

**Conventional Cognitive Behavioral Therapy  
for Depression In Clients with Chronic Physical Illness**

**Therapist Workbook**

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This workbook is a variant of the treatment protocol  
originally designed by A. T. Beck, M.D.

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## Session 1: Assessment and Introduction

### Home Practice Activities

#### 1. Mindfulness of Daily Activities

Choose one routine activity in your daily life and make a deliberate effort to bring moment-to-moment awareness to that activity each time you do it. Possibilities include waking up in the morning, brushing your teeth, showering, drying your body, getting dressed, eating, driving, taking out the garbage, shopping, and so on. Simply zero in on *knowing what you are doing as you are actually doing it.*

#### 2. Activity and Mood Monitor

The goal of the first session's home activities assignment is begin developing skills in self-monitoring daily mood and daily activities. The goal at this stage is not to change any regular habits. The self-monitoring logs have a place for recording your activities and mood every two hours. Please complete this log daily. It may be easiest to fill out the activity log twice during the day. For example, you could record all of your morning activities when you eat lunch and all of your afternoon and evening activities just before you go to bed. This record will give us some information as to which activities may lead to better moods and which activities may lead to worsened moods.

Here are few guidelines about self-monitoring:

- a. Keep the self-monitoring log with you throughout the day and record your activities as close as possible to the end of the time periods.
  - b. Record the activity in a very few words. For example, you could record "went out to dinner" or "washed my clothes" or "read a book" or even "watched TV."
  - c. Immediately after recording your activities, record your mood.
  - d. Purchase a notebook to put the logs in, so that you will have a record of your activities. We will make use of them later.
  - e. Make sure you have your logs with you during each session. They are necessary for the rest of the program
  - f. Be sure and include even trivial events on your chart such as missed the bus or read the newspaper.
1. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.

## Thinking and Depression

### Signs of Depression

"I don't have a purpose in life anymore now that my chronic pain makes it too difficult to work."

"I am a very poor wife because I am depressed. A wife should not be depressed."

"I just can't motivate myself to do any of the things which I need to do. I'm a lazy person."

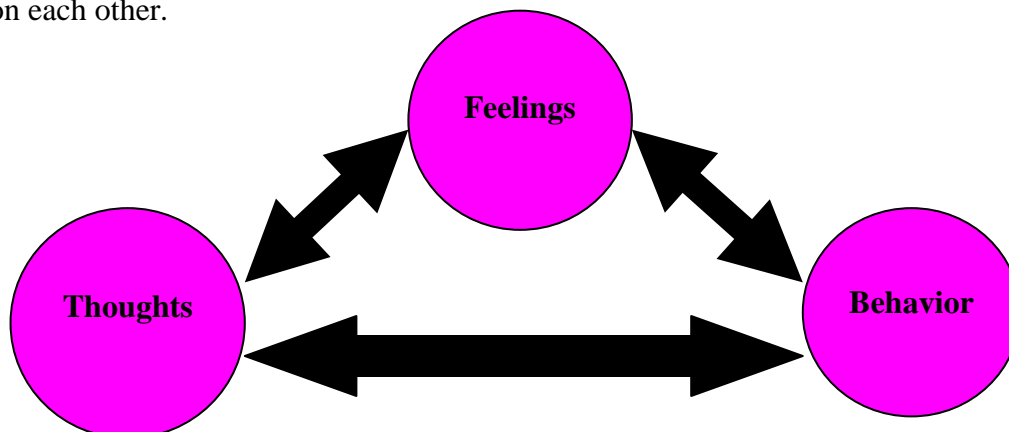
All of the above are statements that a depressed individual might make. While some of these statements and notions may seem to be correct on the surface they actually reflect a change in the way an individual thinks about him or herself. When people become depressed, they think about themselves and their environment in a different and more negative way.

Recent research has shown that depressed individuals are more likely to interpret an event more negatively than a non-depressed individual. Thus, depressive symptoms are related to the way in which individuals interpret and think about their situation in life. These thoughts and interpretations are also a reflection of one's past experiences. Not only are depressed individuals' interpretations more negative, but research also shows that their perceptions and interpretations are less accurate than those who are not depressed.

The interpretations that an individual makes of a situation influence his or her behavior, as illustrated in the following example. Imagine that you have a flat tire on a deserted highway and do not have anything to change the tire with, including a car jack. As you are standing there stranded, your next-door neighbor drives by and looks up briefly but keeps going. How would you feel about the fact that your neighbor kept driving? What would you most likely be telling yourself about the situation?

Now let's imagine, further, that you see your neighbor the next day and he comes over to you and apologizes for driving by you. "I'm so sorry I couldn't stop; my son fell and was bleeding from his head and I was rushing him to the emergency room." How might you be feeling now? What changed? What are you now telling yourself about the situation that is different from when you were standing on the road?

The following diagram represents the relative relationship that thoughts, feelings, and behavior have on each other.



## **Increasing Mindful Awareness of Our Thoughts**

One of the ways in which we can work on changing how our negative thoughts affect us is to become more aware, or mindful, of them, and view them simply as events, rather than facts. Mindfulness means “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally”. (Jon Kabat-Zinn)

In a car, we can sometimes drive for miles "on automatic pilot;" without really being aware of what we are doing. In the same way, we may not be really "present" moment-by-moment, for much of our lives: We can often be "miles away" without knowing it. On automatic pilot, we are more likely to have our "buttons pressed": Events around us and thoughts, feelings, and sensations in the mind (of which we may be only dimly aware) can trigger old habits of thinking that are often unhelpful and may lead to worsening mood. By becoming more aware of our thoughts, feelings, and body sensations, from moment to moment, we give ourselves the possibility of greater freedom and choice; we do not have to go into the same old "mental ruts" that may have caused problems in the past.

**Activity and Mood Monitor**

<b>Day:</b>	<b>Activity Engaged In</b>	<b>Mood</b>
6-8 am		
8-10 am		
10 am-12 pm		
12 pm-2 pm		
2 pm-4 pm		
4 pm-6 pm		
6 pm-8 pm		
8 pm-10 pm		
10 pm-12 am		
<b>Day:</b>	<b>Activity Engaged In</b>	<b>Mood</b>
6-8 am		
8-10 am		
10 am-12 pm		
12 pm-2 pm		
2 pm-4 pm		
4 pm-6 pm		
6 pm-8 pm		
8 pm-10 pm		
10 pm-12 am		
<b>Day:</b>	<b>Activity Engaged In</b>	<b>Mood</b>
6-8 am		
8-10 am		

10 am-12 pm		
12 pm-2 pm		
2 pm-4 pm		
4 pm-6 pm		
6 pm-8 pm		
8 pm-10 pm		
10 pm-12 am		
<b>Day:</b>	<b>Activity Engaged In</b>	<b>Mood</b>
6-8 am		
8-10 am		
10 am-12 pm		
12 pm-2 pm		
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4 pm-6 pm		
6 pm-8 pm		
8 pm-10 pm		
10 pm-12 am		
<b>Day:</b>	<b>Activity Engaged In</b>	<b>Mood</b>
6-8 am		
8-10 am		
10 am-12 pm		
12 pm-2 pm		
2 pm-4 pm		
4 pm-6 pm		

6 pm-8 pm		
8 pm-10 pm		
10 pm-12 am		
<b>Day:</b>	<b>Activity Engaged In</b>	<b>Mood</b>
6-8 am		
8-10 am		
10 am-12 pm		
12 pm-2 pm		
2 pm-4 pm		
4 pm-6 pm		
6 pm-8 pm		
8 pm-10 pm		
10 pm-12 am		
<b>Day:</b>	<b>Activity Engaged In</b>	<b>Mood</b>
6-8 am		
8-10 am		
10 am-12 pm		
12 pm-2 pm		
2 pm-4 pm		
4 pm-6 pm		
6 pm-8 pm		
8 pm-10 pm		
10 pm-12 am		

## Session 2: Behavioral Activation

### Home Practice Activities

1. Mindfulness Practices: Continue to bring mindful awareness to your ordinary daily activities. In addition, practice what we call the 3-minute breathing space daily.

#### 3-minute Breathing Space Instructions

*The breathing space provides a way to step out of automatic pilot mode and reconnect with the present moment.* There are 3 steps:

- a. AWARENESS.** Bring yourself into the present moment by deliberately adopting an erect and dignified posture. If possible, close your eyes. Then ask: "What is my experience right now ... in thoughts ..., in feelings ... and in bodily sensations?" Acknowledge and register your experience, even if it is unwanted.
- b. GATHERING.** Then, gently redirect full attention to breathing, to each in-breath and to each out-breath as they follow, one after the other. Your breath can function as an anchor to bring you into the present and help you tune into a state of awareness and stillness.
- c. EXPANDING.** Expand the field of your awareness around your breathing, so that it includes a sense of the body as a whole, your posture, and facial expression.

Practice this several times each day for about 3 minutes each time.

#### 2. Plan and Complete Pleasant Events

Complete the two pleasant events you selected with your therapist between now and our next session. When you are finished the activity, complete the Planning Pleasant Activities Worksheet. Remember to complete the worksheets for both activities.

#### 3. Identify and Contact a Friend

Identify several possible friends and make contact with at least one of them. This is important over the long-term and relates directly to depression. Both the receiving and especially *the giving of support to others* (as will be addressed in the session on altruism) is key in this regard. Identifying people worse off than you are helps to get your mind off your problems, helps you realize that things could be worse, helps you to feel grateful for what you do have, and gives a sense of purpose and meaning. In approaching another person, you might say something like:

“I’m having a pretty difficult time now and I’m wondering if you would agree to be a friend during this period, and perhaps we could talk on the phone or go out for coffee once a week or every other week.”



#### 4. Reading

Please read the pages in your workbook titled, “The Categories of Unhelpful Thinking” to prepare for next week’s session. This is somewhat lengthy and to make the most of the limited time in session it very important that you have already reviewed this material

5. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.

## Pleasant Activities List

Put a plus sign (+) next to any activity likely to generate some positive reaction in you.  
Put two (++) next to those that are positive and you are almost certain to do so.

1. Call a friend
2. Attend a movie
3. Clean the kitchen
4. Daydream
5. Rearrange furniture
6. Prepare a meal
7. Wash the car.
8. Outdoor yard work or gardening.
9. Buy a plant
10. Watch television
11. Take a mini-vacation
12. Go to an amusement park
13. Dinner with friends
14. Attend a play
15. Attend a concert
16. Visit a museum
17. Play a sport
18. Watch a sporting event in person
19. Watch sports with friends
20. Dance
21. Attend church or another religious service
22. Speak to a friend(s) on the Internet
23. Play video games
24. Text messaging
25. Twitter
26. Visit family members
27. Provide childcare for family or friends
28. Exercise alone
29. Exercise with others
30. Get a massage
31. Read a book or magazine
32. Write in a journal
33. Write a poem or short story
34. Play a musical instrument
35. Listen to music
36. Engage in a hobby, such as photography, scrapbooking, stamp/coin collecting, genealogy, knitting, crocheting, etc.
37. Take a bath or shower
38. Take a nap
39. Go shopping
40. Sailing, boating, fishing, or other water-related activity
41. Attend an educational class

## **Planning Pleasant Activities Instructions**

Implicit in the idea that mood is related to activity is the concept that mood can be improved by increasing specific activities. From the records you kept last week, you may be able to identify particular classes of activity that are associated with better mood. The purpose of this exercise is to schedule more of these activities in order to improve your mood.

You can look at your Self-Monitoring Logs and the Pleasant Activity List for ideas. Choose activities that you have some control over, that bring a sense of mastery or accomplishment, and that you enjoy. Choose activities that take more than 10 or 15 minutes to perform, yet which can be accomplished in one day. Schedule activities that are additions to what you would ordinarily do. The following are some examples of pleasant activities:

- Have your hair done
- Browse in a bookstore
- Prepare a Chinese dinner
- Play tennis
- Visit an art museum
- Buy a new plant

Next, using the following worksheet, schedule and complete at least two activities between now and the next session. Be sure to complete the worksheet once you have engaged in the activity.

## Planning Pleasant Activity #1 Worksheet

### 1. Identify Activity #1 from the Pleasant Activity List or your imagination.

Activity planned: \_\_\_\_\_

Who has to be contacted or notified? \_\_\_\_\_

### 2. When will each be accomplished?

Date of activity: \_\_\_\_\_

### 3. Prediction

On scale of 0 – 100 how positive will the event be to you? \_\_\_\_\_  
(where 0 is not positive and 100 is very positive)

### 4. Reflect

Date activity was accomplished: \_\_\_\_\_

*Outcome:* On scale of 0 – 100 how positive was the event for you? \_\_\_\_\_

*Conclusion:* What seems to make events pleasant at this point? What did you learn?

\_\_\_\_\_  
\_\_\_\_\_

*Ideas for Future Activities:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Planning Pleasant Activity #2 Worksheet**

**1. Identify Activity #2 from the Pleasant Activity List or your imagination.**

Activity planned: \_\_\_\_\_

Who has to be contacted or notified? \_\_\_\_\_

**2. When** will each be accomplished?

Date of activity: \_\_\_\_\_

**3. Prediction**

On scale of 0 – 100 how positive will the event be to you? \_\_\_\_\_

**4. Reflect**

Date activity was accomplished: \_\_\_\_\_

*Outcome:* On scale of 0 – 100 how positive was the event for you? \_\_\_\_\_

*Conclusion:* What seems to make events pleasant at this point? What did you learn?

\_\_\_\_\_  
\_\_\_\_\_

*Ideas for Future Activities:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Unhelpful Thinking Styles

### **1. All-or-Nothing Thinking (AN):**

You see things in black-and-white categories. If your performance falls short of perfect, you see yourself as a total failure.

Example: An example would be a straight-A student who received a B on an exam and concluded, "Now I'm a total failure."

*Why is this thinking incorrect?*

This type of thinking causes one to fear any mistake or imperfection because that is taken as an indication of being worthless. This way of evaluating things is unrealistic because life is rarely completely either one way or the other. For example, no one is absolutely brilliant or totally stupid. Nothing on earth is totally one way or the other. Rarely, does everyone always like us, or rarely do we always find the perfect solution.

### **2. Overgeneralization (OG):**

You see a single negative event as a never-ending pattern of defeat.

Example: An example of this type of thinking would occur when a shy young man, who is self-conscious of his artificial leg, mustered up his courage to ask a woman for a date. When she politely declined because of a previous engagement, he said to himself, "I'm never going to get a date. No one wants to date a guy with only one leg." He believed that all women will turn him down just because one declined his offer. And, he erroneously assumed it was because of his artificial leg. The pain of rejection is generated almost entirely from overgeneralization.

*Why is this thinking incorrect?*

It is logically incorrect to conclude that one thing that happened to you once will occur over and over again. It is also incorrect to assume that all situations are similar; or that all individuals are similar.

### **3. Mental Filter (MF):**

You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened, like a drop of ink that discolors an entire beaker of water.

Example: A woman with severe arthritis failed to complete one task that she had hoped to complete. She became more depressed and angry at herself for not completing that task. She overlooked the fact that there had been many tasks that she had, in fact, completed.

*Why is this thinking incorrect?*

It is more sensible to clearly view one's environment and be aware of the positive things one has done in addition to negative occurrences. It is not adaptive to filter out anything positive. It is irrational to say, "I should preoccupy myself with dangerous or negative ideas." Nothing is gained by dwelling on them.

#### **4. Disqualifying the Positive (DP):**

You disqualify positive experiences by insisting they "don't count" for some reason or other. In this way you can maintain a negative belief that is contradicted by your everyday experiences. You don't just ignore positive experiences as in the Mental Filter, but you clearly and swiftly turn them into their very opposite.

Example: An example would occur when someone praises your appearance or your work and you automatically tell yourself, "They're just being nice."

*Why is this thinking incorrect?*

Again, it is maladaptive not to pay attention to feedback you get from your environment. We should take that feedback at face value and incorporate it into our understanding of ourselves. If we disbelieved everything everyone told us, we might still believe the world was flat. An adjusted person is one who pays attention to everything in their environment.

#### **5. Jumping to Conclusions (JC):**

You make a negative interpretation even though there are no definite facts that convincingly support your conclusions. There are two areas in which depressed individuals jump to conclusions.

##### Mind Reading (MR):

This is one area in which depressed individuals jump to conclusions. You arbitrarily conclude that someone is reacting negatively to you, and you do not bother to check this out.

Example: Suppose a friend says she does not have time to have a conversation with you on the telephone at a certain point. The depressed individual may conclude, "She is ignoring me and does not want to talk with me, because she does not like me anymore."

*Why is this thinking incorrect?*

One should never make an assumption about what someone is thinking without asking them because it is usually impossible to know what another person is thinking, no matter how sure we are we know. Jumping to conclusions about what the other is thinking is

also maladaptive because our negative reactions to their imagined thoughts may set up a self-fulfilling prophecy. That is, we may react negatively to them when we suspect they do not like us, when in fact they do. However, our negative reactions will soon turn them off.

### The Fortune Telling Error (FT):

The second way in which depressed individuals jump to conclusions is they anticipate that things will turn out badly. They feel convinced that their predictions are an already established fact.

Example: Depressed individuals will tell themselves that they are never going to recover, "I will feel miserable forever."

*Why is this thinking incorrect?*

No one has ever successfully predicted the future; there are so many factors that could have an impact upon the future. Furthermore, our predictions are likely to be even more off base if we predict only negative events because probability suggests that both positive and negative events will occur.

### **6. Magnification (Catastrophizing) or Minimization (MM):**

You exaggerate the importance of things (such as your goof-up or someone else's achievement), or you inappropriately shrink things until they appear tiny (your own desirable qualities or the other fellow's imperfections). This is also called the "binocular trick".

Example: A depressed individual accidentally misfiled some papers while working at his job. He concluded, "I made a mistake. How horrible! Everyone will think I am incompetent." An example of minimization would occur when the same employee was told by one of his or her colleagues that he had done a good job on a report. His reaction was to think, "Oh well, doing the report was very simple and anyone could do a good job on it."

*Why is this thinking incorrect?*

It is important to have an accurate perception of ourselves and our performance. It is also important to realize that everyone makes mistakes and that they are to be expected. It is impossible for anyone to be perfect.

### **7. Emotional Reasoning (ER):**

You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore, it must be true."



Example: A depressed individual may tell himself, "I feel overwhelmed and hopeless, therefore, my problems must be impossible to solve, or I'll feel inadequate, therefore, I must be a worthless person."

*Why is this thinking incorrect?*

One cannot assume that one's emotions are a reflection of the true state of things. Our emotions are a reflection of our thoughts and beliefs, which as we have seen are a product of our past and may be distorted. Emotions may also be a reflection of our physiology and how tired we are, but they are not necessarily a reflection of the true state of affairs.

### **8. Should Statements (SS):**

You try to motivate yourself with shoulds and shouldn'ts, as if you had to be whipped and punished before you could be expected to do anything. "Musts" and "oughts" are also offenders. The emotional consequence is guilt. When you direct should statements towards others, you feel anger, frustration, and resentment.

Example: One example is the depressed housewife who says to herself, "I should keep my house cleaner, and I shouldn't complain," or, "I should be able to get my work done during the day."

*Why is this thinking incorrect?*

"Should" statements generate a lot of unnecessary emotional turmoil in your daily life, and, paradoxically, usually do not motivate you to change your behavior. Usually, you resent the source of the "shoulds." Saying, "I should do this", or "I must do this," usually causes one to feel pressured and resentful.

### **9. Labeling and Mislabeled (L or ML):**

This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him or her: "You are an idiot." Mislabeled involves describing an event with language that is highly colored and emotionally loaded.

Example: An individual fails to get a job which they applied for and they call themselves a "failure."

*Why is this thinking incorrect?*

We are not our behavior. Labeling yourself is not only self-defeating, it is irrational. You cannot be equated with any one thing you do. Your life is made up of many events, thoughts, actions, and emotions. For example, you do not call yourself a "Breather" just because you breathe. Likewise, you do not call yourself a "failure" because you made a mistake.

## **10. Personalization (P):**

You see yourself as the cause of some negative external event for which you were not primarily responsible.

Example: One example is the child who misbehaves or is rude. The depressed mother says, "I am a failure or a bad mother," (as if she could control everything her child did).

*Why is this thinking incorrect?*

Essentially, the person with this problem has confused influence with control. While we obviously have some influence over people, especially our children, we cannot control everything they do. What another individual does is ultimately their responsibility and decision, not yours. We are not omnipotent.

## Session 3: Identifying Unhelpful Thoughts

### Home Practice Activities

#### 1. Mindfulness-Based Practice

Continue to practice mindful awareness of one or more daily activities, and to practice the 3-minute breathing space daily. In addition, set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given on the following two pages.

#### 2. Thought Log

Please write down your thoughts once a day using the ABC method. Be sure to fill out all of the sections and categorize each thought into one of the unhelpful thought categories. If you have more than one stream of ideas in one time period, you can indicate several categories. There are seven thought logs included in the manual this week so that you can fill one out each day.

Remember that this is a learning experience; you should not worry about completing the logs perfectly.

#### 3. Positive Activity

Add another positive activity to your week. Follow the same procedure for scheduling this activity as we used in Session 2.

4. Identify and Contact a Friend Be sure to contact a friend and ask them to partner with you during this period or agree to partner with them in their difficult situation. If you are having trouble doing this, be sure you bring it up when the therapist asks about this.

5. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.

## **Mindfulness Meditation**

One of our aims in this program is to help you be more aware, more often. A powerful influence taking us away from being "fully present" in each moment is our automatic tendency to judge our experience as being not quite right in some way - that it is not what should be happening, not good enough, or not what we expected or wanted. These judgments can lead to sequences of thoughts about blame, what needs to be changed, or how things could or should be different. Often, these thoughts will take us, quite automatically, down some fairly well-worn paths in our minds. In this way, we may lose awareness of the moment, and also the freedom to choose what, if any, action needs to be taken.

We can regain our freedom if, as a first step, we simply acknowledge the actuality of our situation, without immediately being hooked into automatic tendencies to judge, fix, or want things to be other than they are. The "mindfulness of the breath" exercise provides an opportunity to practice simply bringing an interested and friendly awareness to the way things are in each moment, without having to do anything to change things. There is no goal to be achieved other than to bring awareness to bear as the instructions suggest - specifically, achieving some special state of relaxation is not a goal of the exercise.

### **The Method: Mindfulness of the Breath Instructions**

1. Settle into a comfortable sitting position, either on a straight-backed chair or on a soft surface on the floor, with your buttocks supported by cushions or a low stool. If you use a chair; it is very helpful to sit away from the back of the chair, so that your spine is self supporting. If you sit on the floor, it is helpful if your knees actually touch the floor; experiment with the height of the cushions or stool until you feel comfortably and firmly supported.
2. Allow your back to adopt an erect, dignified, and comfortable posture. If sitting on a chair, place your feet flat on the floor, with your legs uncrossed. Gently close your eyes.
3. Bring your awareness to the level of physical sensations by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and whatever you are sitting on. Spend a minute or two exploring these sensations.
4. Now bring your awareness to the changing patterns of physical sensations in the lower abdomen as the breath moves in and out of your body. (When you first try this practice, it may be helpful to place your hand on your lower abdomen and become aware of the changing pattern of sensations where your hand makes contact with your abdomen. Having "tuned in" to the physical sensations in this area in this way, you can remove your hand and continue to focus on the sensations in the abdominal wall.)
5. Focus your awareness on the sensations of slight stretching as the abdominal wall rises with each in-breath, and of gentle deflation as it falls with each out-breath. As best you

can, follow with your awareness the changing physical sensations in the lower abdomen all the way through as the breath enters your body on the in-breath and all the way through as the breath leaves your body on the out-breath, perhaps noticing the slight pauses between one in-breath and the following out-breath, and between one out-breath and the following in-breath.

6. There is no need to try to control the breathing in any way - simply let the breath breathe itself. As best you can, also bring this attitude of allowing to the rest of your experience. There is nothing to be fixed, no particular state to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is.

7. Sooner or later (usually sooner), your mind will wander away from the focus on the breath in the lower abdomen to thoughts, planning, daydreams, drifting along - whatever. This is perfectly OK - it's simply what minds do. It is not a mistake or a failure. When you notice that your awareness is no longer on the breath, gently congratulate yourself - you have come back and are once more aware of your experience! You may want to acknowledge briefly where the mind has been ("Ah, there's thinking"). Then, gently escort the awareness back to a focus on the changing pattern of physical sensations in the lower abdomen, renewing the intention to pay attention to the ongoing in-breath or out-breath, whichever you find.

8. However often you notice that the mind has wandered (and this will quite likely happen over and over and over again), as best you can, congratulate yourself each time on reconnecting with your experience in the moment, gently escorting the attention back to the breath, and simply resume following in awareness the changing pattern of physical sensations that come with each in-breath and out-breath.

9. As best you can, bring a quality of kindness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience.

10. Continue with the practice for 20 minutes, or longer if you wish, perhaps reminding yourself from time to time that the intention is simply to be aware of your experience in each moment, as best you can, using the breath as an anchor to gently reconnect with the here and now each time you notice that your mind has wandered and is no longer down in the abdomen, following the breath.

## ABC Method for Challenging Beliefs Leading to Negative Emotions

### Session 3: Worksheet 1

(\*To be Completed During Session 3\*)

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings and Behavior: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Unhelpful Thought Category:** Specify the unhelpful thought category(s). (See Unhelpful Thinking Styles Worksheet) that best describes the error(s) in the belief.

## ABC Method for Challenging Beliefs Leading to Negative Emotions

### Session 3: Worksheet 2

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings and Behavior: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Unhelpful Thought Category:** Specify the unhelpful thought category(s). (See Unhelpful Thinking Styles Worksheet) that best describes the error(s) in the belief.

## ABC Method for Challenging Beliefs Leading to Negative Emotions

### Session 3: Worksheet 3

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings and Behavior: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Unhelpful Thought Category:** Specify the unhelpful thought category(s). (See Unhelpful Thinking Styles Worksheet) that best describes the error(s) in the belief.



## ABC Method for Challenging Beliefs Leading to Negative Emotions

### Session 3: Worksheet 4

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings and Behavior: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Unhelpful Thought Category:** Specify the unhelpful thought category(s). (See Unhelpful Thinking Styles Worksheet) that best describes the error(s) in the belief.

## ABC Method for Challenging Beliefs Leading to Negative Emotions

### Session 3: Worksheet 5

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Unhelpful Thought Category:** Specify the unhelpful thought category(s). (See Unhelpful Thinking Styles Worksheet) that best describes the error(s) in the belief.

## ABC Method for Challenging Beliefs Leading to Negative Emotions

### Session 3: Worksheet 6

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Unhelpful Thought Category:** Specify the unhelpful thought category(s). (See Unhelpful Thinking Styles Worksheet) that best describes the error(s) in the belief.

## ABC Method for Challenging Beliefs Leading to Negative Emotions

### Session 3: Worksheet 7

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings and Behavior: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Unhelpful Thought Category:** Specify the unhelpful thought category(s). (See Unhelpful Thinking Styles Worksheet) that best describes the error(s) in the belief.

**Planning Pleasant Activity #3 Worksheet**

**1. Identify Activity #3 from the Pleasant Activity List or your imagination.**

Activity planned: \_\_\_\_\_

Who has to be contacted or notified? \_\_\_\_\_

**2. When** will each be accomplished?

Date of activity: \_\_\_\_\_

**3. Prediction**

On scale of 0 – 100 how positive will the event be to you? \_\_\_\_\_

**4. Reflect**

Date activity was accomplished: \_\_\_\_\_

*Outcome:* On scale of 0 – 100 how positive was the event for you? \_\_\_\_\_

*Conclusion:* What seems to make events pleasant at this point? What did you learn?

\_\_\_\_\_  
\_\_\_\_\_

*Ideas for Future Activities:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Session 4: Challenging Unhelpful Thoughts

### Home Practice Activities

#### 1. Mindfulness Based Practice

Continue to set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given last week. Also continue to practice mindful awareness of one or more daily activities, and to practice the 3-minute breathing space daily.

#### 2. Thought Log Monitor

Complete the ABCDE thought monitor at least once a day.

Be on the outlook for automatic negative thoughts that trigger emotional upset and negative behaviors such as avoidance. The goal is to improve on the ability to spot these negative patterns at the time they occur, and to attempt to develop alternative ways of responding through the use of more effective beliefs and expectations.

When you become aware of negative thoughts and images in your mind, use the mindfulness skills you are beginning to develop to hold them in awareness, with an attitude of gentle interest and curiosity, perhaps expanding awareness to include one or more of the following (go back to the breath after each one):

Perhaps I am confusing a thought with a fact?  
Perhaps I am jumping to conclusions?  
Perhaps I am thinking in black-and-white terms?  
Perhaps I am condemning myself totally because of one thing?  
Perhaps I am concentrating on my weaknesses and forgetting my strengths?  
Perhaps I am blaming myself for something that isn't my fault?  
Perhaps I am judging myself?  
Perhaps I am setting unrealistically high standards for myself, so that I will fail?  
Perhaps I am mind reading/crystal ball gazing?  
Perhaps I am expecting perfection?  
Perhaps I am overestimating disaster?

The key attitude to take with your thoughts is gentle interest and curiosity

3. Identify and Contact a Friend Be sure to contact a friend and ask them to partner with you during this period or agree to partner with them in their difficult situation. If you are having trouble doing this, be sure you bring it up when the therapist asks about this.

5. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.

## Disputing Questions

Use these questions to challenge your automatic thoughts. Be sure to answer each question you pose to yourself. You will find each question helpful for many different thoughts. Several examples are also presented to help you get started.

1. Do I know for certain that \_\_\_\_\_?  
**Example:** *Do I know for certain that I won't have anything to say?*
  
2. Am I 100% sure that \_\_\_\_\_?  
**Example:** *Am I 100% sure that my anxiety will show?*
  
3. What evidence do I have that \_\_\_\_\_?  
What evidence do I have that the opposite is true?  
**Example:** *What evidence do I have that they did not understand my speech?*  
*What evidence do I have that they did understand my speech?*
  
4. What is this worst that could happen? How bad is that? How can I cope with that?
  
5. Do I have a crystal ball?
  
6. Is there another explanation for \_\_\_\_\_?  
**Example:** *Is there another explanation for his refusal to have coffee with me?*
  
7. Does \_\_\_\_\_ have to lead to or equal \_\_\_\_\_?  
**Example:** *Does "being nervous" have to lead to or equal "looking stupid"?*
  
8. Is there another point of view?
  
9. What does \_\_\_\_\_ mean? Does \_\_\_\_\_ really mean that I am a(n) \_\_\_\_\_?  
**Example:** *What does "looking like an idiot" mean? Does the fact that I stumbled over my words really mean that I look like an idiot?*

**ABCDE Method for Challenging Beliefs (Session 4, Worksheet 1)**  
**(\*To Complete During Session 4\*)**

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings and Behavior: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**D**ispute the Beliefs and Deal with the Situation: Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence. Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it (based on your talents, past experience, support persons, and/or resources)?

**E**ffective New Belief and Consequence: What is a different way to now look at the situation? How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.



## ABCDE Method for Challenging Beliefs (Session 4, Worksheet 2)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Dispute the Beliefs and Deal with the Situation:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence. Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it (based on your talents, past experience, support persons, and/or resources)?

**Effective New Belief and Consequence:** What is a different way to now look at the situation? How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## ABCDE Method for Challenging Beliefs (Session 4, Worksheet 3)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Dispute the Beliefs and Deal with the Situation:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence. Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it (based on your talents, past experience, support persons, and/or resources)?

**Effective New Belief and Consequence:** What is a different way to now look at the situation? How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## ABCDE Method for Challenging Beliefs (Session 4, Worksheet 4)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Dispute the Beliefs and Deal with the Situation:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence. Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it (based on your talents, past experience, support persons, and/or resources)?

**Effective New Belief and Consequence:** What is a different way to now look at the situation? How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## ABCDE Method for Challenging Beliefs (Session 4, Worksheet 5)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Dispute the Beliefs and Deal with the Situation:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence. Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it (based on your talents, past experience, support persons, and/or resources)?

**Effective New Belief and Consequence:** What is a different way to now look at the situation? How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## ABCDE Method for Challenging Beliefs (Session 4, Worksheet 6)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Dispute the Beliefs and Deal with the Situation:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence. Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it (based on your talents, past experience, support persons, and/or resources)?

**Effective New Belief and Consequence:** What is a different way to now look at the situation? How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## ABCDE Method for Challenging Beliefs (Session 4, Worksheet 7)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings and Behavior:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful. What behavior did these beliefs and feelings lead to?

**Dispute the Beliefs and Deal with the Situation:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence. Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it (based on your talents, past experience, support persons, and/or resources)?

**Effective New Belief and Consequence:** What is a different way to now look at the situation? How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## Session 5: Dealing with Loss Home Practice Activities

### 1. Mindfulness Based Practice

Continue to set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given in the workbook, and to use the 3-minute breathing space and be mindful of daily activities.

### 2. Thought Log or Behavioral Experiment

Use the ABCDE thought log and/or behavioral experiment to actively address one or two losses you have experienced as a result of your illness. You and your therapist should have come up with a concrete plan to do so in session. Two ABCDE thought logs and one behavioral experiment worksheet have been included in this section of the workbook for this exercise.

### 3. Identify and Contact a Friend

Be sure to contact a friend and ask them to partner with you during this period or agree to partner with them in their difficult situation. If you are having trouble doing this, be sure you bring it up when the therapist asks about this.

### 4. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.

### Words of Encouragement

*It may be comforting to know that a number of great individuals throughout history have suffered major losses. In fact, one could argue that there isn't a single well-known person who really accomplished something during their lifetime that didn't lose something important to them or who didn't suffer in some way. George Washington, Abraham Lincoln, Woodrow Wilson, and Winston Churchill all experienced losses and had to endure through them. No matter who we are or what we do in life, we will likely have good times and times of suffering. This is all part of the cycle of life.*

**ABCDE Method for Challenging Beliefs (Session 5, Worksheet 1)**

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**C**onsequent Behavior: What behavior did these beliefs and feelings lead to?

**D**ispute/Challenge the Beliefs or Expectations: Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**D**ealing with the Situation: Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**E**ffective New Belief: What is a different way to now look at the situation?

**E**motional Consequence: How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.



## ABCDE Method for Challenging Beliefs (Session 5, Worksheet 2)

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**C**onsequent Behavior: What behavior did these beliefs and feelings lead to?

**D**ispute/Challenge the Beliefs or Expectations: Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**D**ealing with the Situation: Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**E**ffective New Belief: What is a different way to now look at the situation?

**E**motional Consequence: How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## **Session 6: Coping with Negative Emotions**

### **Home activities Assignment**

1. Mindfulness Based Practice

Continue to set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given in the workbook, and to use the 3-minute breathing space and be mindful of daily activities.

2. Coping with Negative Emotions

If you and your therapist identified psychological or social resources that would be helpful in addressing negative emotions that you are having, make a plan to use these resources this week to address that issue. Such resources include, but are not limited to, journaling, social support from friends, practicing forgiveness, attending a club or social gathering, pot-lucks, bingo, and discussion groups. Several ABCDE thought logs have also been included in the workbook for this session; this may also be a helpful tool in addressing negative emotions this week.

3. Forgiveness

Forgiveness can be a powerful antidote for some negative emotions (e.g., resentment, anger, bitterness) and an integral part of the process of healing. Indeed, research has shown strong relationships between emotions such as anger and resentment and physical health problems and compromised immune functioning.

What forgiving someone means is that we give up the right to hold this action against the person. We give up our right to feel resentful, bitter, and angry. Usually our feelings are the last part to change. That doesn't mean you haven't forgiven, it just means your feelings have yet come into alignment with the decision you made with your will to forgive.

Is there anyone you would like to forgive? That could include others or even yourself. If yes, and if you did not address these in session, make a list of the people you want to forgive or the things for which you need forgiveness.

4. Contact a Friend

If you have not already done so, please make contact with a friend(s) and plan a time to get together with them, ideally some time this week.

5. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.

## Forgiveness Exercise

Is there anyone you would like to forgive? That could include others or yourself. Is there anything you would like to ask forgiveness for from others? If yes, make a list of the people you want to forgive or the things for which you need forgiveness.

Take some time to think about each item on your list.

**I need forgiveness for....** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

**I need to forgive.....** \_\_\_\_\_  
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## ABCDE Method for Challenging Beliefs (Session 6, Worksheet 1)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**Consequent Behavior:** What behavior did these beliefs and feelings lead to?

**Dispute/Challenge the Beliefs or Expectations:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**Dealing with the Situation:** Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**Effective New Belief:** What is a different way to now look at the situation?

**Emotional Consequence:** How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## ABCDE Method for Challenging Beliefs (Session 6, Worksheet 2)

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**C**onsequent Behavior: What behavior did these beliefs and feelings lead to?

**D**ispute/Challenge the Beliefs or Expectations: Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**D**ealing with the Situation: Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**E**ffective New Belief: What is a different way to now look at the situation?

**E**motional Consequence: How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

### ABCDE Method for Challenging Beliefs (Session 6, Worksheet 3)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**Consequent Behavior:** What behavior did these beliefs and feelings lead to?

**Dispute/Challenge the Beliefs or Expectations:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**Dealing with the Situation:** Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**Effective New Belief:** What is a different way to now look at the situation?

**Emotional Consequence:** How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## **Session 7: Gratitude Home Practice Activities**

### 1. Mindfulness Based Practice

Continue to set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given in the workbook, and to use the 3-minute breathing space and be mindful of daily activities.

### 2. Grateful Feelings Exercise

Use your gratitude list to help challenge negative thoughts and to replace negative emotions. Continue to add to your gratitude list this week as you think of more things for which you are grateful.

### 3. Gratitude Expression Exercise

Express your feelings of gratitude toward the individual you identified in session. This ordinarily takes place in person, by phone, or letter. Complete at the specific time and place you chose in session. Remember to include the following:

- Precisely and specifically what it was that the other person did for you. Thus, "you were a nice person to me", is not as suitable as, "when I was in the hospital you came to visit me every day."
- Include as many of these concrete activities for which you feel grateful as possible.
- Be sure to note what the meaning of the person's activities was for you. That is, how the activity or way of being made you feel, influenced your life, caused you to grow, taught you things you needed to know, etc.

### 5. Identify and Contact a Friend

Be sure to contact a friend and ask them to partner with you during this period or agree to partner with them in their difficult situation. If you are having trouble doing this, be sure you bring it up when the therapist asks about this.

6. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.







## ABCDE Method for Challenging Beliefs (Session 7, Worksheet 1)

**Activating Event:** Describe the situation around the time the negative emotion(s) began.

**Beliefs:** What negative thoughts or expectations automatically went through your mind when you were in that situation?

**Consequent Feelings:** What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**Consequent Behavior:** What behavior did these beliefs and feelings lead to?

**Dispute/Challenge the Beliefs or Expectations:** Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**Dealing with the Situation:** Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**Effective New Belief:** What is a different way to now look at the situation?

**Emotional Consequence:** How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## ABCDE Method for Challenging Beliefs (Session 7, Worksheet 2)

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**C**onsequent Behavior: What behavior did these beliefs and feelings lead to?

**D**ispute/Challenge the Beliefs or Expectations: Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**D**ealing with the Situation: Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**E**ffective New Belief: What is a different way to now look at the situation?

**E**motional Consequence: How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## **Session 8: Altruism and Generosity**

### **Home Practice Activities**

1. Mindfulness Based Practice

Continue to set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given in the workbook, and to use the 3-minute breathing space and be mindful of daily activities.

2. Altruistic Acts

Carry out the specific altruistic acts to be done for the particular persons at a particular time you and your therapist chose in session. Be sure to have more than one option in case other people are unavailable.

3. Identify and Contact a Friend

Be sure to contact a friend and ask them to partner with you during this period or agree to partner with them in their difficult situation. If you are having trouble doing this, be sure you bring it up when the therapist asks about this.

4. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.

**Altruistic Acts**

Make a list of the ways you have been helpful in the past and ways that you could be helpful now. Then rank each item on your list from easiest to most difficult (0-10 with 10 being the most difficult of all).

<b>Helpful/Generous Act</b>	<b>Degree of Difficulty (0-10)</b>	<b>Activity Chosen</b>

Next, select several of the easier acts you would like to initiate. Answer the following questions for each act you choose:

*Helpful/Generous Act #1:* \_\_\_\_\_

- 1. For Whom?**
- 2. When will you do it?**
- 3. Why will you do it?**
- 4. How will you do it?**
- 5. How frequently will you do it?**

*Helpful/Generous Act #2:* \_\_\_\_\_

- 1. For Whom?**
- 2. When will you do it?**
- 3. Why will you do it?**
- 4. How will you do it?**
- 5. How frequently will you do it?**

*Helpful/Generous Act #3:* \_\_\_\_\_

- 1. For Whom?**
- 2. When will you do it?**
- 3. Why will you do it?**
- 4. How will you do it?**
- 5. How frequently will you do it?**

## ABCDE Method for Challenging Beliefs (Session 8: Optional)

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**C**onsequent Behavior: What behavior did these beliefs and feelings lead to?

**D**ispute/Challenge the Beliefs or Expectations: Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**D**ealing with the Situation: Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**E**ffective New Belief: What is a different way to now look at the situation?

**E**motional Consequence: How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

## **Session 9: Stress-Related Growth Home Practice Activities**

### 1. Mindfulness Based Practice

Continue to set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given in the workbook, and to use the 3-minute breathing space and be mindful of daily activities.

### 2. Positive Changes

Add to your list of the changes in your life that you could view as positive or that have caused growth.

Reflect on the meaning of these changes in terms of your character and the predictions you make regarding negative beliefs. In particular, what power do these changes give you to stop avoiding unpleasant experiences and to face them courageously?

### 3. Identify and Contact a Friend

Be sure to contact a friend and ask them to partner with you during this period or agree to partner with them in their difficult situation. If you are having trouble doing this, be sure you bring it up when the therapist asks about this.

### 4. Be sure to have your completed home activities sheets readily available to you during your next session so that you can review them with your therapist.



## Looking for the Positive

It may sound insensitive to suggest there is anything positive in pain and suffering, yet many people who cope admit they eventually make sense of the situation or find something that benefited them or others. This does not mean they like what happened or stop wishing it had never happened. They discovered that despite the pain they went through they could also describe positive changes in themselves and others or found parts of it that made sense. In the long run finding benefits seems to give people a measure of serenity.

1. In what ways, if any, can you make sense of what happened to you?
  
  
  
  
  
  
  
  
  
  
2. What positive changes have you noticed as a result of what happened?
  - a. In you?
  
  
  
  
  
  
  
  - b. In others and the people close to you?
  
  
  
  
  
  
  
  - c. In the way you look at the world?
  
  
  
  
  
  
  
  
  
  
3. How can these changes help you live your life more fully?

## Reflections

1. What does it say or what could it mean if you find some benefit from your tragedy or loss?
2. If there was any positive change in you, your perspective, or relationships, how do you make sense of that?
3. What does having this view mean in terms of coping with day-to-day struggles?
4. How can this view help you when you start to feel discouraged?
5. Any perspective fades in and out. What concrete steps can you take on a regular basis to remind yourself of these helpful perspectives?

## Session 10: Hope and Relapse Prevention

### Home Practice Activities

#### 1. Mindfulness Based Practice

Continue to set aside 20 minutes a day for a formal period of practice of mindfulness of the breath, using the detailed instructions given in the workbook, and to use the 3-minute breathing space and be mindful of daily activities. This is an important practice that we encourage you to continue to do daily.

#### 2. Continue to Use the Tools Daily

In order to maintain the gains you have achieved in treatment you need to keep using the tools you have learned. These tools include the following:

- Challenging and changing your negative interpretations (Additional ABCDE sheets are included at the end of this workbook. Feel free to make extra copies for yourself)
- Gratitude
- Altruism (choose a specific activity for a specific person)
- Finding the positives in your life
- Spending time with others
- Connecting with friends, specifically the person(s) identified earlier in treatment

One way to remind yourself to continue to put into practice the things you have learned is to do them at a time set aside each day. Each day during this time you can review your thoughts and behavior. You might find it helpful to use a journal during this time.

#### 3. Make Use of Your Psychological and Social Resources

These resources include, but are not limited to journaling, social support from friends, giving and receiving forgiveness, psychotherapy, attending clubs or social events, attending support groups, or activities such as pot-lucks, bingo, and discussion groups.

#### 4. Anticipate Set Backs

Remember that there will be set backs and times that are more challenging and difficult than others. It is at these times that it is even more important to engage in the activities and resources you learned, especially if you don't feel like it.

5. Continue the partnership with the friend you chose and having regular contact with them.

**Congratulations on a job well done!**

## ABCDE Method for Challenging Beliefs

**A**ctivating Event: Describe the situation around the time the negative emotion(s) began.

**B**eliefs: What negative thoughts or expectations automatically went through your mind when you were in that situation?

**C**onsequent Feelings: What painful feelings did these thoughts or expectations lead to? Rate each feeling using a scale of 1-10, where 10 is very painful.

**C**onsequent Behavior: What behavior did these beliefs and feelings lead to?

**D**ispute/Challenge the Beliefs or Expectations: Is there any evidence that those beliefs or expectations are not totally accurate or true? Describe the contrary evidence.

**D**ealing with the Situation: Specify the unhelpful thought category that best describes the error in the belief. Even if the situation can't change, what evidence do you have that you could manage it? Based on your talents? Your past experience? Support persons? Resources?

**E**ffective New Belief: What is a different way to now look at the situation?

**E**motional Consequence: How did your feelings change after you looked at the situation differently? Rate each feeling using a scale of 1-10, where 10 is very painful.

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