got great experience at the job, so he feels that he is likely to do very well getting another job. The second person is less likely to become depressed.*

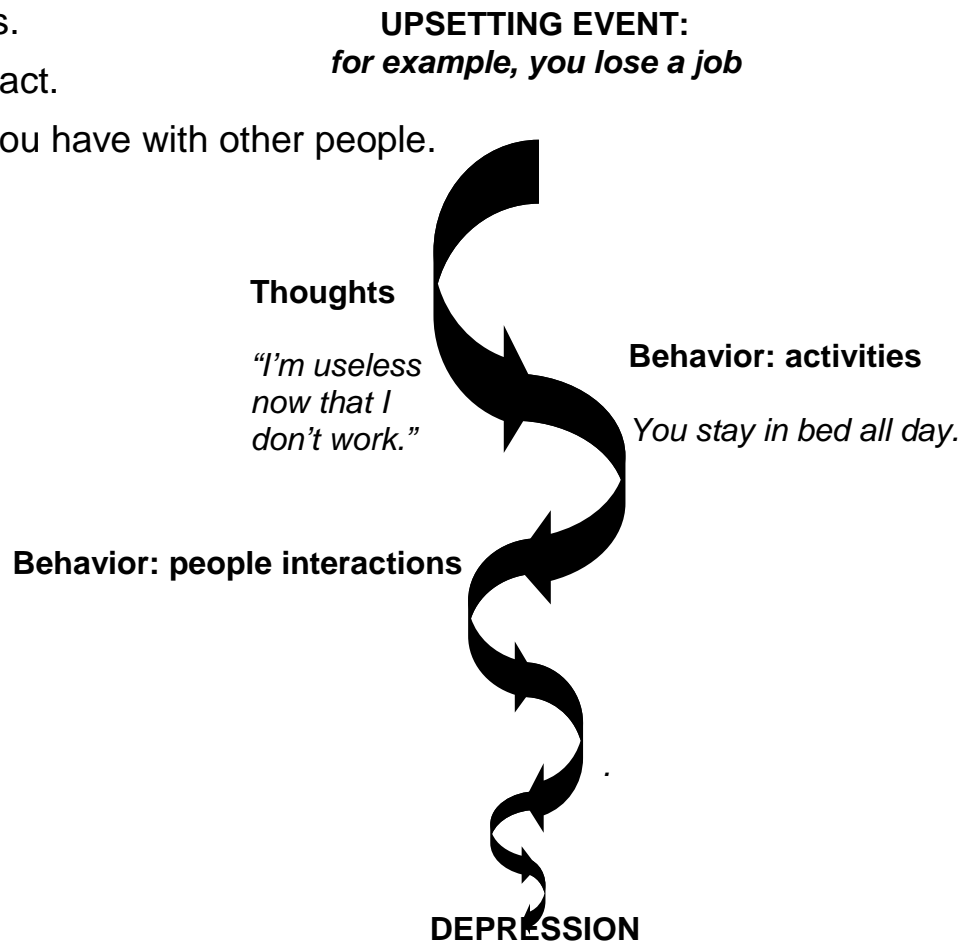
Activities. *Another factor is how we act. When we feel down, we have less interest in doing things and as a result we often behave differently than we usually do. For example, when you're depressed you may not feel like taking a walk. Staying in bed all day could make your mood continue to spiral down.*

People. *Depression affects our mood in another way. When we are depressed, we often reduce the amount of contact we have with other people, or the interactions we do have are not healthy for us. Maybe other people have completely different tastes in what activities they enjoy. Perhaps they aren't supportive in ways that make us feel good about ourselves.*

Say: *As you can see, you enter the depressive spiral here. Point to the top of the spiral. But the way you react to events can cause your mood to spiral down. CBT can help prevent the spiraling down. This treatment will be most helpful to you if, at the end, you have learned many ways of managing your mood, and you feel confident using them in your daily life. This will take practice.*

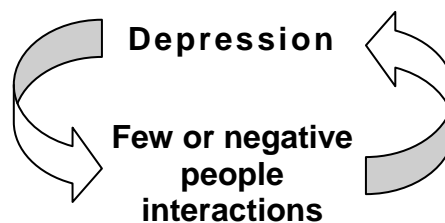
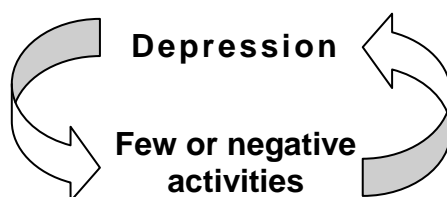
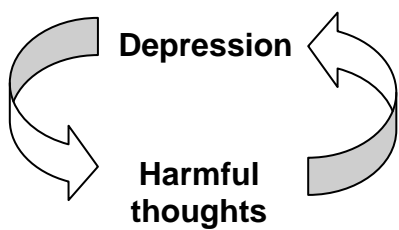
Depression can be looked at as a downward spiral. You might enter the spiral when something upsetting happens. For example: you lose a job or friend, a relative dies, you get sick, or you experience a big disappointment. These upsetting events are real and almost anyone would feel a certain amount of sadness, anger, or frustration because of them. But other factors can add to your suffering. They include:

- Your thoughts.
- The way you act.
- Interactions you have with other people.



CBT helps you break the downward spiral of depression by teaching you that for each of these factors—thoughts, activities, and people interactions—there is a part that you can manage and change. Also, because they are all connected, you can make changes in one area to affect the other areas.

We will be working on breaking these connections.



In this module, we focus on the connection between depression and thoughts.



HOW HAVE YOU BEEN FEELING?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 13

1. **Introduce** the text in the Client's Guidebook.
2. After the session, **compare** your client's PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor your client's progress.

The depression questionnaire you filled out at the beginning of the session is called the "Patient Health Questionnaire" or PHQ-9 for short. You will fill out the PHQ-9 before Sessions 1 and 3 of each CBT module. It allows you and your provider to check how you are feeling today and to keep track of how you are feeling while you are in treatment.

NEW TOPIC: THE CONNECTION BETWEEN THOUGHTS AND MOOD

Thoughts Are Sentences We Tell Ourselves

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 14

- 1. Say:** *Thousands of thoughts pass through our heads each day. Thoughts are sentences we tell ourselves. Some are neutral or factual such as "today is Monday." Others may be more harmful or helpful because of how they make us feel. We often don't pay attention to all these thoughts, but with practice you can learn to notice your thoughts and decide whether they are harmful or helpful to your mood.*
- 2. Introduce** the text about thoughts. **Ask:** *Try to remember some thoughts you have had. What are some other examples of thoughts?*

Thoughts: sentences you tell yourself.

- I did a good job at work today.
- I will never amount to anything.



I will wear my blue shirt tonight.
My throat is a little sore.
This job is taking too long.
Today is Thursday.
I can't wait until lunch.
I am the slowest worker in the whole factory.
That movie was really funny.
Nobody wants to work with me.

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 14

3. Introduce the text about feelings. **Ask:** *What other feelings have you had that aren't listed here? The pictures of the faces on the next page might help you recall your own feelings.*

Feelings: emotions or moods. (See more examples on the next page.)

- Happy
- Sad
- Angry



PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 14

4. Say: *Identifying thoughts can be tricky at first, but it will get easier. You will see more examples of thoughts as we go through the rest of this module.*

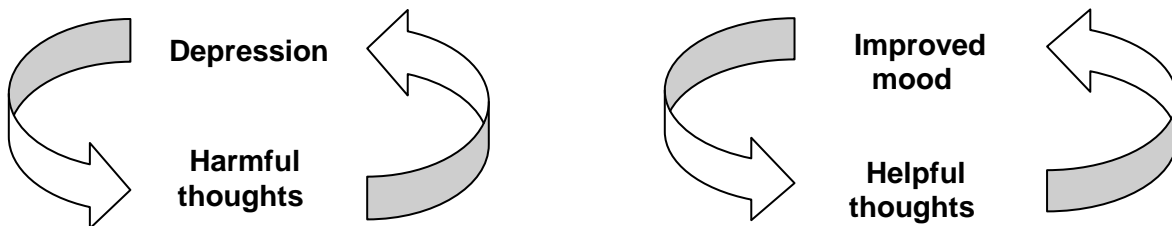
In this guidebook we talk about “**harmful**” and “**helpful**” thoughts. These terms are just shortcuts--a thought is not harmful or helpful all by itself. The power of thoughts is in how they make you feel and act.

PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 14

5. Say: *Notice the two arrow diagrams in your guidebook. They illustrate the connection between your thoughts and your mood. Harmful thoughts can bring your mood down. Also, when your mood is low, you are more likely to have more harmful thoughts. But helpful thoughts can improve your mood and when you are feeling better, you are more likely to have more helpful thoughts.*



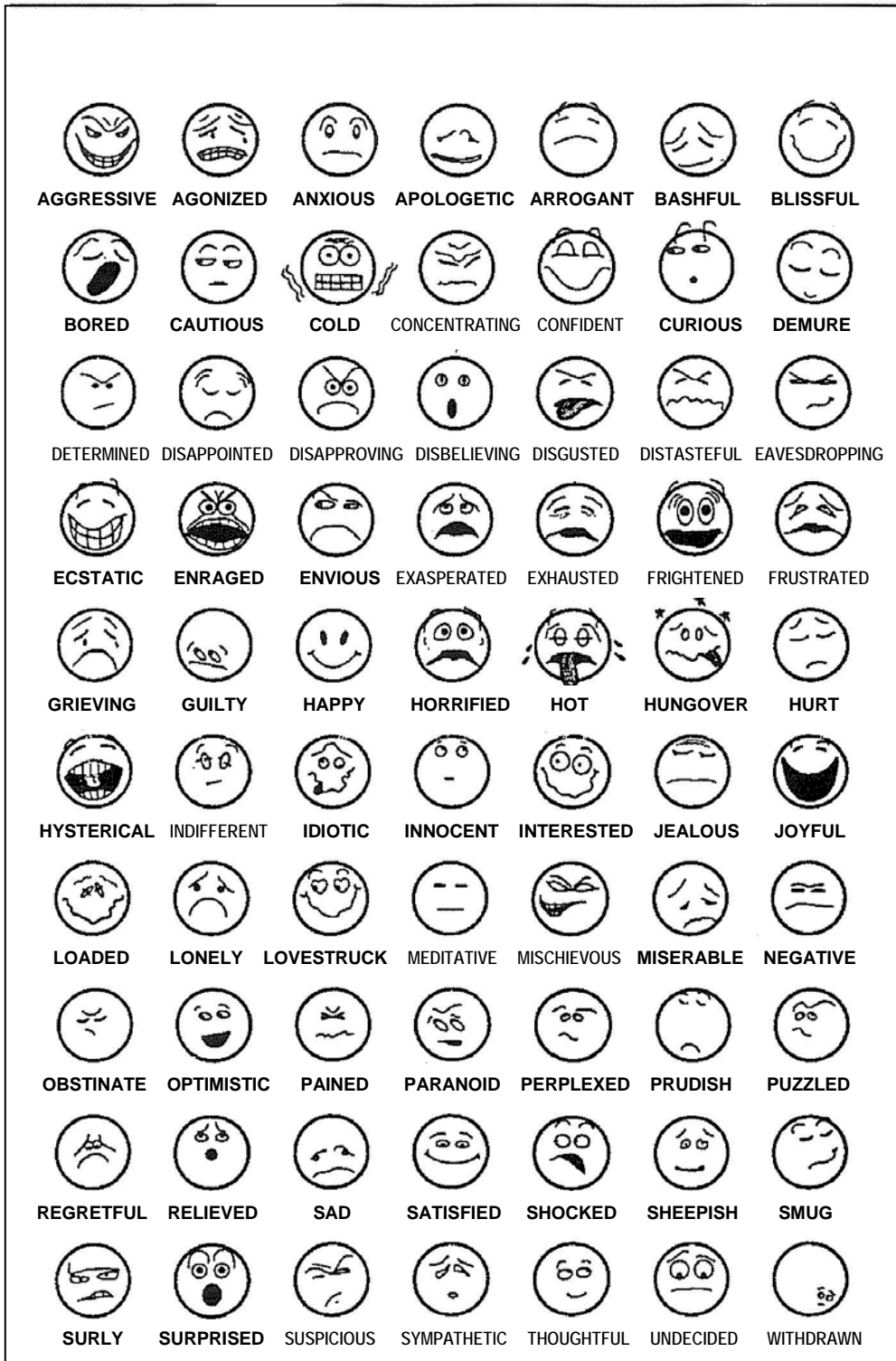
PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 14

6. Say: *All this is not to say that depression is “all in your head.” You may be dealing with real things such as recovery from health problems, financial problems, or loss of loved ones. Depression is affected by what you do, how you think, and what happens in your life – and how you react to what happens in your life.*

Examples of Feelings



What You Think Affects How You Feel

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 16

1. Say: *Look at the cartoons in your guidebook. What do you think is happening in the pictures? What might the person be thinking in the first cartoon? In the second cartoon? What is the person's mood like after he has these thoughts?*

Some examples of possible thoughts:

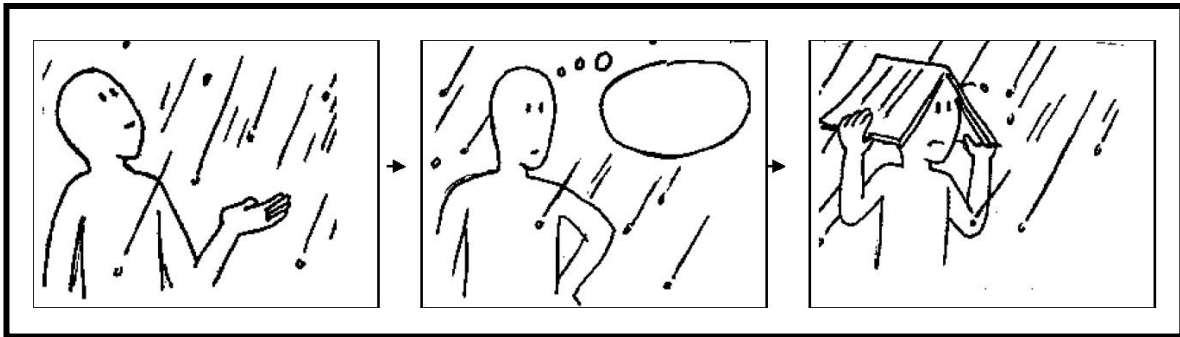
- First cartoon: "I hate rain. I'm getting all wet, and I'll probably catch a cold."
- Second cartoon: "Oh, how fun, it's raining. I can run home, make hot chocolate, and feel cozy."

2. Say: *The person in the cartoons can't change what is real—it is raining. But he can change what he thinks about the rain, and that can change his mood. When he had more helpful thoughts, his mood was better.*

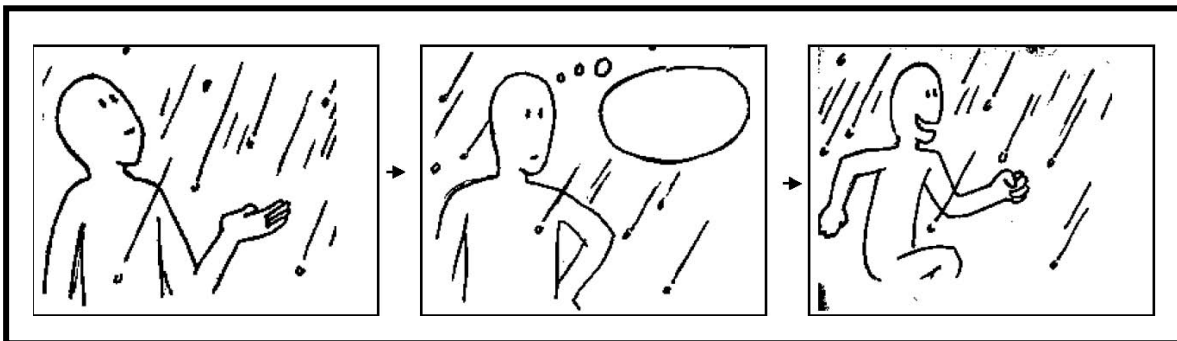
3. Say: *On the other hand, CBT doesn't expect you to see the world through rose-colored glasses. But it will teach you to notice your thoughts, identify your harmful thinking habits, and choose helpful thoughts that make you feel better.*

Look at the cartoons below. What do you think the person is thinking in each cartoon? There are no right or wrong answers.

1.



2.



- The person was faced with the same reality in both cartoons: it is raining.
- The person's mood was different in the two cartoons.
- Why did the person have different moods?

Depression can be improved by how you think and how you react to what happens to you.

Identify Your Harmful Thoughts

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 17

1. Say: *Let's take a closer look at your thoughts and try to identify some thoughts that bring your mood down. We call these thoughts "harmful thoughts." Can you remember a time in the last week when you felt down? Take a moment to close your eyes and try to picture yourself in the situation you were in when you felt down. Now, with your eyes still closed, try to remember the thoughts you were having at the time. Ok, now open your eyes and write your thoughts on the lines in your guidebook.*

2. Say: *What thoughts did you notice? Write the client's thought on the board or piece of paper that you can show them.*

Try to remember a time in the last week when you felt really low. Close your eyes and try to picture yourself in the situation you were in then. What were you thinking?

Write down your thoughts.

PROVIDER TIPS

3. Say: *It takes practice, but you can learn to notice your thoughts. You can examine these thoughts by asking the two questions you see in your guidebook.*

Read aloud the questions one at a time and discuss them.

Questions to think about:



- How do these thoughts make you feel?
- Are these thoughts accurate, complete, and balanced?

Examples of Harmful Thoughts

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 18

Examples of Harmful Thoughts

- 1. Say:** *On the next page is a list with examples of harmful thoughts. Look at the list.*
- 2. Ask:** *Are any of these harmful thoughts similar to thoughts you have had? Which ones?*
- 3. Say:** *Maybe you have other thoughts you would like to add to the list at the bottom of the right-hand column. Take a few minutes and fill in numbers 43, 44, and 45.*
- 4.** After the client is done writing their own thoughts on the lines, **say:** *Please share your thoughts?*

Note: When the client considers the lists of thoughts in the Client's Guidebook, talk about thoughts (that may not be on the list) that might be relevant to the individual you are treating.

- Mothers—"I'm a lousy mother."
- Middle aged and older Latino women—"I need a man to take care of me."
- People with physical illnesses or conditions—"My life is shot now that I am sick."

1. I will never be physically healthy.
2. I am confused.
3. There is no love in the world.
4. I have wasted my life.
5. I am a coward.
6. Nobody loves me.
7. I'll end up living all alone.
8. People don't consider friendship important anymore.
9. I don't have any patience.
10. It's no use to try.
11. That was a dumb thing for me to do.
12. I will be a burden to others.
13. Anybody who thinks I'm nice doesn't know the real me.
14. Life has no meaning.
15. I am ugly.
16. I can't express my feelings.
17. I'll never find what I really want.
18. I am not capable of loving.
19. I am worthless.
20. It's all my fault.
21. Everything bad always happens to me.
22. I can't think of anything that would be fun.
23. I don't have what it takes.
24. Bringing kids into the world is cruel because life isn't worth living.
25. I'll never get over this depression.
26. Things are so messed up that doing anything about them is pointless.
27. I don't have enough willpower.
28. There is no point in getting out of bed.
29. I wish I were dead.
30. I know they are talking about me.
31. Things are just going to get worse.
32. I have a bad temper.

33. No matter how hard I try, people aren't satisfied.
34. Life is unfair.
35. I'll never make good money.
36. I don't dare imagine what my life will be like in ten years.
37. There is something wrong with me.
38. I am selfish.
39. My memory is lousy.
40. I am too sensitive.
41. With these health problems, I will always be miserable.
42. The problems my children are having are my fault.

What are your harmful thoughts?

43. _____

44. _____

45. _____

Examples of Helpful Thoughts

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 19

Examples of Helpful Thoughts

1. Say: *Notice the list of helpful thoughts. Take a few minutes to fill in your own helpful thoughts at the bottom of the second column.*

2. After the client is done writing their own thoughts on the lines, **say:** *Please share the thoughts you wrote down?*

Note: When the client considers the lists of thoughts in the Client's Guidebook, talk about thoughts (that may not be on the list) that might be relevant to the individual you are treating.

- Mothers—"I truly like my child even if she has some problems."
- Middle aged and older Latino women—"I deserve to relax and enjoy this evening."
- People with physical illnesses or conditions—"I can still enjoy my friends."

1. It will be fun going to a movie today.
2. I've gotten good things in life.
3. The weather is great today.
4. I can do better than that.
5. Even though things are bad right now, they are bound to get better.
6. I'll learn to be happier as I live longer.
7. That was probably a reasonable solution to a tough problem.
8. Life is interesting.
9. I deserve credit for trying hard.
10. That was a nice thing for me to do.
11. I really feel great.
12. This is fun.
13. I'm a good person.
14. I can do just about anything if I set my mind to do it.
15. I have great hopes for the future.
16. I have good self-control.
17. That's interesting.
18. I really handled that situation well.
19. People are OK once you get to know them.
20. I like to read.
21. I'm easy to get along with.
22. If I can just hold on until [a certain date] I'll be OK.
23. A nice, relaxing evening can sure be enjoyable.
24. I have worked long enough--now it's time to have fun.
25. I'm considerate of others.
26. I have time to accomplish most things I want to do.
27. Someday I'll look back on today and smile.
28. I like people.

29. I always find the strength to handle whatever comes up.
30. I'm a good parent/friend/spouse.
31. I'm a sensitive person.
32. I'm honest.
33. I could probably handle a crisis as well as anyone else.
34. I'm pretty lucky.
35. I'm responsible.
36. My experiences have prepared me well for the future.
37. That's funny.
38. I'm pretty smart.
39. I'm physically attractive
40. I am looking forward to that event.
41. I am doing the best I can.

What are your helpful thoughts?

42. _____

43. _____

44. _____



KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 20

- 1. Read** the key messages aloud.
- 2. Ask** the client if they have any questions or comments.
- 3. Help** the client feel hopeful that CBT can help them get over their depression.

- A thought is a sentence you say to yourself.
- A feeling is an emotion or mood.
- Your thoughts can affect how you feel.
- You can use your thoughts to improve your mood.



PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 20

Say: *I would like to talk about the importance of practicing the skills you learn in therapy. You might be thinking: “what do you mean by “practice?” Practice means doing brief activities on your own outside of therapy session. You can think of the skills you learn here as tools to use in your everyday life to improve your mood. But just like tools, not all of them may work well for you. By trying out your new skills at home while you are still coming here, you can report back to me and let me know what worked for you and what didn't work. Then we can come up with ways to make them work better.*

Quick Mood Scale

1. Say: *Each week, we would like you to keep track of your mood using the Quick Mood Scale. There is a copy of the Quick Mood Scale in your guidebook at the end of every session. With the Quick Mood Scale, you can learn to recognize how you are feeling and how your thoughts and behaviors affect your mood. This will help you to learn which thoughts and behaviors improve your mood and which make it worse.*

2. Draw the Quick Mood Scale on the board or ask your client to look in their guidebook.

3. Say: *The Quick Mood Scale runs from 1 to 9, with 1 indicating a worst mood and 9 indicating a best mood. Each day, you circle the number that indicates what your mood was that day. This important tool will help you see the progress you are making in improving your mood through CBT.*

4. Go over the instructions that are on the top of the Quick Mood Scale.

Keep Track of Your Thinking Each Day

5. Say: *The first step in changing your thoughts and improving your mood is to identify those thoughts that are most powerful in terms of your own mood. Your other practice activity is to keep track of your thinking each day.*

6. Pass out index cards, seven and one binder clip to your client. **Read the directions (practice #2) aloud. Then say:** *You will notice that you also have room in your guidebook to write your harmful and helpful thoughts each day. You may use the cards, or the guidebook, or both. You can take a few minutes right now and put the plus signs and minus signs on your cards.*

7. Say: *Try not to write down things that are happening to you. Instead, write down what you are thinking that makes you feel better or worse. We expect that you will be able to identify 5 - 10 thoughts each day. Bring the cards with you for next session. You can use the clip to attach them to your guidebook. Take a moment to write down one harmful thought and one helpful thought to get you started.*

8. Say: *We encourage you to do these projects, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed the therapy, the skills you have learned will help you keep your mood healthy. Therefore, it is important that you try them out until you feel confident that you can use them on your own.*

9. Ask: *Do you have any questions about the practice activities?*


This treatment will be successful for you if you learn skills for managing your mood and you feel confident using these skills in your daily life. You will need to practice. If you don't practice the skills, you won't learn them.

Each session's practice will consist of one or more short activities for you to try. This session's practice is:

1. Track your mood using the Quick Mood Scale. The Quick Mood Scale and instructions for how to use it are on the next page. The scale provides a "quick" way for you to keep track of your moods. Try to complete the Quick Mood Scale at the same time

each day—for example, before you go to sleep each night. As the treatment progresses and as you practice the skills you learn in each session, you will probably find that your mood improves.

2. Track your thoughts using index cards.

Thoughts, Day 1	+	
<hr/>		
(Write in the day of the week.)		
S A M P L E C A R D		

- Use one separate card for each day (using either the separate index cards or the “cards” printed in your guidebook).
- Write the day of the week on the cards. For example, if you start tracking your thoughts for the week on a Wednesday, write “Wednesday” (or “W”) on the first card.
- Mark one side of the first day’s card with a minus sign (-) and write 4-5 negative (harmful) thoughts that you have that day. Mark the other side of the card with a plus sign (+) and on that side write 4-5 positive (helpful) thoughts that you have on the same day. You can look back at the lists of harmful and helpful thoughts for examples.
- Bring your cards with you to the next session.

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.

Day of the Week							
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
OK/average mood	6	6	6	6	6	6	6
	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1

Thoughts, Day 1

—



(Write in the day of the week.)

Thoughts, Day 1

+



(Write in the day of the week.)

Thoughts, Day 2

—



(Write in the day of the week.)

Thoughts, Day 2

+



(Write in the day of the week.)

Thoughts, Day 3

-



(Write in the day of the week.)

Thoughts, Day 3

+



(Write in the day of the week.)

Thoughts, Day 4

—



(Write in the day of the week.)

Thoughts, Day 4

+



(Write in the day of the week.)

Thoughts, Day 5

—



(Write in the day of the week.)

Thoughts, Day 5

+



(Write in the day of the week.)

Thoughts, Day 6

-



(Write in the day of the week.)

Thoughts, Day 6

+



(Write in the day of the week.)

Thoughts, Day 7

—



(Write in the day of the week.)

Thoughts, Day 7

+



(Write in the day of the week.)



FEEDBACK

PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 28

- 1. Encourage** clients to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the clients.
- 2. Read aloud** one or two of the questions.

The provider will ask for your comments about how the session went. They might ask the following questions:

- What was helpful about today's session?
- What was less helpful?
- What was difficult about today's session?
- What suggestions do you have to improve your treatment?
- If you are continuing CBT from a previous module, how have you made changes since beginning the therapy?



LOOKING AHEAD

PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 28

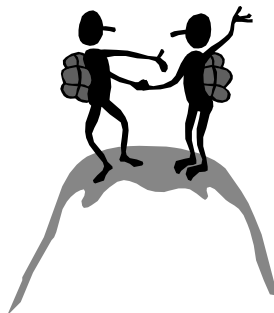
1. The purpose of the preview is to encourage clients to attend the next CBT session by giving them a glimpse of the topic to be covered. Clients are welcome to read ahead.

2. Say: *The guidebook is yours to keep, but please bring it to the next session.*

In the next session, we will talk about some common habits of harmful thinking. Understanding these common ways of thinking can help you notice the thoughts you are having when you feel down. Then you can begin to replace your harmful thoughts with helpful thoughts to help you feel better.

Congratulations for coming to CBT. Coming to therapy is a big step in improving your mood.

In Session 2, we will talk more about how to notice and identify your thoughts and we will look at some common habits of harmful thinking.



PROVIDER SELF-EVALUATION FORM: THOUGHTS, SESSION 1

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Welcome	_____	_____
Purpose and Outline	_____	_____
Therapy Rules	_____	_____
Introductions	_____	_____
What is Depression?	_____	_____
What is CBT?	_____	_____
How Does CBT Treat Depression?	_____	_____
How Have You Been Feeling?	_____	_____
New Topic: The Connection Between Thoughts and Mood		
Thoughts are Sentences We Tell Ourselves	_____	_____
What You Think Affects How You Feel	_____	_____
Identify Your Harmful Thoughts	_____	_____
Examples of Harmful Thoughts	_____	_____
Examples of Helpful Thoughts	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 2: HOW TO IDENTIFY HARMFUL AND HELPFUL THOUGHTS

PROVIDER TIPS

Materials Needed

- **Client's Guidebooks** (“Thoughts and Your Mood”)—an extra to loan in case your client forgets to bring their own guidebook
- **Pens**—enough pens to use during therapy
- **Dry erase board, chalkboard**, or large sheets of paper to present material to client
- **Index cards**—need at least seven cards
- **Small binder clips**—need to give one to your client—so they can attach their index cards to their guidebook
- **Kleenex** or other facial tissue
- A **timer** or quiet alarm clock—this is optional

Provider's Goals

- Review the connection between thoughts and mood.
- Help your client identify habits of harmful thinking.
- Reinforce the importance of outside practice.

PROVIDER TIPS

Purpose and Outline

Client's Guidebook: Page 29

Introduce the Purpose and Outline.

PURPOSE

- See how harmful thoughts can bring mood down and helpful thoughts can improve mood.
- Understand some common habits of harmful thinking.
- Understand that changing common habits of harmful thinking can improve mood.

OUTLINE

- I. Review
- II. New Topic: How to Identify Harmful and Helpful Thoughts
 - A. The Link between Thoughts and Mood: A Chaining Activity
 - B. Harmful Thoughts are not Accurate, Complete, and Balanced
 - C. Common Habits of Harmful Thinking
- III. Key Messages
- IV. Practice
- V. Feedback
- VI. Looking Ahead



REVIEW

PROVIDER TIPS

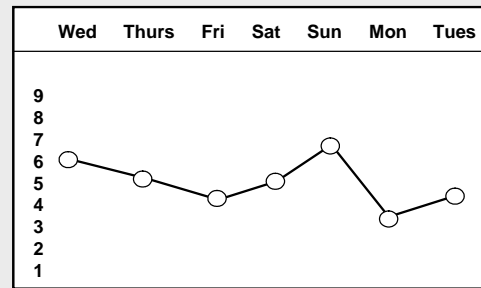
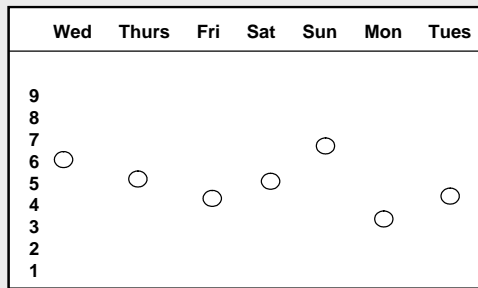
Time: 5 minutes

Client's Guidebook: Page 30

Quick Mood Scale

Ask client about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one Client's Quick Mood Scale.

1. Start the graph with the day of the week the session meets. If your client's session meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask your client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.

4. Possible follow-up questions: *What do notice about your mood during the last week? Your mood was the lowest on [day]. What were your thoughts on that day [integrate thoughts recorded on index cards or guidebook]? Your mood was higher on [day]. What thoughts were you having on that day? What do you notice about the connection between your thoughts and your mood?*

Practice

5. Try to connect your client's thoughts and mood. Have the person describe the event and his or her thinking, and help him or her to change negative thinking. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve **every** difficult situation. (This would be an example of all-or-nothing thinking: "*If CBT doesn't solve all my problems, then it doesn't work.*")

Keep Track of Your Thoughts Each Day

6. Review of thoughts tracking should be integrated into the review of the Quick Mood Scale.

7. **Ask and discuss:** *Was it difficult to keep track of your harmful and helpful thoughts each day? Please share your harmful and helpful thoughts?*

Note: What to do if your clients don't do their practice

Most individuals will do their practice activities; you should begin with the assumption that they will. Checking early in each session on the practice is the best way to let clients know how important their practice is. However, there may be individuals who consistently do not practice. Identify this problem as early as possible.

Find out why your client is not practicing. Is it an issue of time, reading ability, forgetfulness, or other responsibilities getting in the way? Once the obstacles are identified, you can help the client figure out how to overcome them. You might say, "I want you to start feeling better, and I know how important practice is. Can I help you figure out what is getting in the way so that you can do the practice and start feeling better more quickly?"

Identify thoughts that contribute to not practicing, such as "It doesn't matter what I do, nothing will change," or "I don't feel like practicing." You might ask him/her: "Are you sure that what you do won't make a change in the way you feel? Do you think you have a better chance of improving your mood if you keep doing what you have done in the past, or if you try these practices that have helped others?" Help the individual to dispute these thoughts.

No one assignment is going to “cure” depression, but practicing outside of therapy session will help your client learn to control his or her negative mood.

Complete the practice within the session. Be flexible about finding another way for the person to practice. Maybe he or she can complete the Quick Mood Scale for the whole week just as the session begins, for example. Or ask the individual to practice some of the skills before and after the session. The individual should be reminded that the Quick Mood Scale is best finished on a daily basis. Looking back at the past week’s mood is less reliable than completing the Quick Mood Scale each day. But asking clients to complete the incomplete scale in-session indicates that you take practice seriously.

Strike the right balance. It is important to give clients the message that practice is important. However, it is also important that they come to the CBT sessions whether they have completed their practice or not. In fact, the client might tell you that he/she can’t do anything right. Point out that he/she was successful in coming to session, and coming to therapy is a first important step to feeling better. Be warm and supportive of the client and let him or her know that you are glad he/she chose to come to the session whether or not he/she completed the practice.

Last session, I asked you to complete these practice activities.
How did your practice go?

- 1. Track your mood using the Quick Mood Scale.***
- 2. Keep track of your thoughts each day.***

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 30

1. It may be difficult for clients to remember what you talked about in the last session. Use this time to remind them of the key messages and to help them understand how today's lesson follows.

2. Say: *In the last session, we got to know each other a little bit, talked about what depression is, and began talking about cognitive behavioral therapy—CBT for short. We also talked about how thoughts can affect how you feel.*

3. Ask: *Do you remember the diagram with arrows? It shows that there is a connection between thoughts and mood. And since the arrows point both ways, it shows that your thoughts can affect how you feel and how you feel can affect your thoughts.*

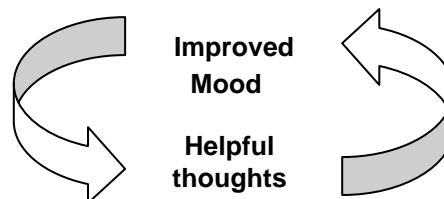
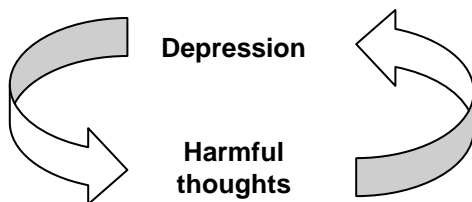
4. Ask: *Do you remember the cartoon with the man in the rain? Can you tell me what the cartoon teaches us?*

If your client does not respond, remind them that the characters' moods were different because they thought about the rain differently.

5. Say: *I'm going to read the key messages from last session. Read aloud the key messages.*

6. Ask: *Do you have any questions before we look at this session's new topic?*

Last Session



Key messages from the last session were:

- A thought is a sentence you say to yourself.



- A feeling is an emotion or mood.

- Your thoughts can affect how you feel.



- You can use your thoughts to improve your mood.

Today we will talk more about the link between your thoughts and your mood. I will also give you some ideas for how to notice your harmful thoughts and replace them with helpful thoughts.

NEW TOPIC: IDENTIFYING HARMFUL AND HELPFUL THOUGHTS

The Link between Thoughts and Mood: A Chaining Activity

PROVIDER TIPS

Time: 15 minutes

Client's Guidebook: Page 32

(**Note:** This activity is repeated in the other modules. In this module the focus is on thoughts.)

1. Say: *We have talked about how the downward spiral of depression can begin with a simple fact, or event. For example, "I got a divorce" The event doesn't have to be big. It could be that you lost your house keys or were late to work.*

We will do a "chaining" exercise in which you can see how your mood can spiral down or up from the event, in a continuous chain, depending on your thoughts. The goal of the exercise is to help you understand that your thoughts affect how you feel and that you can make choices about how you think that can make you feel better or worse.

An example of this exercise is included in your guidebook, but we will do one together on the board.

2. Quickly draw on the board the numbers 1 through 9, with 9 at the top, 8 on the next line, etc. (See the example on the next page.)

3. Say: *Just like the Quick Mood Scale, the chaining activity uses a scale of 1 to 9 to rate your mood. "1" is the worst mood and "9" is the best. The chaining activity begins with a fact or an event. Can you give me a statement of a fact that we can put in the middle on line #5? Would you like to share something that happened recently?*

Use a real event in one of the client's lives and use the chaining activity to illustrate how thoughts can help that person feel better or worse. An example is provided on the next page.

4. Say: *Now I'd like you to think of a thought you might have that would bring your mood down to a 4. What would bring you down just a little bit?*

If the first response seems too drastic, inquire further by asking *If you had that thought, would it bring your mood down to a 4? Or even lower?* Write the thought next to the number where the client feels it belongs.

If your client suggests an activity instead of a thought, say: *If you did that activity, what thought might you be having?* Write the thought on the board.

5. Next ask for a thought that would lead to a mood of about 3, and write it on the board next to the 3. Do the same for moods rated 2 and 1.

Note: While it is best to complete all the numbers, you do not need to fill in all the numbers in this exercise. If clients understand the idea, just fill in one or two going down and one or two going up.

9.

8.

7.

6.

5. I just had a fight with my best friend.

6 I won't be able to cope without my friend.

7. I'm a miserable person to have ruined this relationship.

8. I always mess up my relationships.

9. I may never have another good friend.

6. Complete the rest of the chaining activity spiraling up (see the example on the next page).

Say: *Let's return to the statement of fact that we wrote at number 5. What's a thought that might make your mood improve a little and become a 6?*

Repeat the process for moods up to 9.

1. I feel sure that I will continue to enjoy friends.
2. I have learned from this friendship.
3. I can probably mend this friendship.
4. We have gotten over our fights in the past.

5. I just had a fight with my best friend.

6. I won't be able to cope without my friend.
7. I'm a miserable person to have ruined this relationship.
8. I always mess up my relationships.
9. I may never have another good friend.

7. Ask your client if he or she has any questions or comments.

8. Say: *Now try the same activity on your own—fill in the blanks in the table in your guidebook. (Allow 5 minutes for this.)* **Then say:** *Please read what you wrote?*

9. Say: *What do you notice about the how thoughts and mood are related?*

10. Here are two more examples of the chaining activity.

9. I will keep trying until I find a job that is right for me.
8. I have skills that employers will want.
7. I learned a lot at my last job.
6. I will work hard to find another job.

5. I have just lost my job.

4. I'm not sure if I can find another job.
3. I don't think I did my job well.
2. I will never be a good worker.
1. I am no good.

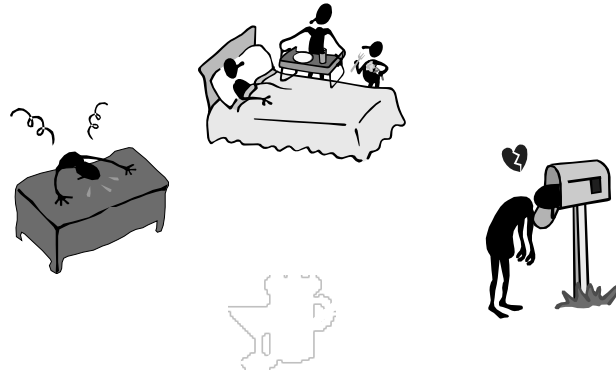
9. I can focus on what is positive in my life and make positive changes.
8. I am still capable of doing many things.
7. There are things I can do to take care of myself.
6. I need to learn more about my health problem.

5. I have a serious health problem.

4. This is really awful.
3. Why me? Why am I being punished?
2. I'm not normal. I won't be able to do anything.
1. Everyone else is having fun, so I am sure that no one cares about me.

In the last session, we talked about how the downward spiral of depression can begin with a straightforward fact or event. Here are some examples.

- You lose a job.
- A relative or friend dies.
- You get sick.
- You were diagnosed with diabetes.
- You have no energy.



Instructions

1. In the table on the next page, **write a statement of a fact or an event** on the line next to #5.
2. What thought might cause your mood to go down just a little? **Write that thought next to #4.**
3. Think of a chain of thoughts that make you feel worse until your mood is at its lowest. **Write that chain of thoughts on lines #3, #2, and #1.**
4. Complete the rest of the chaining activity spiraling up. What is a thought that would make your mood improve just a little? **Write that thought next to #6.**
5. Fill in lines #7 and #8.
6. What thought might make you feel really happy? Write that thought next to #9.
7. **Do you see the link between thoughts and mood?**
 - Your thoughts affect how you feel and act.
 - You can make choices about the way you think.

Example



Best mood	9.	I will keep trying until I find a job that is right for me.
↑	8.	I have skills that employers will want.
	7.	I learned a lot at my last job.
	6.	I will work hard to find another job.
Okay/average mood	5.	I have just lost my job.
↓	4.	I'm not sure if I can find another job.
	3.	I don't think I did my job well.
	2.	I will never be a good worker.
Worst mood	1.	I am no good.

Your chaining activity

Best mood	9.	
↑	8.	
	7.	
	6.	
Okay/ average mood	5.	Statement of a fact or an event _____
↓	4.	
	3.	
	2.	
Worst mood	1.	

The chaining activity illustrates that:

- Thoughts and mood are connected. When you have harmful thoughts, you are more likely to feel down. When you have helpful thoughts, your mood is likely to improve.
- A harmful thought can lead to another harmful thought, bringing your mood down.
- A helpful thought can lead to another helpful thought, bringing your mood up.
- Most of the time, your mood won't be either the worst mood possible (a "1") or the best mood possible (a "9") but somewhere in between.

Harmful Thoughts are not Accurate, Complete, and Balanced

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 35

1. Say: *To identify what kinds of thoughts you are having, it may be helpful to look at thoughts in a different way. Look at the table of harmful and helpful thoughts in your guidebook. One kind of harmful thought is a thought that is inaccurate, or not true. For example, "I never do anything right."*

2. Ask: *Can it possibly be true that you NEVER do anything right? Here is a thought that might be more accurate: "I have made mistakes, but I do many things right." Can you see how this accurate thought might be more helpful at improving your mood?*

3. Go over the rest of the information in the table. **Ask:** *Can you think of other thoughts that are inaccurate, incomplete, or unbalanced?*

4. Say: *When you notice a thought, you can ask yourself: Is this thought accurate? Is this thought complete? Is this thought balanced? Harmful thoughts are not accurate, complete, and balanced.*

If your clients have difficulty sharing their own thoughts - Read aloud two or three of the statements on the list below. **Say:** *Let's try to think of some harmful and helpful thoughts. What harmful and helpful thoughts do you think you might have if you were in the same situation? What thoughts could make your mood worse and what thoughts could make your mood better, in spite of real life challenges?*

- I have just been diagnosed with diabetes.
- The rent is due, and I don't have any money.
- I am in a big hurry for an important appointment.
- I am unable to work right now because I am very depressed.
- I had unprotected sex.
- I haven't talked to my relatives for years. I want to now. I don't know how they'll react.
- People treat me different because I am Latino/Black/gay/female/poor/disabled/overweight.

Harmful

Helpful

Inaccurate (not true)		Accurate (true)
I never do anything right.	vs.	I have made mistakes, but I do many things right.
I will never be able to trust people.	vs.	My trust has been broken in the past, but I am working to build relationships with trustworthy people.
Incomplete (leaves out some facts)		Complete (includes all the facts)
My marriage was a failure.	vs.	During my previous marriage, I learned what I want from a relationship.
I can't work, so I am useless.	vs.	I can't work now, but I am providing emotional support to my family.
Unbalanced (too extreme)		Balanced (fair and reasonable)
I don't know anything.	vs.	I know a lot of things and I don't have to know everything.
I am a failure.	vs.	I've made mistakes, but I'm trying hard to do the right thing now.

Common Habits of Harmful Thinking

PROVIDER TIPS

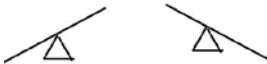
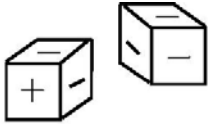
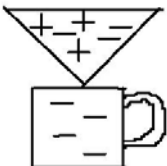
Time: 10 minutes

Client's Guidebook: Page 35

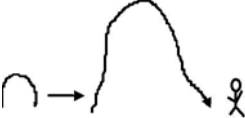

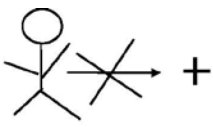
- 1. Say:** *Let's talk about some common categories of harmful thinking. Understanding these will help you notice your harmful thoughts and change them to helpful thoughts.*
- 2. Say:** *The first common way of thinking is called "All or nothing" thinking. The picture shows see-saws that are completely off balance.*
- 3. Read aloud** the text in the second column (under "Category") that goes with all-or-nothing thinking. **Say:** *Do you understand how all-or-nothing thinking could make your mood worse? Can you think of another example of this type of thinking?*
- 4.** Do the same with the other categories—**read the text** in the **second column** aloud. As you describe each category, ask the client if they can suggest an example.
- 5. Say:** *Now let's take a closer look at some of these ways of thinking. Which categories of harmful thoughts do you tend to have? Could you share a thought that you have had that fits in that category? OR think back to the harmful thoughts you tracked during last week's practice. Let's see if the harmful thoughts you wrote down fall into one of these categories.* Then read aloud the text in the **third column** (under the heading "Examination: Are your thoughts accurate, complete, and balanced?") that goes with that category. Work to begin to examine the client's thoughts using these questions. Do the same for several categories that clients would like to discuss, as time permits.
- 6.** When the client offers a thought, ask the individual to decide if the thought fits any of the common ways of harmful thinking.
- 7. Say:** *These categories of thoughts may help you notice your own ways of thinking. Once you notice your own thinking habits, you can learn how to change your harmful thoughts to helpful thoughts to improve your mood.*

Before you can replace a harmful thought with a helpful thought, you have to be able to identify your harmful thoughts. Understanding more about common ways of harmful thinking can help. Try to identify the categories that describe your ways of harmful thinking.

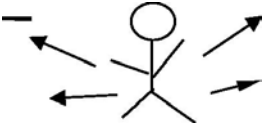
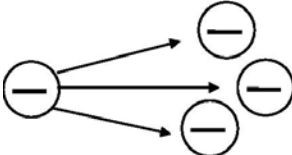

Common Habits of Harmful Thinking

Symbol	Category	Examination: Are your thoughts accurate, complete, and balanced?
	<p>All-or-Nothing Thinking</p> <p>Can only be at one end of the scale, top or bottom. Black or white. All good or all bad. Best or worst. Perfect or a failure.</p> <p>Examples:</p> <ul style="list-style-type: none"> • I am not capable of loving. • I can't express my feelings. 	<p>Are there shades of gray? Maybe a more accurate thought is somewhere in the middle. Try to think in a more balanced way.</p>
	<p>Pessimism</p> <p>Believing negative things are more likely to happen and positive things are never or hardly ever going to happen</p> <p>Example:</p> <ul style="list-style-type: none"> • Why bother talking to the doctor; he/she probably can't help me. 	<p>Why choose to believe that negative things are more likely to happen? Are you really giving positive and negative things an equal chance?</p>
	<p>Negative Filter (Ignoring the Positive)</p> <p>Only remember negative events. Filtering out positive events. Your cup of life ends up very bitter and negative.</p> <p>Examples:</p> <ul style="list-style-type: none"> • I can't work, so I am useless. • If we lose it will be all my fault. • Nothing good happened to me this week. • My life is worthless if I can't see. 	<p>Is it true that there is nothing positive about your situation?</p>

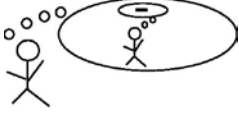
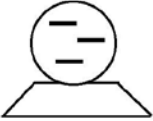
Common Habits of Harmful Thinking

Symbol	Category	Examination: Are your thoughts accurate, complete, and balanced?
	<p><i>Exaggerating</i></p> <p>Exaggerating problems and the possible harm they could cause, and underestimating your ability to deal with them. Making a “mountain out of a mole hill.”</p> <p>Examples:</p> <ul style="list-style-type: none"> • I can’t stand it. • I will never be able to complete this task. 	<p>How big is the problem really? Where is it likely to lead? How might you deal with the problem?</p>
	<p><i>Labeling (either yourself or others)</i></p> <p>Attaching a negative label, instead of seeing an error or problem. Labels can become self-fulfilling prophecies. “Stupid” vs. not good at math. “Clumsy” vs. drop things occasionally.</p> <p>Examples:</p> <ul style="list-style-type: none"> • I can’t believe I don’t know the answer. I must be stupid. • I am ugly (or unattractive). 	<p>What is it specifically that you can’t do or that you are upset about? Think about what you did rather than who you are. Have there been times when people seemed to enjoy doing something in your company?</p>
	<p><i>Not Giving Oneself Credit</i></p> <p>Thinking positive things that happen are either just luck or somebody else’s doing and never the results of one’s effort.</p> <p>Example:</p> <ul style="list-style-type: none"> • Yes, I came to therapy today, but it’s no big deal. 	<p>Are you overlooking your strengths and accomplishments? Pat yourself on the back for something good that you made happen. Did you contribute in some way?</p>

Common Habits of Harmful Thinking

Symbol	Category	Examination: Are your thoughts accurate, complete, and balanced?
	<p><i>Blaming Oneself</i></p> <p>Thinking negative things happen, and they are always entirely your fault.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Things would have gone well if I hadn't been there. • My partner seems very upset today, maybe I did something wrong. • If we lose it will be all my fault. 	<p>Are you to blame for everything, always? Do bad things happen only to you? Are there good things that you have made happen? Are there things that went well because you were there?</p>
	<p><i>Overgeneralization</i></p> <p>Taking one negative characteristic or event and seeing it as a never-ending pattern. He/she doesn't like me = no one likes me.</p> <p>I couldn't do this one thing = I can't do anything.</p> <p>Examples:</p> <ul style="list-style-type: none"> • If I can't get this job, then everything's lost. I might as well give up. • I can't believe my friend did what she did. • I don't think I can trust anyone ever again. 	<p>Are you assuming that every situation and every person are the same? This is just one situation and one person. Can you remember other situations and people that are different? Even the same person may act differently next time—do you always act the same?</p>
	<p><i>"Should"ing yourself</i></p> <p>Telling yourself you should, ought, and must do something. Makes you feel forced to do things, controlled, and resentful. Weighing yourself down with "shoulds."</p> <p>Example:</p> <ul style="list-style-type: none"> • I should be the best. • This shouldn't have happened to me. 	<p>Do you really have to do anything? Do things have to turn out a certain way? Is it necessary for things to turn out the way you want in order for you to be happy?</p>

Common Habits of Harmful Thinking

Symbol	Category	Examination: Are your thoughts accurate, complete, and balanced?
	<p><i>Mind Reading</i></p> <p>Thinking that you know what others are thinking, and they are thinking negatively about you.</p> <p>Examples:</p> <ul style="list-style-type: none"> • My partner seems very upset today; I must have done something wrong. • I did not get the answer first. My team members must be mad at me. • I can't tell others how I feel because they will think I am crazy. • Other people think I am boring (or depressing). 	<p>Can you really know what others are thinking? Most people are focused on their own problems. Maybe they are acting in a certain way for reasons that don't have anything to do with you. What are some possible reasons?</p>
	<p><i>Negative Fortune Telling</i></p> <p>Thinking that you can see how things will be in the future and it is bad.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The party is going to be really boring so why bother going. • I'll never be happy again. • I am not capable of loving. 	<p>Can you predict the future? What would it be like to help shape the future rather than just imagining that it will be bad? Things may change from how they used to be.</p>



KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 40

1. **Say:** *Today we have talked about some common habits of harmful thinking.*
2. **Read aloud** the key messages
3. **Ask** your client if he or she has questions or comments.

- A harmful thought can lead to another harmful thought, bringing your mood down.
- A helpful thought can lead to another helpful thought, bringing your mood up.
- You can learn to notice your harmful thoughts by being aware of common ways of harmful thinking.
- You can begin to question your harmful thoughts.
- You can try to think in ways that help you have a healthy mood.



PRACTICE

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 41

Quick Mood Scale

1. Read aloud the directions for the Quick Mood Scale.

Keep Track of Your Thinking Each Day

2. Say: *The first step in changing your thoughts and improving your mood is to identify those thoughts that are most powerful in terms of your own mood. Your other practice activity is to keep track of your thinking each day.*

3. Pass out index cards, seven cards and one binder clip to your client. **Read the directions (practice #2) aloud. Then say:** *You also have room in your guidebook to write your harmful and helpful thoughts each day. You may use the cards, or the guidebook, or both. You can take a few minutes right now and put the plus signs and minus signs on your cards.*

4. Say: *Try not to write down things that are happening to you. Instead, write down what you are thinking that makes you feel better or worse. I expect that you will be able to identify 5 - 10 thoughts each day. Bring the cards with you for next session. You can use the clip to attach them to your guidebook. Take a moment to write down one harmful and one helpful thought to get you started.*

5. Remind the client that it is important that they do the practice activities. **Ask** the client if they have any questions.

Notice Categories of Harmful Thoughts

6. Say: *As you track your thoughts, try to notice whether your harmful thoughts tend to fall in one or more of the categories of harmful thoughts. You can also review the categories and they may help you to notice your harmful thoughts.*

1. Track your mood using the Quick Mood Scale.

Notice at the bottom of the Quick Mood Scale that we have added a place where you answer "Yes" or "No" to whether you were able to notice your harmful thoughts each day. Of course you won't

notice every thought that you have in the course of a day—but try to become more aware of what your thoughts are when you are most depressed or feeling the most at peace. Eventually, you will probably notice that on the days when you have fewer negative thoughts, your mood will be better.

2. Track your thoughts using index cards.

- Use one separate card for each day (using either the separate index cards or the “cards” printed in your guidebook).
- Write the day of the week on the cards. For example, if you start tracking your thoughts for the week on a Wednesday, write “Wednesday” (or “W”) on the first card.
- Mark one side of the first day’s card with a minus sign (-) and write 4-5 negative (harmful) thoughts that you have that day. Mark the other side of the card with a plus sign (+) and on that side write 4-5 positive (helpful) thoughts that you have on the same day. You can look back at the lists of harmful and helpful thoughts for examples.
- Bring your cards with you to the next session.

3. Notice which categories of harmful thoughts your thoughts tend to fall into.

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- At the bottom, answer “Yes” or “No” indicating how successful you were in noticing your thoughts.

Day of the Week	_____	_____	_____	_____	_____	_____	_____
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/average mood	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1
Were you able to notice your harmful thoughts?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No

Thoughts, Day 1

—



(Write in the day of the week.)

Thoughts, Day 1

+



(Write in the day of the week.)

Thoughts, Day 2

—



(Write in the day of the week.)

Thoughts, Day 2

+



(Write in the day of the week.)

Thoughts, Day 3

-



(Write in the day of the week.)

Thoughts, Day 3

+



(Write in the day of the week.)

Thoughts, Day 4

—



(Write in the day of the week.)

Thoughts, Day 4

+



(Write in the day of the week.)

Thoughts, Day 5

—



(Write in the day of the week.)

Thoughts, Day 5

+



(Write in the day of the week.)

Thoughts, Day 6

-




(Write in the day of the week.)


Thoughts, Day 6

+



(Write in the day of the week.)

Thoughts, Day 7	—	
<hr/>		
(Write in the day of the week.)		

Thoughts, Day 7	+	
<hr/>		
(Write in the day of the week.)		



PROVIDER TIPS

Time: 1 minutes

Client's Guidebook: Page 48

- 1. Encourage** your client to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.
- 2. Read aloud** the questions. Stop after each question and ask the client if they have any comments.

FEEDBACK

The provider will ask for your comments about how the session went. They might ask the following questions:

- What was helpful about today's session?
- What was less helpful?
- What suggestions do you have to improve your treatment?



PROVIDER TIPS

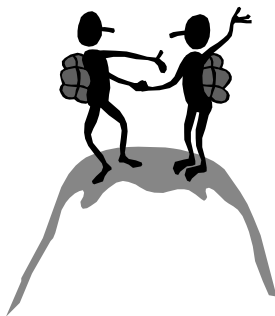
Time: 1 minute

Client's Guidebook: Page 48

1. **Read aloud** the text.
2. **Congratulate** your client for attending the therapy session.

LOOKING AHEAD

In Session 3, you will learn how to “talk back” to your harmful thoughts. You will practice replacing your harmful thoughts with helpful thoughts.



PROVIDER SELF-EVALUATION FORM: THOUGHTS, SESSION 2

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Identifying Harmful and Helpful Thoughts		
The Link Between Thoughts and Mood: A Chaining Activity	_____	_____
Harmful Thoughts are not Accurate, Complete, and Balanced	_____	_____
Common Habits of Harmful Thinking	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 3: TALKING BACK TO YOUR HARMFUL THOUGHTS

PROVIDER TIPS

Materials Needed

- **Client’s Guidebook** (“Thoughts and Your Mood”)—an extra copy to loan in case your client forgets to bring their own guidebook
- **Pens**—enough pens to use during therapy
- **Dry erase board, chalkboard**, or large sheets of paper to present material to client
- **Index cards**—need at least seven cards
- **Small binder clips**—need to give one to clients—so they can attach their index cards to their guidebook
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

Provider’s Goals

- Reinforce the relationship between harmful thoughts and mood.
- Help your client understand that the next step after identifying harmful thoughts is to manage them.
- Teach your client three strategies for managing harmful thoughts.

PROVIDER TIPS

Welcome Client

1. Ask your client how their week went. Be sure to keep this brief. If they say too much , you can try to relate this to their PHQ-9, mood chart, or homework.

2. Ask about how their practice went.

3. Pass out the PHQ-9 depression measure. Ask your client to fill it out, put their name on it, and return it to you. Tell client that you will talk more about it later.

Scan the survey quickly as you collect it. Notice any major changes in the severity of client's depression symptoms, including thoughts of suicide. If a client reports thoughts of suicide, consult with your supervisor.

Purpose and Outline

Client's Guidebook: Page 50

4. Introduce the Purpose and Outline.

5. Ask: *What do you think it means to “talk back” to your thoughts?*

Ask your client for their ideas. Make sure the client understands that talking back to their harmful thoughts means to examine them and replace them with helpful thoughts.

PURPOSE

- Understand that after identifying harmful thoughts, the next step is learning how to manage them to improve your mood.
- Learn three strategies for “talking back” to harmful thoughts to improve your mood.

OUTLINE

- I. How Have You Been Feeling?
- II. Review
- III. New Topic: Talking Back to Your Harmful Thoughts
 - A. Examine the Evidence
 - B. Find a Replacement Thought for Your Harmful Thought
 - C. Catch It, Check It, Change It: Three Steps to Manage Your Harmful Thoughts
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Looking Ahead



ANNOUNCEMENTS

The provider will make any announcements that might be necessary.

Is there anything you need to let your provider know about?

HOW HAVE YOU BEEN FEELING?

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 50

1. **Read aloud** the text in the client's Guidebook.
2. After the session, **compare** the client's questionnaire to the ones he or she has filled out before. This comparison will allow you to monitor your client's progress.

The questionnaire you filled out at the beginning of Session 1 and again today is called the "Patient Health Questionnaire" or PHQ-9 for short. It allows you and your provider to check how you are feeling today and to keep track of how you are feeling while you are in CBT treatment.

Practice

PROVIDER TIPS

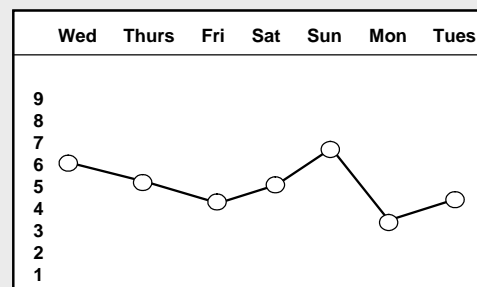
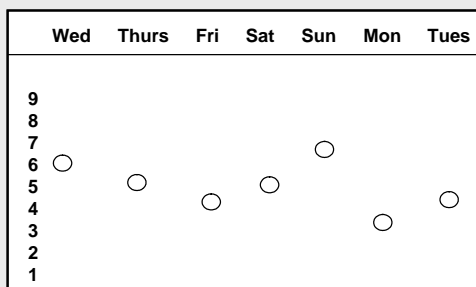
Time: 10 minutes

Client's Guidebook: Page 51

Quick Mood Scale

Ask your client about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one Client's Quick Mood Scale.

1. Start the graph with the day of the week the session meets. If your client meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask the client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.

4. Possible follow-up questions: *What do you notice about your mood during the last week? Your mood was the lowest on [day]. What were your thoughts on that day [integrate thoughts recorded on index cards or guidebook]? Your mood was higher on [day]. What thoughts were you having on that day? What do you notice about the connection between your thoughts and your mood?*

5. Try to connect thoughts and mood. Have the person describe the event and his or her thinking, and help him or her to change negative thinking. The point is to teach how to apply the CBT skills to specific, real-life situations, but not necessarily to solve **every** difficult situation. (This would be an example of all-or-nothing thinking: *“If CBT doesn’t solve all my problems, then it doesn’t work.”*)

Keep Track of Your Thoughts Each Day

6. Review of thoughts tracking should be integrated into the review of the Quick Mood Scale.

7. Ask and discuss: *Was it difficult to keep track of your harmful and helpful thoughts each day? Please share some harmful and helpful thoughts?*

Notice the Categories of Harmful Thoughts

8. Go over the questions in the text.

At the end of the last session, we asked you to do the following practice activities.

1. Keep track of your moods on the Quick Mood Scale.

2. Track your thoughts using index cards or on the “cards” included in your guidebook.

3. Notice which categories of harmful thoughts your thoughts tend to fall into.

Questions to think about:

- Were you able to notice when you were having harmful thoughts?
- Which harmful thinking habits do you think affect your mood the most?
- Have you found healthy ways to balance your thinking and improve your mood?



Last Session

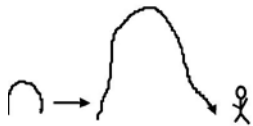
PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 52

1. It may be difficult for clients to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.
2. **Say:** *In the last session, we talked about some common ways of thinking that can be harmful to you because they bring your mood down. The purpose was to help you learn how to notice your own harmful thoughts so you can replace them with helpful thoughts and feel better.*
3. **Ask:** *Can you remember what habits of thinking go with the pictures? You can look back at pages 36-39 if you want to.*
4. **Say:** *Let's review the key messages from last session.*

- What do you remember most from last session?
- What do you remember about common habits of harmful thinking?



Key messages from the last session were:

- A harmful thought can lead to another harmful thought, bringing your mood down.
- A helpful thought can lead to another helpful thought, bringing your mood up.
- You can learn to notice your harmful thoughts by being aware of common ways of thinking.
- You can begin to question your harmful thoughts.
- You can try to think in ways that help you have a healthy mood.

NEW TOPIC: TALKING BACK TO YOUR HARMFUL THOUGHTS

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 53

1. Say: *We have talked about how to notice your harmful thoughts. Now what? There are different ways that you can manage harmful thoughts to improve your mood. We will talk about some of these today. Feel free to try out different methods. You may find that one works better for you than others.*

2. Say: *These are the methods we will talk about.*

- *Examine the evidence to find out if your thought is accurate, complete, and balanced.*
- *Find a helpful replacement thought for your harmful thought.*
- *Catch It, Check It, Change It: use these three steps to manage your harmful thoughts.*

The way you think is probably familiar, comfortable, and automatic. Changing your thinking habits may be difficult at first. It requires practice. But it is possible!

You can use several strategies to “talk back” to your harmful thoughts to improve your mood. Three strategies are described in this session.

- Be a detective--gather evidence to find out more about your thoughts and whether they are harmful or helpful.
- Replace a harmful thought with a helpful thought.
- When you feel down, stop and notice your thoughts. If you notice that you are having a harmful thought, change it to a more helpful thought.

Examine the Evidence

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 53

- 1. Say:** *One way you can manage a harmful thought is to look at it more closely and see if it is really true. Pretend that you are a detective. You will gather evidence about the thought and examine it to discover whether it is accurate, complete, and balanced.*
- 2. Say:** *Take a minute to identify a thought that brings your mood down. Write it in your guidebook under #1.*
- 3. Say:** *Please share the thought you wrote down.*
- 4. Say:** *Now let's look at the questions in #2 and examine the evidence related to this thought. **Read aloud** the questions and after each one stop and discuss how it applies to your client's thoughts.*
- 5. Say:** *Now we will look at some other ways you can learn more about your thought.*
- 6. Go over** the instructions in #3-6. Stop after each new idea and ask the client to consider how they might apply it to the harmful thought. Make sure to ask about the client's helpful replacement thoughts before moving on, and help them to generate one if they are having trouble.
- 7. Tell** the client that they may write notes about their own thought if they want to.

The next time you have a thought that brings your mood down or causes a strong negative feeling, try



examining your thought to find out more about it. Follow these steps.

1. First, write down the thought on the lines below.

2. Ask yourself: Is the thought mostly true, mostly false, or neither?

- What is the evidence that your thought is true?
- What is the evidence that your thought is false?
- How much of your thought do you think is true?
- How much of your thought is false?

3. Share your thought with another person--someone whose opinion you trust. Ask the person what they think about your thought. Often we think differently when we say our thoughts out loud to others. Different people have different points of view. What is the other person's point of view?

On the other hand, the opinion of someone else is only one piece of evidence and you, as the detective, should take into account all the evidence and come to your own conclusions.

4. Gather more evidence by experimenting. When you're not sure if your thought is accurate, complete, and balanced, you might need to gather more evidence.

If your thought is, "If I go to the party, I will not have a good time" (an example of negative fortune telling), it might be useful to actually go to the party with an open mind and see how it really is.

To test the accuracy of your thought and gather more evidence about your thought, what are some other experiments you might try? Write one idea on the lines.

5. When you are finished collecting evidence, ***what is the verdict on your thought?*** How realistic was it? Was it harmful or helpful?

Circle one.

Very helpful

Helpful

Neither helpful nor harmful

Harmful

Very harmful

6. ***Considering all the evidence, how could you change your thought*** to be more helpful? Write a helpful thought on the lines below.

Find a Replacement Thought for your Harmful Thought

Practice using replacement thoughts.

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 56

1. Say: *After you notice a harmful thought, you can replace your harmful thought with a helpful thought. If your thought is incomplete, for example, you can replace it with a complete thought.*

2. Introduce the text through #2.

3. Say: *Can you identify one harmful thought? Write* one or more harmful thoughts on the board or a piece of paper.

4. Make sure that your client has not identified a statement of fact about things that are difficult, such as “I have diabetes” or “my family member just died.” Help them understand the difference between having thoughts about a difficult situation and having thoughts that add unnecessary suffering to an already difficult situation. For example, a person might think “I have diabetes” (a statement of fact) “and therefore I will never have fun” (a harmful thought). You can help a client understand this difference by asking him or her to fill in the rest of this sentence: “I have diabetes and because of that”

5. Say: *OK, now we have a harmful thought. Is it accurate, complete, and balanced?*

6. Say: *Can you suggest a thought that would be more helpful? Write* the replacement thought on the board.

7. Say: *Your guidebook has several examples of replacement thoughts. Notice that they are organized around the common habits of harmful thinking that we talked about in the last session. Do you notice any harmful thoughts that you have had in the past?*

8. Say: *Once you have identified your harmful thoughts, it is easier to respond to them. You can take a good look at them, decide whether they are accurate, complete, and balanced, and replace them with a helpful thought.*

1. The next time you have a moment during the day when you notice a change in your mood, stop and take a deep breath. Look into your mind. What are your thoughts at that moment? Do you recognize your thoughts as harmful or helpful?



2. Try to replace a harmful thought with a helpful one. Think about these questions.

- If you apply a replacement thought, how does your thinking change?
- When your thinking changes, how does your mood change?

The tables on the next few pages give examples of some helpful thoughts to replace harmful thoughts. Notice that the helpful thoughts are **accurate, complete, and balanced**.

<i>Harmful Thoughts</i>		<i>Helpful Thoughts</i>
Inaccurate	→	Accurate, true
Incomplete	→	Complete, whole
Unbalanced	→	Balanced, reasonable

Examples of Replacement Thoughts

**Harmful
Thought**



**Helpful
Thought**



All-or-nothing thinking	
I was a terrible parent.	I made mistakes as a parent, but I tried my best.
My mistake ruined everything.	My mistake cost me some time, but I can learn from it.
I am a complete mess.	I do some things well and I need to improve on others.
Pessimism	
Why even try?	I know if I try hard I will succeed at some things, but not everything.
Things never go my way.	Right now, things aren't going my way, but at other times they have
Negative filter	
Everything in the news is terrible.	Some things in the news are upsetting (dramatic news sells newspapers), but good things happen every day.
Today was awful.	Some bad things happened today, but tomorrow is another day.
All you do is criticize me.	I feel bad when you criticize me, but I appreciate it when you bring me coffee in the morning.

Harmful Thought

Helpful Thought

Exaggerating	
If he leaves me, I'll die.	I would like to keep my marriage, but many people go on to live happily after a divorce if they have to, and I could too.
My kid is a terrible mess.	My kid is having some problems right now, but I know he will learn from his mistakes.
Life is too hard.	Sometimes it feels hard to have the energy to keep trying, but I know that I can take one step at a time.
Labeling	
I am a total mess.	I have trouble with some things, but I am good at others; for example, I am good at being a friend.
My daughter is horrid.	I don't like my daughter's behavior right now, but I am proud that she is so bright.
My life is a disaster.	I have had many difficult losses, but many things in my life are good, including my friends and my health.
Not giving oneself credit	
I'm lucky I lived.	I lived because I worked hard with my doctors and did everything they said before the surgery.
I don't deserve my job.	I have made mistakes in my job, but I have also made valuable contributions.
My husband/wife/partner makes our household work.	I contribute to our family in different ways from my husband/wife.
Blaming oneself	
I should support my family better.	I supported my family for years and there are still many things I can do for them.
My divorce is my fault.	I made some mistakes in my marriage, but not all of the problems were my fault.
I failed at my job.	I was fired from this job, but I did the best I could at the time.

Harmful Thought

Helpful Thought

Overgeneralization	
When I had that drink, I ruined my sobriety.	I had a lapse, but that doesn't mean that I'll have a full-blown relapse.
You can't trust anyone.	There are some people you can trust, and others you cannot.
"Should"ing	
I should have known better than to trust him.	I am learning that I need to move slowly when learning to trust others and wait to make sure they are trustworthy.
He should be nicer to me.	I would like it if he wasn't so rude, but he is who he is.
Mind reading	
I know John is mad at me; he didn't even speak.	John may be having his own problems.
My boss frowned at me; I'm going to get fired.	I don't really know why my boss frowned at me. Maybe he is having a bad day.
Negative fortune telling	
I just know something terrible is about to happen.	I'm worried right now, but that doesn't mean something bad is bound to happen.
This will never work.	This may work or not, but it is worth trying.
Everything will turn out bad.	Some things won't turn out the way I want, but others will.

Catch It, Check it, Change it

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 60

1. Say: *The Catch It, Check It, Change It method combines some of the other strategies that we have been talking about. This exercise ties together the process of identifying a harmful thought, questioning the thought, and then coming up with a replacement thought.*

2. Introduce the text “Catch It, Check It, Change It.” **Ask** for questions as you discuss the material.

3. Say: *Look at the table in your guidebook on page 62. Read the instructions from the table.*

4. Catch It. Say: *For “Catch It,” we are trying to catch the thought that made our mood go down. Sometimes it is easier to notice your feeling first. Think of a negative emotion or low mood as a stop sign to “catch” your thought. Think about a time in the last week when you noticed your mood get worse. What was the situation? What were your feelings? What were your thoughts?*

5. Check It. Say: *Now, let's “check” whether this thought is accurate, complete and balanced.*

First, is the thought accurate? Remember, “accurate” means almost the same thing as “true.” Is the statement true?

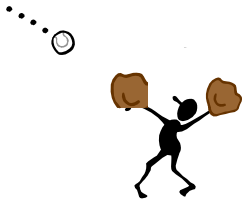
Is the thought complete? Remember, a complete thought includes all the important and relevant facts.

Is the thought balanced? If the thought is balanced, it isn't too extreme. It is fair and reasonable.

6. Change It. Say: *Now, let's “change” this harmful thought to a more helpful thought. Can you think of a replacement thought for the harmful thought?*

7. Practice the exercise one or two times on the board, then say: *Take a minute and try filling out the table with your own example.*

8. After allowing time to complete the exercise, try to review as many examples from the session as possible.



1. Catch it

The first step is to notice—or “catch”—your harmful thought.

If you find that your feelings are easier to catch than your thoughts, you can use your feelings as a signal to stop and focus on what you are thinking. For example, when you notice that your mood changes or that you feel sad or angry, stop. Ask yourself some questions.

- What thought was I having when I noticed a change in my mood?
- What was happening at the time?



2. Check it

– Examine your thought more closely. You can ask yourself the following questions to help you consider whether your thought is helpful or harmful—that is, whether the consequences of the thought are good or bad for you.

Is the thought:

- **Inaccurate (not true)?** I am a total failure as a parent.
or
- **Accurate (true)?** I’ve tried hard to be a good parent, but my kids are in trouble.
- **Incomplete (leaves out some facts)?** I failed my children.

or

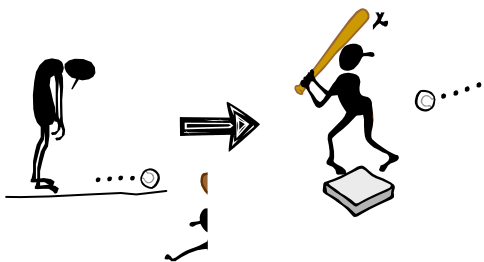
- **Complete (includes all the facts)?** There were times that I was not as good a parent as I would have liked to be, but there were times things went well.
- **Unbalanced (too extreme)?** “Nothing has worked out for me.”

or

- **Balanced (fair and reasonable)?** I had a hard time lately, but I can get back on my feet if I try.

If a thought is not accurate, complete, and balanced, it can bring your mood down.

3. Change it



How could you change your harmful thought? What helpful thought could replace your harmful thought?

Catch It, Check it, Change It

Think about a time in the last week when you noticed a change in your mood. Then try to answer the questions in the table below. (Examples are provided, but think about your own situation.)



What happened?	What were your feelings?	What was your thought?	Examine your thought. Is it accurate, complete and balanced?	Replace the harmful thought with a helpful thought.
<i>I had a fight with my partner.</i>	<i>Sad, angry.</i>	<i>My partner always gets his/her way.</i>	<i>Was there a time when I got what I wanted? Maybe my thought isn't complete.</i>	<i>We won't always agree. My partner gets his/her way sometimes, but I often get what I want too.</i>

KEY MESSAGES

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 63

1. **Read** the key messages aloud.
2. **Ask** the client if they have any questions or comments.

- You can learn ways to “talk back” to your harmful thoughts to improve your mood.
- You can examine your thoughts to learn more about them and decide if they are harmful or helpful.
- You can learn to replace a harmful thought with a helpful thought.



PRACTICE

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 63

Quick Mood Scale

1. Remind client that the Quick Mood Scale now includes a place at the bottom to indicate whether they were able to notice their harmful thoughts.

Catch it, Check it, Change It

2. **Say:** *Look at the chart in your guidebook after the Quick Mood Scale. It is like the one we looked at when we talked about "Catch it, Check it, Change it". I would like you to practice completing this exercise this week when you notice your mood gets worse. Go over* the directions at the top of the chart and in the first row.

4. Ask client if they have any questions.

1. Track your mood using the Quick Mood Scale. Don't forget to try to notice your harmful thoughts each day.

2. Use the Catch it, Check It, Change It steps in the next week to notice your thoughts and feelings, examine them, and change your harmful thoughts to helpful thoughts. **Fill in the Catch It, Check It, Change It chart** that you will find after the Quick Mood Scale.

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- At the bottom, answer “Yes” or “No” indicating how successful you were in noticing your thoughts.

Day of the Week

Best mood

	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
OK/average mood	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1

OK/average mood

Worst mood

Were you able to notice your harmful thoughts?

	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No

Catch It, Check it, Change It

Think about a time in the last week when you noticed a change in your mood. Then try to answer the questions in the table below. (Examples are provided, but think about your own situation.)



What happened? <i>I had a fight with my partner.</i>	What were your feelings? <i>Sad, angry.</i>	What was your thought? <i>My partner always gets his/her way.</i>	Examine your thought. Is it accurate, complete and balanced? <i>Was there a time when I got what I needed? Maybe my thought isn't complete.</i>	Replace the harmful thought with a helpful thought. <i>We won't always agree. My partner gets his/her way sometimes, but I often get what I want too.</i>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 66

- 1. Encourage** client to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.
- 2. Read aloud** the questions. Stop after each question and ask the client if they have any comments.

The provider will ask for your comments about how the session went. They might ask the following questions:

- What was helpful about today's session?
- What was less helpful?
- What was difficult about this session?
- What suggestions do you have to improve your therapy?



LOOKING AHEAD

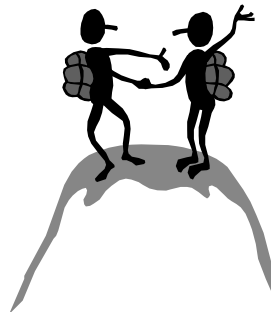
PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 66

Give client a preview of the next session. **Read aloud** the text.

In Session 4 of the Thoughts module, we will talk about more strategies for changing your harmful thoughts to helpful ones. We also will review the Thoughts module.



PROVIDER SELF-EVALUATION FORM: THOUGHTS, SESSION 3

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: What Can You Do Once You Have Identified Your Harmful Thoughts?		
Examine the Evidence	_____	_____
Find a Replacement Thought	_____	_____
Catch It, Check It, Change It	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____

SESSION 4: HOW TO HAVE MORE HELPFUL THOUGHTS TO IMPROVE YOUR MOOD

PROVIDER TIPS

Materials Needed

Client's Guidebook ("Thoughts and Your Mood")—an extra copy to loan in case your client forgets to bring their guidebook

Pens—enough to use for the session.

Dry erase board, chalkboard, or large sheets of paper to present material

Kleenex or other facial tissue

A **timer** or quiet alarm clock—this is optional

Provider' Goals

- Teach more strategies for having helpful thoughts.
- Talk about how helpful thoughts can help clients live the life they want.
- Look back and review the Thoughts module

PROVIDER TIPS

Welcome Client

Ask them how their practice went.

Purpose and Outline

Client's Guidebook: Page 68

Introduce the Purpose and Outline.

PURPOSE

- Learn strategies for having more helpful thoughts.
- Understand that having more helpful thoughts can improve your mood and help you live the life you want.

OUTLINE

- I. Review
- II. New Topic: How to Have More Helpful Thoughts
 - A. Identify Your Helpful Thoughts
 - B. Balancing Your Thoughts with “Yes, But” Statements
 - C. Set Aside Some Worry Time
- III. Key Messages
- IV. Practice
- V. Feedback
- VI. Review of Module
- VII. Looking Ahead to the Next Module



REVIEW

Practice

PROVIDER TIPS

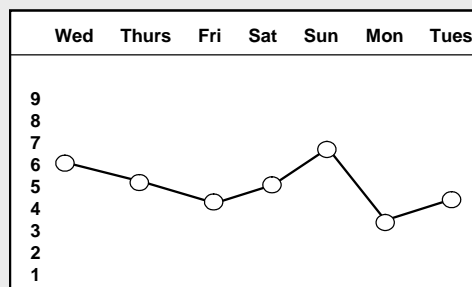
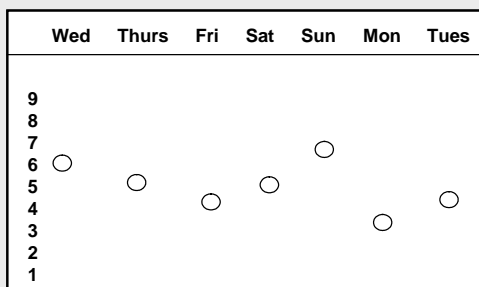
Time: 10 minutes

Client's Guidebook: Page 69

Quick Mood Scale

Ask clients about how they did tracking their moods on their Quick Mood Scales. Make a graph based on your client's Quick Mood Scale.

1. Start the graph with the day of the week the client meets with you. If your client meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask your client to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the client's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the client's mood for each day, draw lines between the dots to show how mood can change up and down.

4. Possible follow-up questions: *What do notice about your mood during the last week? Your mood was the lowest on [day]. What were your thoughts on that day [integrate thoughts recorded on index cards or guidebooks]? Your mood was higher on [day]. What thoughts were you having on that day? What do you notice about the connection between your thoughts and your mood?*

Catch It, Check It, Change It

5. Say: *Your practice also included filling in the Catch It, Check It, Change It table. Who would like to share what they wrote down? Write examples on the board. Try to connect replacing harmful thoughts with helpful thoughts to their mood ratings on the Quick Mood Scale.*

Practice

- 1. Track your mood using the Quick Mood Scale.**
- 2. Use the Catch it, Check It, Change It steps.**

Last Session

6. It may be difficult for your client to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.

7. **Say:** *In the last session, we talked about the fact that after you have learned how to identify your thoughts, you can learn how to respond to your harmful thoughts to feel better.*

8. **Go over** the text under "Last Session."

Last Session

1. Last session we talked about three ways to manage a harmful thought.

- Examine the evidence.



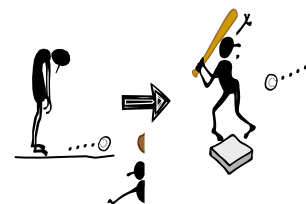
- Replace a harmful thought



with a helpful thought.



- **Catch** the thought, **check** the thought, and **change** the thought.



2. What do you remember most from the last session?

Key messages from the last session were:

- You can learn ways to “talk back” to your thoughts to improve your mood.
- You can examine your thoughts to learn more about them and decide if they are harmful or helpful.
- You can learn to replace a harmful thought with a helpful thought.

NEW TOPIC: HOW TO HAVE MORE HELPFUL THOUGHTS

PROVIDER TIPS

Time: 10 minutes

Client's Guidebook: Page 71

1. Say: *Now let's try to identify some thoughts that are accurate, complete, and balanced—in other words, helpful.*

Can you remember a time in the last week when you felt good? Take a moment to close your eyes and try to picture yourself in the situation you were in when you felt good. Now, with your eyes still closed, try to remember the thoughts you were having at the time.

2. Say: *Ok, now open your eyes and write your thoughts on the lines in your guidebook.*

3. Say: *What thoughts did you notice? Write some of the client's thoughts on the board or piece of paper.*

4. Say: *We can look at these thoughts by using the questions you see in your guidebook. Read aloud the questions one at a time and discuss them in relation to the thoughts shared by your client.*

Identify Your Helpful Thoughts

Try to remember a time in the last week when you felt good. Close your eyes and try to picture yourself in the situation you were in then. What were you thinking? Write down these thoughts.

Questions to think about:

- Was your thought accurate, complete, and balanced?
- How does this thought make you feel?
- What thoughts help you feel good about yourself?
- What thoughts give you strength?
- What thoughts can keep you feeling good?



Balancing your Thoughts with “Yes, but” Statements

PROVIDER TIPS

Time: 10 minutes

Client’s Guidebook: Page 73

1. Say: *In the last session we talked about strategies for replacing harmful thoughts. Today, we’ll discuss some ways to have more helpful thoughts. When you have more helpful thoughts and feel less depressed, you can start to think about how you want your life to be.*

2. Say:

- *Sometimes depression gets in the way of having helpful thoughts.*
- *Helpful thoughts can affect mood positively.*
- *A different way of thinking takes time and must be practiced.*
- *Having more accurate, complete, and balanced thoughts does not mean that your life will be perfect or without problems. Instead, your life can be more balanced.*

3. Introduce the text. Discuss the ideas with the client.

4. Say: *Let’s look at the “yes, but” table. I will read the first example aloud. **Read aloud** the text in the first row.*

5. Say: *Now I would like you to try filling in your own example*

6. After a few minutes, **say:** *Please read what you wrote?*

7. Ask: *Do you have any comments or questions before we look at another way to have more helpful thoughts?*

What If Your Thought is True?

What if you examine the evidence and find that your thought is true? For example, it may be true that when you were depressed and you were not able to do your best work and you lost a job. Can you accept what you can’t change and let go of it so that it doesn’t bring your mood down?

Imagine What You Would Say to Someone Else in the Same Situation

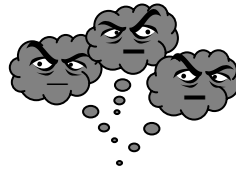
You might find that you are more accepting of other people than you are of yourself. If a friend had the same thought or was in the same situation, what would you say? Try giving yourself the same advice you would give to your friend.

Accept the Truth and Move On—Add “Yes, But” to Your Thinking

When you are depressed, you might find it difficult to think helpful thoughts about yourself or your situation. One way to fight back is to add “yes, but” to your thoughts. You don’t have to ignore or deny your problems—but you can add balance to your thinking.

Strategies for Talking Back to Harmful Thoughts:

Add "Yes, But"



Example of a harmful thought

Add a "yes, but" statement

I was fired because I performed poorly at my job. Nobody will want to hire such a terrible worker.	Yes , I was fired because I didn't do my best work, but I now am putting a lot of effort into improving my depression. I will find another job and do great work.
I am always depressed.	Yes , I may be depressed right now, but I am going to therapy to help me change my mood.

My examples of harmful thoughts

Add a "yes, but" statement

	Yes, but
	Yes, but
	Yes, but

Set Aside Some Worry Time

PROVIDER TIPS

Time: 5 minutes

Client's Guidebook: Page 74

- 1. Say:** *We have talked a lot about replacing your harmful thoughts with helpful thoughts. But it is not realistic to think that any of us will never have a harmful thought or worry about our troubles. So we are going to talk about a way to manage your harmful thoughts. It is called worry time.*
- 2. Say:** *Close your eyes for a few minutes and focus on your harmful thoughts.*
- 3.** Wait quietly for a few minutes, and when your client is deeply into their “worry time,” tell them to stop worrying. Tell the client to stop, and redirect their thoughts to something that will “wake them up,” distract them from their harmful thoughts, and get them thinking about something different. For example, ask them to remember their Social Security Number or count backwards from 100 (silently, in their own minds).
- 4. Ask:** *What happened to your thoughts when I told you to stop and you thought about something else? Suggest that they probably stopped thinking about their harmful thoughts because there was something else in the way.*
- 5. Read aloud** the text. Help your client fill out their worry time plan.

Totally avoiding thoughts that make us feel stressed is not realistic—there are some situations that *are* difficult to solve. But you can limit how often you focus on these draining thoughts by planning a "worry time" once each day. Set aside five or ten minutes a day where you allow yourself to focus on your worries. Don't try to do anything else during this time. Just consider alternatives for how you might deal with what's worrying you.

When the worry time is over, move on with the rest of your day. Try out the solutions you came up with, think pleasant thoughts, or do activities you enjoy. You could set a timer to go off at the end of your worry time and have an activity ready to do, or plan to meet a friend so you have to "break your thoughts" and focus on something pleasant.

The point is to set aside time to consider things that you really need to face, but not to allow the worrying to color your whole day.

My Worry Time Plan



I am worried about my problems. But I know that if I worry 24 hours a day, I will feel bad all the time and not solve anything. I am going to set aside some time and allow myself to think about my problems.



My worry time will be on:

_____ (every day, or only on a certain day of the week?)

My worry time will be at:



_____ o'clock.
(what time each day?)



I will worry for:

_____ minutes.
(how many minutes?)



Then I will stop worrying and move on with the rest of my day. If I find myself worrying again, I will push the thoughts aside and remind myself that I have set aside time to worry later. I will keep a pen and paper handy in case I want to write down something to think about later during worry time.

(your signature)



PROVIDER TIPS

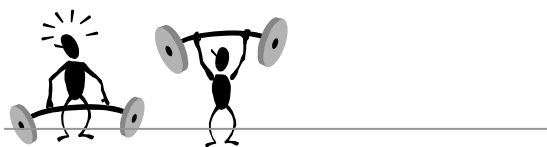
Time: 2 minutes

Client's Guidebook: Page 76

- 1. Read aloud** the key messages.
- 2. Ask** your client if he or she has any questions or comments.

KEY MESSAGES

- You can use strategies to have more helpful thoughts.
- Having more helpful thoughts can improve your mood and help you live the life you want.



PRACTICE

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 76

Quick Mood Scale

1. Remind your client that the Quick Mood Scale now includes a place at the bottom to indicate whether they were able to notice their harmful thoughts.

Increasing Helpful Thoughts

2. **Say:** *I would like you to review the ideas in your guidebook for how to have more helpful thoughts. We discussed using the “Yes, but” technique and setting aside some worry time. Try out both ideas. Think about which one works best for you.*

1. Track your mood using the Quick Mood Scale.

2. Try adding a “Yes, But” to your harmful thoughts. Try setting aside some worry time. Think about which method worked for you.

QUICK MOOD SCALE

Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- At the bottom, answer “Yes” or “No” indicating how successful you were in noticing your thoughts.

Day of the Week							
Best mood	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
OK/average mood	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
Worst mood	1	1	1	1	1	1	1
Were you able to notice your harmful thoughts?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No



FEEDBACK

PROVIDER TIPS

Time: 2 minutes

Client's Guidebook: Page 78

- 1. Encourage** your client to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals you treat.
- 2. Read aloud** the questions. Stop after each question and ask the client if they have any comments.

The provider will ask for your comments about how Session 4 and the Thoughts module went. They might ask the following questions:

- What was helpful about today's session and the Thoughts module?
- What was less helpful?

REVIEW OF MODULE: “THOUGHTS AND YOUR MOOD”

PROVIDER TIPS

Time: 2 minutes

Client’s Guidebook: Page 78

- 1. Introduce** the text below and the questions. Stop after each question, inviting the client to comment.
- 2. Review** the key messages from the module.

Key messages from “Thoughts and Your Mood” are:

Session 1: Your Thoughts and Mood are Connected

- A thought is a sentence you say to yourself.
- A feeling is an emotion or mood.
- Your thoughts can affect how you feel.
- You can use your thoughts to improve your mood.

Session 2: How to Identify Harmful and Helpful Thoughts

- A harmful thought can lead to another harmful thought, bringing your mood down.
- A helpful thought can lead to another helpful thought, bringing your mood up.
- You can learn to notice your harmful thoughts by being aware of common ways of thinking.
- You can begin to question your harmful thoughts.
- You can try to think in ways that help you have a healthy mood.

Session 3: Talking Back to Your Harmful Thoughts

- You can learn ways to talk back to your thoughts to improve your mood.
- You can examine your thoughts to learn more about them and decide if they are harmful or helpful.
- You can learn to replace a harmful thought with a helpful thought.

Session 4: How to Have More Helpful Thoughts to Improve Your Mood

- You can use strategies to have more helpful thoughts.
- Having more helpful thoughts can improve your mood and help you live the life you want.

LOOKING AHEAD TO THE NEXT MODULE

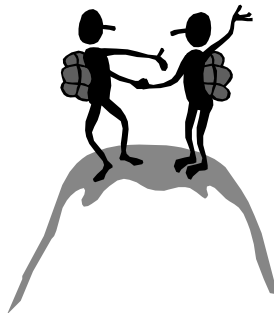
PROVIDER TIPS

Time: 1 minute

Client's Guidebook: Page 80

Say: *Next week we will begin another module in CBT. The new module is about how your activities can affect your mood. You can improve your mood by doing more activities.*

The next module is called “Activities and Your Mood.” One of the symptoms of depression is that you may not feel like doing the things that you used to enjoy. In the Activities module, we will discuss the importance of doing activities even when you don't feel like it because they will help you feel better.



PROVIDER SELF-EVALUATION FORM: THOUGHTS, SESSION 4

Instructions

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	Taught/Done? (Yes/No)	How Difficult Was It to Lead This Part of the Session? (Easy/Hard)
Purpose and Outline	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: How to Have More Helpful Thoughts		
Identify Your Helpful Thoughts	_____	_____
Balancing Your Thoughts with "Yes, But" Statements	_____	_____
Set Aside Some Worry Time	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Review of Module	_____	_____
Looking Ahead to the Next Module	_____	_____