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GROUP LEADER’S MANUAL

Building Recovery by Improving Goals, Habits, and Thoughts

A Group Cognitive Behavioral Therapy for Depression in Clients with Co-Occurring Alcohol and Drug Use Problems

Thoughts and Your Mood
The research described in this report was sponsored by the National Institute on Alcohol Abuse and Alcoholism and was conducted in RAND Health, a division of the RAND Corporation.

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This is your book to keep. Feel free to write in it.

This workbook belongs to:

_____________________________________________________________
(Name)

_____________________________________________________________
(Date)
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SESSION 1: YOUR THOUGHTS AND MOOD ARE CONNECTED

LEADER TIPS

Materials Needed for Session 1

- **Group Member’s Workbook** (“Thoughts and Your Mood”)—enough for everyone in the group
- **Pens**—enough for everyone in the group
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—enough to give one to every group member—so they can attach their index cards to their workbooks
- **The PHQ-9 depression measure**—enough copies for everyone in the group
- **Dry erase board, chalkboard, or large sheets of paper** to present material to group
- **Kleenex** or other facial tissue

Group Leaders’ Goals

- Make all group members feel welcome.
- Discuss group rules.
- Introduce yourselves and provide phone numbers.
- Begin to encourage group sharing and support by having group members introduce themselves.
- Help group members understand what depression is.
- Help group members understand CBT and how it can help depression.
- Remind group members of topics and skills introduced in the previous module (“Substance Abuse and Your Mood”).
- Introduce the connection between thoughts and depression.
LEADER TIPS

Welcome Group Members

As group members arrive:
- Introduce yourselves and invite group members to sit anywhere.
- Pass out the Group Member’s Workbooks (“Thoughts and Your Mood”).
- Pass out the PHQ-9 depression measure. Ask group members to fill it out, put their names on it, and return it to you. Tell group members that you will talk more about it later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Begin the group:
- Welcome all group members. Say: Welcome to the BRIGHT Group Cognitive Behavioral Therapy for Depression. This is the module called “Thoughts and Your Mood.” We will talk more about Cognitive Behavioral Therapy in a few minutes.
- Say: Some of the group members have attended one or more previous modules and others are entering the group for the first time.
- Identify members of the group who will be graduating (completing all four CBT modules) at the end of this module.
- Say: Congratulations to everyone for being brave enough to come to the group.
- Say: Turn to the first page after the cover in your books and put your name and the date on the lines.
- Say:
  - The workbooks belong to you.
  - You will be writing in them.
  - You should bring their workbooks to every group meeting.
  - You will keep them when the group is over.
- Say: We will not take formal breaks, but you should feel free to get up and use the restroom whenever you need to.
LEADER TIPS

Purpose and Outline
Group Member’s Workbook: Page 1

1. Say: Every session begins with a few points about the purpose of the session and an outline of the session. We will go over these now.
2. Introduce the Purpose and Outline.
3. Ask: Does anybody have any questions so far?

PURPOSE

- Learn about the CBT group 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. Group Rules
III. Announcements
IV. Introductions
V. What Is Depression?
VI. What Is Group Cognitive Behavioral Therapy (CBT)?
VII. How Does CBT Treat Depression?
VIII. How Have You Been Feeling?
IX. Review
X. 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
XI. Key Messages
XII. Practice
XIII. Feedback
XIV. Looking Ahead
GROUP RULES

LEADER TIPS

Time: 10 minutes
Group Member's Workbook: Page 2

1. Go over group rules before anyone discloses any personal information. Don’t forget to talk about the exceptions to confidentiality (#3). Tell the group the name of your supervisor if you know it (#3). Ask if anybody in the group has questions or comments about any of the rules.

1. **Come to every group meeting.** If you can’t make it, call us at this number:

   (__________)__________-_________________ (Contact number)

2. **Come to group meetings on time.**

3. **Maintain the confidentiality of the group.**

   Please do not share what you hear in the group with anybody else. Likewise, group leaders will not repeat what you say. There are three exceptions.

   First, your group leaders share information with each other and with the licensed mental health professional that is supervising the group.

   Second, if group leaders hear something that makes them think your health or safety is in danger they will talk with your doctor or others.

   Finally, by law, a group leader 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. **Be respectful and supportive of others in the group.** The group is based on respect for all people. If you have a problem with another group member and your feelings are getting in the way of your group therapy, discuss the problem with a group leader.

5. **Find a balance between talking and listening.** You and the other group members will get the most out of the group if everybody has a chance to talk about their thoughts, feelings, problems, and experiences.

Plus, in each session, the group leaders need time to introduce new ideas that will help everybody in the group. Unfortunately, the time allowed for each group session is limited. The group leaders will:

- Keep track of the time for each session.
- Gently remind you to give others a turn to talk.

6. **Know that you don’t have to share everything.**

7. **Practice.** Practicing on your own will help you learn how to use the skills you learn and make it more likely that you will get well.

8. **Tell us if you are unhappy with the group or your treatment.**
## LEADER TIPS

**Time:** 2 minutes  
**Group Member’s Workbook:** Page 3

1. Make announcements if there are any. Answer group members’ questions right away if they relate to the way the group is run.

2. Time will not allow for group members to add big items to the agenda. However, each person should have a chance to talk about personal issues that add to his or her depression. Each person needs to feel that he or she has been heard and understood by the group. Many of the group members’ concerns can be addressed in the work of the session. If necessary, arrange to talk with a group member individually after the session.

---

The group leader 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 group leader ahead of time if, for example, you need to be late for a session.

Is there anything you would like to let the leader know about?
INTRODUCTIONS

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 4

1. **Give group members phone numbers** where they can contact you.
   - Write your names and the phone numbers on the board.
   - Suggest that group members write the information in their workbooks where it will be easy to find.

Say: *Now we would like for everyone to get to know each other. You will have a chance to talk about your depression and substance abuse later during the sessions. For now, let’s start the introductions with the subjects in your workbook.*

2. **Introduce** the text. Provide a model for the group members by introducing yourselves first. **Answer one or two questions** in the workbook.
   - If some members begin to provide more information than necessary, gently remind them that they will have time to talk about other issues during the group. For now the focus is on introductions.
   - It may be helpful to ask group members questions that result in short answers, such as, “Where did you grow up?”
   - If members focus on their depression or their substance abuse when they describe themselves, stop them and remind them that the group wants to know who they are and what they are like apart from their depression or substance abuse. (It is very useful for them to present their “other” self to the group.)
Group Leaders

Your group leaders are:

_______________________________(_______)_______________
(Name)      (Contact number)

_______________________________(_______)_______________
(Name)      (Contact number)

Group Members

You will be coming to group CBT with the group of people you are meeting in this session. Talking with them will be an important part of CBT.

Now group members will introduce themselves. We will be talking about your experiences with depression or substance abuse as the group progresses. At this time, we want to know a bit about you as an individual. Begin by telling the group your name, and then choose one or two of the following subjects to talk about:

- Where you grew up
- Your family
- What kind of work you have done
- Your main interests or hobbies
- Something about yourself that you think is special
WHAT IS DEPRESSION?

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 5

No matter how different group members might be from each other, the information about depression allows them to see that they are not alone. They share common feelings and a common enemy—depression.

1. Introduce “Depression Is Common.”
2. Say: What is depression like for you?
   - One group leader should write their symptoms on the board.
   - As group members mention a symptom, ask whether other group members have had similar concerns.
   - If some symptoms of depression are not mentioned by group members, add them to the list at the end. Say: Everybody in this group has experienced symptoms of depression, and what we’re 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 the needs of group members and to plan the sessions to make them as helpful as possible. (You probably already know something about group members based on the contact you made with them before the group started.)
   - If any of the triggers listed in the “Depression” box are not mentioned by group members, tell them that other things can cause depression and read from the list.

4. Introduce the section called “What You Can Do.” Say: Tell one of the group leaders 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 feels sad at some point in their lives.
- 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

- Use of drugs or alcohol
- 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 this CBT group!
- Practice the skills you learn during the CBT group.
- Get help and support from family members, friends, and others.
- Discuss how you feel with your doctor, nurse, therapist, or counselor.
- Ask your doctor if antidepressant medicines might be helpful.

*Let the group leader 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?

LEADER TIPS

Time: 10 minutes  
Group Member’s Workbook: Page 7

1. Review the text.

2. Stop after each section and ask for questions and comments. Or ask for a volunteer among those who have been through other CBT modules to explain CBT to the group. Encourage questions and discussion.

This treatment provides a specific kind of help—cognitive behavioral therapy, or CBT for short—to 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.
- Learn how staying free of drugs or alcohol can improve your mood.
The group meetings are helpful because they:

- Provide you with support from other people in the group.
- Help you understand that you are not alone.
- Help you learn the CBT skills more easily.
- Show many ways other people use the CBT skills to deal with depression and feel better.

During the group you will learn skills to:

- Change your thoughts.
- Change your behaviors, including your
  - Activities
  - Interactions with other people.
- Improve the way you feel and support your recovery.

During the group 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 group 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.

Because this CBT program is for people with depression and substance abuse, we will also discuss how mood and substance abuse are connected.
This CBT treatment program is organized into four 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
- Module: How using drugs or alcohol affects your mood = 4 sessions

Total CBT sessions = 16 sessions

Group members can join the group at any module. However, each group member must begin with Session 1 of a module. That means that if the Activities module is #1 for you, the People Interactions module will be #2.

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.
LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 11

Say: Imagine an event, such as losing a job, or something less extreme, such as being late to work. It would be natural to feel upset. But other factors can make your suffering even worse.

Refer to parts of the CBT circle, as you read the text below.

Thoughts. If a person loses a job, he or she might have thoughts like “I am useless now that I don’t work.” This can lead to feelings of depression. Feeling depressed can then lead to other harmful thoughts, such as “nothing will ever work out for me.” This, in turn, will likely worsen the depression. Now, imagine a second person who, in response to the same event, instead thinks he or she learned a lot and got great experience at the job. The second person is less likely to become depressed. Being in a better mood may also lead to additional helpful thoughts like, “My past experience will help me get a new job.”

Activities. Another factor is how we act. Going back to our example, in response to losing a job one person might start sleeping a lot more and avoid going out of the house. These behaviors can lead to a worsening of depression, which in turn could lead to additional harmful behaviors, such as neglecting personal care—skipping meals, not showering, and so on. In contrast, if a person in response to losing his or her job decides to engage in healthy behaviors, such as looking for new work or taking advantage of time at home to work on hobbies or other personal projects, this person’s mood is likely to be better. This, in turn, may make it easier for the person to engage in other healthy behaviors.

People. Depression can also negatively affect the amount or kinds of contact we have with other people. A person who loses their job might isolate from others. This may lead to feeling depressed, which in turn may lead to additional harmful interpersonal behaviors, such as spending time with one’s old drinking buddies. In contrast, if after losing a job a person seeks out support from others, this can help improve mood and lead to other healthy contacts with others—like getting advice on finding new work.

Substance abuse. In addition to harmful thoughts, behaviors, and contacts with people worsening depression, these factors can also lead to increased use of drugs and alcohol. Then another vicious cycle can develop in which increased substance use worsens depression, and the worsened depression, in turn, increases substance use. So when we put all these parts together, we see that CBT can help prevent this cycle of increased depression and substance use by helping a person to learn new ways to think and behave in response to stressors.

Ask questions to involve group members. For example “How can you relate the CBT Circle to your own lives?”
Using the CBT Circle, we can understand the cycle of depression. An upsetting event might happen such as losing a job or the death of a relative. An upsetting event can also be less extreme such as being late to work or having a disagreement with a friend. 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 (your behavior).
- Interactions you have with other people.
- Use of drugs or alcohol.

The CBT Circle

CBT helps break this cycle of depression by teaching you that for each of these factors—thoughts, activities, people interactions, and substance abuse—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?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 13

1. Introduce the text in the Group Member’s Workbook.

2. After the session, compare each group member’s PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor each group member’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 Session 1 and Session 3 of each CBT module. It allows you and your group leaders to check how you are feeling today and to keep track of how you are feeling while you are attending the group.
LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 13

Quick Mood Scale

Say: At least some of you may be continuing CBT from the last module. We’ll do a quick review of the module and the practice before we start a new topic.

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

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

2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member’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 volunteer’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 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 group members to notice the connection between having more healthy interactions with people and improved mood.
<table>
<thead>
<tr>
<th>Making a Plan to Meet Somebody New</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Say:</strong> Who would like to share their plan for meeting somebody new?</td>
</tr>
<tr>
<td><strong>Ask</strong> these follow-up questions, if you have time. What steps were you able to take since last session? What steps do you plan to take next? What did you notice about the connection between taking those steps and your mood?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Last Module</th>
</tr>
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<tbody>
<tr>
<td><strong>6. Say:</strong> What do you remember from the last module that was helpful to you? Review the key messages from the last module. You may not have time to review all of them, but review at least some of the key messages to reinforce what the clients found useful or remembered.</td>
</tr>
</tbody>
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**Practice**

If you were part of the CBT group for the last module (“Substance Abuse 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. **Track your mood using the Quick Mood Scale.**
2. **Take a step to get to know somebody new.**
Last Module

- What do you remember most from the last module?
- What did you learn that was most helpful, in terms of improving your mood?
- What was less helpful?

Key messages from the last module include:

Session 1: Depression and Your Mood

- Your mood can affect your decision on whether or not to use drugs or alcohol.
- Using drugs or alcohol can affect your mood.
- Using drugs or alcohol can also lead to other changes in your thinking and activities that are symptoms of depression.

Session 2: Thoughts, Mood, and Substance Abuse

- Thoughts are helpful or harmful based on how they make you feel.
- The harmful thoughts that lead you to feel depressed can make it more likely you will use.
- The helpful thoughts that help improve your mood may also help you with your recovery.
- You can learn to catch your harmful thoughts and replace them with helpful ones.
Session 3: Activities, Mood, and Substance Abuse

- Harmful activities can lead to depression and the use of drugs or alcohol.
- Doing helpful activities will help you feel better and support your recovery.
- Start slow, but steadily replace harmful activities with helpful activities.
- You can take steps to increase your physical activity and improve your sleep.

Session 4: Interactions with People, Mood, and Substance Abuse

- Helpful interactions with others can have a positive effect on your mood and your recovery.
- If most of your friends are involved with drugs or alcohol, you may have to make new friends.
- You can meet new people by doing activities you enjoy in the company of other people.
- It is possible to problem solve around the obstacles that get in the way of meeting and being with people.
NEW TOPIC: THE CONNECTION BETWEEN THOUGHTS AND MOOD

Thoughts Are Sentences We Tell Ourselves

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 16

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?

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.

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.

5. Say: Notice the two arrow diagrams in your workbooks. 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.

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 substance abuse, 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.

Thoughts and Your Mood, Session 1
Thoughts: sentences you tell yourself.

- I did a good job at work today.
- I will never amount to anything.

Feelings: emotions or moods.
(See more examples on the next page.)

- Happy
- Sad
- Angry
In this workbook 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.
### Examples of Feelings

<table>
<thead>
<tr>
<th>AGGRESSIVE</th>
<th>AGONIZED</th>
<th>ANXIOUS</th>
<th>APOLOGETIC</th>
<th>ARROGANT</th>
<th>BASHFUL</th>
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<td>CONCENTRATING</td>
<td>CONFIDENT</td>
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LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 19

1. Say: Look at the cartoons in your workbooks. 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. It’s important to remember that EVERYONE has BOTH helpful and harmful thoughts, so this is normal. You are in no way “bad” if you have harmful thoughts. The most important thing, as we will learn in this module, is how you manage or “work with” your harmful thoughts and change them to more helpful thoughts.
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

LEADER TIPS

Time: 15 minutes  
Group Member’s Workbook: Page 20

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. [Wait a moment to allow the group members to picture the moment.] 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 workbook.

2. Say: What thoughts did you notice? Write the group member’s thought on the board.

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 workbook. Read aloud the questions one at a time and discuss them in relation to the thoughts shared by group members.

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.

________________________________________________________________________

________________________________________________________________________
Questions to think about:

- How do these thoughts make you feel?
- Are these thoughts accurate (i.e., true), complete (i.e., include all the facts), and balanced (i.e., fair and reasonable)?

**LEADER TIPS**

Time: 5 minutes  
Group Member’s Workbook: Page 21  
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 46, 47, and 48.

4. After the group is done writing their own thoughts on the lines, **say:** Who would like to share their thoughts?
Examples of Harmful Thoughts

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. I have wasted my life because I have used drugs or alcohol.
42. I can’t have fun without getting high, so if I choose to stay drug-free, I will never have fun again.
43. If I have a relapse, all my hard work for sobriety was wasted.
44. With these health problems, I will always be miserable.
45. The problems my children are having are my fault.

What are your harmful thoughts?

46. _____________________________
47. _____________________________
48. _____________________________

Thoughts and Your Mood, Session 1
LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 22

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 group is done writing their own thoughts on the lines, say: Who would like to share the thoughts they wrote down?
Examples of Helpful Thoughts

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.
42. I was able to turn down drugs when that person offered them to me.
43. I didn't have even one drink last week.

What are your helpful thoughts?

44. _____________________________
45. _____________________________
46. _____________________________

Thoughts and Your Mood, Session 1
Thoughts and Your Mood, Session 1

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 23

1. **Review** the key messages and ask group members if they have questions or comments.

2. Help group members feel hopeful that CBT can help them get over their depression.

---

**Key Messages**

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

Time: 10 minutes  
Group Member’s Workbook: Page 23

Say: I would like to talk about the importance of practicing the skills you learn in the group. Some of you may be thinking: “what do you mean by “practice?” Practice means doing brief activities on your own outside of the group. 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 the group and let us 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 all of you to keep track of your mood using the Quick Mood Scale. There is a copy of the Quick Mood Scale in your workbook 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 group members to look in their workbooks.

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 cards for each person, and one binder clip per person. **Read the directions (practice #2) aloud.** Then say: You will notice that you also have room in your workbook to write your harmful and helpful thoughts each day. You may use the cards, or the workbook, 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 workbook. 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 group 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:** does anybody 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 that everybody in the group 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. **Track your thoughts using index cards.**

   ![Thoughts, Day 1](image)

   (Write in the day of the week.)

   - Use one separate card for each day (using either the separate index cards or the “cards” printed in your workbook).
   
   - 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 | |
|                | 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 | |
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.)
LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 31

1. **Encourage** group members 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 in the group.

2. **Read aloud** one or two of the questions.

The group leaders 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 group?
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.
**GROUP LEADER 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.”

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<th>Topic</th>
<th>Taught/Done?</th>
<th>How Difficult Was It to Lead This Part of the Session?</th>
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<td>What You Think Affects How You Feel</td>
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<td>Identify Your Harmful Thoughts</td>
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<td>Looking Ahead</td>
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SESSION 2: HOW TO IDENTIFY HARMFUL AND HELPFUL THOUGHTS

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“Thoughts and Your Mood”)—a few copies to loan in case some group members forgot to bring their own workbooks
- **Pens**—enough for everyone in the group
- **Dry erase board, chalkboard, or large sheets of paper** to present material to group
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—enough to give one to every group member—so they can attach their index cards to their workbooks
- **Kleenex** or other facial tissue

Group Leaders’ Goals

- Review the connection between thoughts and mood.
- Help group members identify their own habits of harmful thinking.
- Reinforce the importance of outside practice.
LEADER TIPS

Welcome Group Members
As group members arrive, greet them by name. Ask them informally how their practice went.

Purpose and Outline
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. Announcements
II. Review
III. 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
IV. Key Messages
V. Practice
VI. Feedback
VII. Looking Ahead

ANNOUNCEMENTS

The group leaders will make any announcements that might be necessary.

Is there anything you need to let the leaders know about?
LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 34

Quick Mood Scale

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

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

2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member’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 volunteer’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 workbooks]? 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. **Note:** Depending on the size of the group, you may choose to chart the Quick Mood Scales of all group members or just one or two. Some group members will be eager to share each week, but don’t focus only on them. In the course of the four-session Thoughts module, encourage as many group members as possible to share their Quick Mood Scales—even those who are shyer and less vocal. For each member who shares, 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. The questions below will allow you to check in with other group members that did not get their Quick Mood Scale up on the board.

7. **Ask and discuss:** Was it difficult to keep track of your harmful and helpful thoughts each day? Who would like to share some harmful and helpful thoughts?

**Note: What to do if group members don’t do their practice**

Most group members 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 group members know how important their practice is. However, there may be individuals in the group who consistently do not practice. Identify this problem as early as possible.

**Find out why the group member 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 group member figure out how to overcome them. You might say, “We want you to start feeling better, and we know how important practice is. Can we 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 doing my practice.” You might ask him or 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 group member come up with a more helpful thought that would encourage practice.
No one assignment is going to “cure” depression, but practicing outside of the group will help the group member learn to control his or her negative mood.

Get reinforcement from other group members. You can ask other group members to help problem-solve. It is likely that other members will volunteer information as to what has helped them to practice.

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 members to complete the incomplete scale in-session indicates that you take practice seriously.

Strike the right balance. It is important to give group members 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 group member might tell you that he/she can’t do anything right. Point out that he/she was successful in coming to the group, and coming to group is a first important step to feeling better. Be warm and supportive of the group member 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, we 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.*
Thoughts and Your Mood, Session 2

Last Session

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 34

1. It may be difficult for group members 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 welcomed new group members, introduced ourselves, 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. Can anyone summarize what this diagram means or give an example?

4. Ask: Do you remember the cartoon with the man in the rain? Can anybody remind the group of what the cartoon teaches us?

If nobody volunteers, remind the group 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: Does anybody have any questions before we look at this session’s new topic?
Key messages from last session are:

- A thought is a sentence you say to yourself or a picture in your mind.
- 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. We 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

LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: Page 36

(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” or “I stopped drinking.” 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 workbook, 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 anybody suggest a statement of 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 group member’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 you are working with a person in the group, ask other group members to help him or her think of thoughts he or she might have that would make the mood worse.

If the first response seems too drastic, check with the group for guidance by saying: *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 group feels it belongs.

If someone in the group 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 group members understand the idea, just fill in one or two going down and one or two going up.

6. **I have just stopped drinking alcohol.**

9. I’m not sure I can cope with the cravings for alcohol.
8. I’ll probably be miserable while I am trying to quit drinking.
7. My sobriety probably won’t last for more than a month.
6. I’ll probably be a drunk for the rest of my life.

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.
9. I feel proud of my sobriety.

8. I am doing things to help me maintain my sobriety, like getting treatment for depression and going to AA.

7. I’m glad I finally made the decision to stop drinking.

6. Quitting drinking is hard, but I know people who have been able to do it.

5. **I have just stopped drinking alcohol.**

4. I’m not sure I can cope with the cravings for alcohol.

3. I’ll probably be miserable while I am trying to quit drinking.

2. My sobriety probably won’t last for more than a month.

1. I’ll probably be a drunk for the rest of my life.

7. Ask group members 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 workbook.* (Allow 5 minutes for this.) **Then say:** *Who would like to read what they 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. These do not relate to using drugs or alcohol.

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.
- You stop drinking alcohol.

**Instructions**

1. In the table on the next page, write a statement of 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.
<table>
<thead>
<tr>
<th>Mood Level</th>
<th>Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood</td>
<td>9. I will keep trying until I find a job that is right for me.</td>
</tr>
<tr>
<td></td>
<td>8. I have skills that employers will want.</td>
</tr>
<tr>
<td></td>
<td>7. I learned a lot at my last job.</td>
</tr>
<tr>
<td></td>
<td>6. I will work hard to find another job.</td>
</tr>
<tr>
<td>Okay/average mood</td>
<td>5. I have just lost my job.</td>
</tr>
<tr>
<td></td>
<td>4. I'm not sure if I can find another job.</td>
</tr>
<tr>
<td></td>
<td>3. I don't think I did my job well.</td>
</tr>
<tr>
<td></td>
<td>2. I will never be a good worker.</td>
</tr>
<tr>
<td>Worst mood</td>
<td>1. I am no good.</td>
</tr>
</tbody>
</table>
Your chaining activity

<table>
<thead>
<tr>
<th>Best mood</th>
<th>9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>Okay/average mood</td>
<td>5.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>Worst mood</td>
<td>1.</td>
</tr>
</tbody>
</table>

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

LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 39

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 workbook. 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 anybody 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 you have time or if 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.
- I have recently stopped using drugs.
- I can’t hang out with my friends who are still using.
- I think my drinking has caused me to have problems with my memory.
<table>
<thead>
<tr>
<th>Harmful</th>
<th>Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inaccurate (not true)</strong></td>
<td><strong>Accurate (true)</strong></td>
</tr>
<tr>
<td>I never do anything right.</td>
<td>I have made mistakes, but I do many things right.</td>
</tr>
<tr>
<td>I will never be able to trust people.</td>
<td>My trust has been broken in the past, but I am working to build relationships with trustworthy people.</td>
</tr>
<tr>
<td><strong>Incomplete (leaves out some facts)</strong></td>
<td><strong>Complete (includes all the facts)</strong></td>
</tr>
<tr>
<td>My marriage was a failure.</td>
<td>During my previous marriage, I learned what I want from a relationship.</td>
</tr>
<tr>
<td>I can’t work, so I am useless.</td>
<td>I can’t work now, but I am providing emotional support to my family.</td>
</tr>
<tr>
<td><strong>Unbalanced (too extreme)</strong></td>
<td><strong>Balanced (fair and reasonable)</strong></td>
</tr>
<tr>
<td>I don’t know anything.</td>
<td>I know a lot of things and I don’t have to know everything.</td>
</tr>
<tr>
<td>I am a failure.</td>
<td>I’ve made mistakes, but I’m trying hard to do the right thing now.</td>
</tr>
</tbody>
</table>
LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: Page 40

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: Does everybody understand how all-or-nothing thinking could make your mood worse? Can anybody 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 group 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 or more of these categories. I should clarify that a single thought can sometimes fall into several 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 group members’ thoughts using these questions. Do the same for several categories that group members would like to discuss, as time permits.

6. When a group member offers a thought, ask the group to help the person 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

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Category</th>
<th>Examination: Are your thoughts accurate, complete, and balanced?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Symbol" /></td>
<td><strong>All-or-Nothing Thinking</strong></td>
<td>Are there shades of gray? Maybe a more accurate thought is somewhere in the middle. Try to think in a more balanced way.</td>
</tr>
<tr>
<td><img src="image" alt="Symbol" /></td>
<td>Believing negative things are more likely to happen and positive things are never or hardly ever going to happen</td>
<td>Why choose to believe that negative things are more likely to happen? Are you really giving positive and negative things an equal chance?</td>
</tr>
<tr>
<td><img src="image" alt="Symbol" /></td>
<td>Only remember negative events. Filtering out positive events. Your cup of life ends up very bitter and negative.</td>
<td>Is it true that there is nothing positive about your situation?</td>
</tr>
</tbody>
</table>
# Common Habits of Harmful Thinking

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Category</th>
<th>Examination: Are your thoughts accurate, complete, and balanced?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="symbol.png" alt="Exaggerating" /></td>
<td><strong>Exaggerating</strong>&lt;br&gt;Exaggerating problems and the possible harm they could cause, and underestimating your ability to deal with them. Making a &quot;mountain out of a mole hill.&quot;&lt;br&gt;Examples:&lt;br&gt;• I can't stand it.&lt;br&gt;• I will never be able to complete this task.</td>
<td>How big is the problem really? Where is it likely to lead? How might you deal with the problem?</td>
</tr>
<tr>
<td><img src="symbol.png" alt="Labeling" /></td>
<td><strong>Labeling (either yourself or others)</strong>&lt;br&gt;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.&lt;br&gt;Examples:&lt;br&gt;• I can’t believe I don’t know the answer. I must be stupid.&lt;br&gt;• I am ugly (or unattractive).</td>
<td>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?</td>
</tr>
<tr>
<td><img src="symbol.png" alt="Not Giving Oneself Credit" /></td>
<td><strong>Not Giving Oneself Credit</strong>&lt;br&gt;Thinking positive things that happen are either just luck or somebody else’s doing and never the results of one’s effort.&lt;br&gt;Example:&lt;br&gt;• Yes, I came to group today, but it’s no big deal.</td>
<td>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?</td>
</tr>
</tbody>
</table>
# Common Habits of Harmful Thinking

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td><img src="symbol" alt="Blaming Oneself" /></td>
<td><strong>Blaming Oneself</strong>&lt;br&gt;Thinking negative things happen, and they are always entirely your fault.&lt;br&gt;Examples:&lt;br&gt;• Things would have gone well if I hadn’t been there.&lt;br&gt;• My partner seems very upset today, maybe I did something wrong.&lt;br&gt;• If we lose it will be all my fault.</td>
<td>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?</td>
</tr>
<tr>
<td><img src="symbol" alt="Overgeneralization" /></td>
<td><strong>Overgeneralization</strong>&lt;br&gt;Taking one negative characteristic or event and seeing it as a never-ending pattern. He/she doesn’t like me = no one likes me.&lt;br&gt;I couldn’t do this one thing = I can’t do anything.&lt;br&gt;Examples:&lt;br&gt;• If I can’t get this job, then everything’s lost. I might as well give up.&lt;br&gt;• I can’t believe my friend did what she did.&lt;br&gt;• I don’t think I can trust anyone ever again.</td>
<td>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?</td>
</tr>
<tr>
<td><img src="symbol" alt="Should’ing yourself" /></td>
<td><strong>“Should”ing yourself</strong>&lt;br&gt;Telling yourself you should, ought, and must do something. Makes you feel forced to do things, controlled, and resentful. Weighing yourself down with “shoulds.”&lt;br&gt;Example:&lt;br&gt;• I should be the best.&lt;br&gt;• This shouldn’t have happened to me.</td>
<td>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?</td>
</tr>
</tbody>
</table>
# Common Habits of Harmful Thinking

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Category</th>
<th>Examination: Are your thoughts accurate, complete, and balanced?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="symbol1.png" alt="Mind Reading" /></td>
<td><strong>Mind Reading</strong>&lt;br&gt;Thinking that you know what others are thinking, and they are thinking negatively about you.&lt;br&gt;Examples:&lt;br&gt;• My partner seems very upset today; I must have done something wrong.&lt;br&gt;• I did not get the answer first. My team members must be mad at me.&lt;br&gt;• I can’t tell others how I feel because they will think I am crazy.&lt;br&gt;• Other people think I am boring (or depressing).</td>
<td>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?</td>
</tr>
<tr>
<td><img src="symbol2.png" alt="Negative Fortune Telling" /></td>
<td><strong>Negative Fortune Telling</strong>&lt;br&gt;Thinking that you can see how things will be in the future and it is bad.&lt;br&gt;Examples:&lt;br&gt;• I will never be able to stay sober.&lt;br&gt;• The party is going to be really boring so why bother going.&lt;br&gt;• I’ll never be happy again.&lt;br&gt;• I am not capable of loving.</td>
<td>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.</td>
</tr>
</tbody>
</table>
LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 44

1. Say: *Today we have talked about some common habits of harmful thinking.*

2. Read aloud the key messages and ask group members if they have 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.
LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 45

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 for each person, and one binder clip per person. **Read the directions (practice #2) aloud. Then say:** You also have room in your workbook to write your harmful and helpful thoughts each day. You may use the cards, or the workbook, 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. 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 workbook. Take a moment to write down one harmful and one helpful thought to get you started.

5. **Remind** the group that it is important that they do the practice activities. **Ask** the group members 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. You can also write down the categories you notice next to each harmful thought.
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 workbook).
- 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.**

Write down the categories of each of your harmful thoughts on the index cards or the “cards” printed in your workbook.
## 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.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best mood</strong></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<tr>
<td><strong>OK/average mood</strong></td>
<td>5</td>
<td>5</td>
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<td>3</td>
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<td>3</td>
</tr>
<tr>
<td><strong>Worst mood</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Were you able to notice your harmful thoughts?</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>No</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
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.)
The group leaders 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?
Looking Ahead

Leader Tips

Time: 1 minute
Group Member's Workbook: Page 52

1. Read aloud the text.

2. Congratulate group members for attending the group.

In Session 3, you will learn how to “talk back” to your harmful thoughts. You will practice replacing your harmful thoughts with helpful thoughts.
GROUP LEADER 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.”

<table>
<thead>
<tr>
<th>Task</th>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
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<td>Review</td>
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<td>Practice</td>
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<tr>
<td>Last Session</td>
<td></td>
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<tr>
<td>New Topic: Identifying Harmful and Helpful Thoughts</td>
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<tr>
<td>The Link Between Thoughts and Mood: A Chaining Activity</td>
<td></td>
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</tr>
<tr>
<td>Harmful Thoughts Are Not Accurate, Complete, and Balanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Habits of Harmful Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Messages</td>
<td></td>
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<tr>
<td>Practice</td>
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<tr>
<td>Feedback</td>
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</tr>
<tr>
<td>Looking Ahead</td>
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</tr>
</tbody>
</table>
SESSION 3: TALKING BACK TO YOUR HARMFUL THOUGHTS

LEADER TIPS

Materials Needed

- **Group Member’s Workbooks** (“Thoughts and Your Mood”)—a few copies to loan in case some group members forget to bring their own workbooks
- **Pens**—enough for everyone in the group
- **The PHQ-9 depression measure**—enough copies for everyone in the group
- **Dry erase board, chalkboard, or large sheets of paper** to present material to group
- **Index cards**—enough to give everyone in the group seven cards
- **Small binder clips**—one for everyone in the group, so group members can attach their index cards to their workbook
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

Group Leaders’ Goals

- Reinforce understanding of the relationship between harmful thoughts and mood.
- Help group members understand that the next step after identifying harmful thoughts is to manage them.
- Teach group members three strategies for managing their harmful thoughts.
LEADER TIPS

Welcome Group Members

1. As group members arrive, greet them by name. Ask them informally how their practice went.

2. Pass out the PHQ-9 depression measure. Ask group members to fill it out, put their names on it, and return it to you. Tell group members that you will talk more about it later. Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members’ depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Purpose and Outline

3. Introduce the Purpose and Outline.

4. Ask: What do you think it means to “talk back” to your thoughts?

Ask the group for their ideas. Make sure the group 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. Announcements
II. How Have You Been Feeling?
III. Review
IV. 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
V. Key Messages
VI. Practice
VII. Feedback
VIII. Looking Ahead
ANNOUNCEMENTS

The group leaders will make any announcements that might be necessary.

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

HOW HAVE YOU BEEN FEELING?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 54

1. Read aloud the text in the Group Member’s Workbook.

2. After the session, compare each group member’s questionnaire to the ones he or she has filled out before. This comparison will allow you to monitor each group member’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 group leaders to check how you are feeling today and to keep track of how you are feeling while you are attending the group.
LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 55

Quick Mood Scale

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

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

2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member’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 volunteer’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 workbooks]? 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?
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 workbook.**
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?
- Were your thoughts accurate, complete, and balanced?
Last Session

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 56

1. It may be difficult for group members 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 anybody remember what habits of thinking go with the pictures? You can look back at pages 40–43 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 last session are:

- 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: WHAT CAN YOU DO ONCE YOU HAVE IDENTIFIED YOUR HARMFUL THOUGHTS?

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 57

1. Say: We have talked about how to notice your harmful thoughts. Now what? There are different ways that you can “talk back” to your 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

**LEADER TIPS**

**Time:** 20 minutes  
**Group Member’s Workbook: Page 57**

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 workbook under #1.

3. **Ask:** Who would like to share the thought they wrote down? [Make sure everyone has identified a harmful thought.]

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 specific group members’ thoughts. As group members identify evidence, encourage them to focus on facts, such as past experiences or objective observations.

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 group to consider how they might apply it to the harmful thought. Please note that for #3 you do not need to ask the group members to do this step in session (sharing thought with another person) but they should be made aware that this is a useful step. Make sure to ask about the group members’ helpful replacement thoughts before moving on, and help them to generate one if they are having trouble.

7. **Tell** the group 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.

<table>
<thead>
<tr>
<th>Very helpful</th>
<th>Helpful</th>
<th>Neither helpful nor harmful</th>
<th>Harmful</th>
<th>Very harmful</th>
</tr>
</thead>
</table>

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

LEADER TIPS

Time: 25 minutes
Group Member’s Workbook: Page 60

1. This section expands on #6 in the previous section, guiding group members to come up with new more helpful thoughts. **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 everybody identify one harmful thought? **Write** one or more harmful thoughts on the board.

4. Make sure that group members have not identified a statement of fact about things that are difficult, such as “I have diabetes” or “Someone in my family 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 group member understand this difference by asking him or her to fill in the rest of this sentence: “I have diabetes and because of that ….” Or, “I am a former drug user and because of that ….”

5. **Say:** OK, now we have a harmful thought. Is it accurate, complete, and balanced?

6. **Say:** Can anybody suggest a thought that would be more helpful? **Write** the replacement thought on the board.

7. **Say:** Your workbook 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.
Practice using replacement thoughts.

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.

<table>
<thead>
<tr>
<th>Harmful Thoughts</th>
<th>Helpful Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inaccurate</td>
<td>Accurate, true</td>
</tr>
<tr>
<td>Incomplete</td>
<td>Complete, whole</td>
</tr>
<tr>
<td>Unbalanced</td>
<td>Balanced, reasonable</td>
</tr>
</tbody>
</table>
## Examples of Replacement Thoughts

### All-or-nothing thinking

<table>
<thead>
<tr>
<th>Harmful Thought</th>
<th>Helpful Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was a terrible parent.</td>
<td>I made mistakes as a parent, but I tried my best.</td>
</tr>
<tr>
<td>My mistake ruined everything.</td>
<td>My mistake cost me some time, but I can learn from it.</td>
</tr>
<tr>
<td>I am a complete mess.</td>
<td>I do some things well and I need to improve on others.</td>
</tr>
<tr>
<td>I have wasted my entire life because of using alcohol/drugs.</td>
<td>Even though some time has been lost, I am now sober/drug-free, and I can still do things that are important to me.</td>
</tr>
</tbody>
</table>

### Pessimism

<table>
<thead>
<tr>
<th>Harmful Thought</th>
<th>Helpful Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why even try?</td>
<td>I know if I try hard I will succeed at some things, but not everything.</td>
</tr>
<tr>
<td>Once a drug user, always a drug user.</td>
<td>Just because I used drugs in the past doesn’t mean I can’t get clean now. Many other people have.</td>
</tr>
<tr>
<td>Once a drinker, always a drinker.</td>
<td>Many people who drink too much try several times before they quit drinking. I am working hard to stop drinking, and I can be successful if I keep trying.</td>
</tr>
</tbody>
</table>

### Negative filter

<table>
<thead>
<tr>
<th>Harmful Thought</th>
<th>Helpful Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything in the news is terrible.</td>
<td>Some things in the news are upsetting (dramatic news sells newspapers), but good things happen every day.</td>
</tr>
<tr>
<td>Today was awful.</td>
<td>Some bad things happened today, but tomorrow is another day.</td>
</tr>
<tr>
<td>All you do is criticize me.</td>
<td>I feel bad when you criticize me, but I appreciate it when you bring me coffee in the morning.</td>
</tr>
<tr>
<td>Thought</td>
<td>Helpful Thought</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Exaggerating</strong></td>
<td></td>
</tr>
<tr>
<td>If he leaves me, I’ll die.</td>
<td>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.</td>
</tr>
<tr>
<td>My kid is a terrible mess.</td>
<td>My kid is having some problems right now, but I know he will learn from his mistakes.</td>
</tr>
<tr>
<td>Life is too hard.</td>
<td>Sometimes it feels hard to have the energy to keep trying, but I know that I can take one step at a time.</td>
</tr>
<tr>
<td>Trying to stay sober is impossible.</td>
<td>Getting sober can be tough, but I will take things one day at a time and try my hardest.</td>
</tr>
<tr>
<td><strong>Labeling</strong></td>
<td></td>
</tr>
<tr>
<td>I am a total mess.</td>
<td>I have trouble with some things, but I am good at others; for example, I am good at being a friend.</td>
</tr>
<tr>
<td>My daughter is horrid.</td>
<td>I don’t like my daughter’s behavior right now, but I am proud that she is so bright.</td>
</tr>
<tr>
<td>My life is a disaster.</td>
<td>I have had many difficult losses, but many things in my life are good, including my friends and my health.</td>
</tr>
<tr>
<td>I’m nothing but a drunk.</td>
<td>I have had trouble drinking too much alcohol, but I am working hard to get sober. And there are good parts of me that have nothing to do with drinking.</td>
</tr>
<tr>
<td><strong>Not giving oneself credit</strong></td>
<td></td>
</tr>
<tr>
<td>I’m lucky I lived.</td>
<td>I lived because I worked hard with my doctors and did everything they said before the surgery.</td>
</tr>
<tr>
<td>I don’t deserve my job.</td>
<td>I have made mistakes in my job, but I have also made valuable contributions.</td>
</tr>
<tr>
<td>My husband makes our household work.</td>
<td>I contribute to our family in different ways from my husband.</td>
</tr>
<tr>
<td>It’s just luck that I got clean.</td>
<td>I worked really hard to get off drugs.</td>
</tr>
<tr>
<td><strong>Blaming oneself</strong></td>
<td></td>
</tr>
<tr>
<td>I should support my family better.</td>
<td>I supported my family for years and there are still many things I can do for them.</td>
</tr>
<tr>
<td>My divorce is my fault.</td>
<td>I made some mistakes in my marriage, but not all of the problems were my fault.</td>
</tr>
<tr>
<td>I failed at my job.</td>
<td>I was fired from this job, but I did the best I could at the time.</td>
</tr>
<tr>
<td>Harmful Thought</td>
<td>Helpful Thought</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Overgeneralization</strong></td>
<td><strong>Helpful Thought</strong></td>
</tr>
<tr>
<td>When I had that drink, I ruined my sobriety.</td>
<td>I had a lapse, but that doesn't mean that I'll have a full-blown relapse. I can still be proud of the time I was sober and of my efforts to stay sober now.</td>
</tr>
<tr>
<td>You can't trust anyone.</td>
<td>There are some people you can trust, and others you cannot.</td>
</tr>
<tr>
<td><strong>“Should”ing</strong></td>
<td><strong>Helpful Thought</strong></td>
</tr>
<tr>
<td>I should have known better than to trust him.</td>
<td>I am learning that I need to move slowly when learning to trust others and wait to make sure they are trustworthy.</td>
</tr>
<tr>
<td>He should be nicer to me.</td>
<td>I would like it if he wasn’t so rude, but he is who he is.</td>
</tr>
<tr>
<td><strong>Mind reading</strong></td>
<td><strong>Helpful Thought</strong></td>
</tr>
<tr>
<td>I know John is mad at me; he didn't even speak.</td>
<td>John may be having his own problems.</td>
</tr>
<tr>
<td>My boss frowned at me; I'm going to get fired.</td>
<td>I don't really know why my boss frowned at me. Maybe he is having a bad day.</td>
</tr>
<tr>
<td><strong>Negative fortune telling</strong></td>
<td><strong>Helpful Thought</strong></td>
</tr>
<tr>
<td>I just know something terrible is about to happen.</td>
<td>I'm worried right now, but that doesn't mean something bad is bound to happen.</td>
</tr>
<tr>
<td>This will never work.</td>
<td>This may work or not, but it is worth trying.</td>
</tr>
<tr>
<td>Everything will turn out bad.</td>
<td>Some things won't turn out the way I want, but others will.</td>
</tr>
</tbody>
</table>
Catch It, Check It, Change It

LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: Page 64

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 workbook. Read the instructions for 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. Does this thought fall into any of the categories of harmful thinking habits?

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 group 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)?** “It’s just luck that I got clean.”
  or
- **Accurate (true)?** “I worked really hard to get off drugs and alcohol.”
Incomplete (leaves out some facts)? “I used yesterday. I will never stay clean.”

or

Complete (includes all the facts)? “I had a slip after being sober for a month. But I should give myself credit for the time I was clean and continue to work hard to maintain my recovery.”

Unbalanced (too extreme)? “Nothing has worked out for me. I know I will start using again.”

or

Balanced (fair and reasonable)? “Starting recovery is stressful, but that doesn’t mean I will start using again.”

Does the thought fall into any of the categories of harmful thinking?

If a thought is not accurate, complete, and balanced, it can bring your mood down and increase the chances that you will use drugs or alcohol. It is harmful to you because it has negative consequences.

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.)

<table>
<thead>
<tr>
<th>What happened?</th>
<th>What were your feelings?</th>
<th>What was your thought?</th>
<th>Examine your thought. Is it accurate, complete and balanced?</th>
<th>Replace the harmful thought with a helpful thought.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had a fight with my partner.</td>
<td>Sad, angry.</td>
<td>My partner always gets his/her way.</td>
<td>Was there a time when I got what I wanted? Maybe my thought isn't complete.</td>
<td>We won't always agree. My partner gets his/her way sometimes, but I often get what I want, too.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**KEY MESSAGES**

- 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 whether they are harmful or helpful.

- You can learn to replace a harmful thought with a helpful thought.

---

**LEADER TIPS**

- **Time:** 5 minutes
- **Group Member’s Workbook:** Page 67
- 1. **Read** the key messages aloud.
- 2. **Ask** the group if they have any questions or comments.
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.

<table>
<thead>
<tr>
<th>Day of the Week</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Best mood</td>
<td>9</td>
<td>9</td>
<td>9</td>
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<td>OK/average mood</td>
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<td>5</td>
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<td>5</td>
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<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Worst mood</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Were you able to notice your harmful thoughts?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
**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.)

<table>
<thead>
<tr>
<th>What happened?</th>
<th>What were your feelings?</th>
<th>What was your thought?</th>
<th>Examine your thought. Is it accurate, complete and balanced?</th>
<th>Replace the harmful thought with a helpful thought.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had a fight with my partner.</td>
<td>Sad, angry.</td>
<td>My partner always gets his/her way.</td>
<td>Was there a time when I got what I needed? Maybe my thought isn’t complete.</td>
<td>We won’t always agree. My partner gets his/her way sometimes, but I often get what I want too.</td>
</tr>
</tbody>
</table>
The group leaders 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?

**LEADER TIPS**

Time: 2 minutes  
Group Member’s Workbook: Page 70  
Encourage group members to comment on today’s session.
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.
GROUP LEADER 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.”

<table>
<thead>
<tr>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td></td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
<td></td>
</tr>
<tr>
<td>How Have You Been Feeling?</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td></td>
</tr>
<tr>
<td>New Topic: What Can You Do Once You Have Identified Your Harmful Thoughts?</td>
<td></td>
</tr>
<tr>
<td>Examine the Evidence</td>
<td></td>
</tr>
<tr>
<td>Find a Replacement Thought</td>
<td></td>
</tr>
<tr>
<td>Catch It, Check It, Change It</td>
<td></td>
</tr>
<tr>
<td>Key Messages</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
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<tr>
<td>Feedback</td>
<td></td>
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<tr>
<td>Looking Ahead</td>
<td></td>
</tr>
</tbody>
</table>
SESSION 4: HOW TO HAVE MORE HELPFUL THOUGHTS TO IMPROVE YOUR MOOD

LEADER TIPS

Materials Needed
Group Member’s Workbooks ("Thoughts and Your Mood")—a few copies to loan in case some group members forget to bring their workbook
Pens—enough for everyone in the group
Dry erase board, chalkboard, or large sheets of paper to present material to group
Certificates of Achievement for graduating group members
Kleenex or other facial tissue

Group Leaders’ Goals
- Teach more strategies for having helpful thoughts.
- Talk about how helpful thoughts can help group members live the life they want.
- Look back and review the Thoughts module
- Say goodbye to graduating group members.

LEADER TIPS

Welcome Group Members
As group members arrive, greet them by name. Ask them informally how their practice went.

Purpose and Outline
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.
- Say goodbye to graduating group members

OUTLINE

I. Announcements
II. Review
III. 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
IV. Key Messages
V. Practice
VI. Feedback
VII. Review of Module
VIII. Goodbye to Graduating Group Members
IX. Looking Ahead to the Next Module
The group leaders will make any announcements that might be necessary.

Is there anything you need to let the leaders know about?
**LEADER TIPS**

**Time:** 20 minutes  
**Group Member’s Workbook:** Page 72

**Quick Mood Scale**

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

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

2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member’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 volunteer’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 workbooks]? 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.

**Last Session**

6. It may be difficult for group members 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.”
Practice

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.
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 last session are:*

- 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 whether 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

Identify Your Helpful Thoughts

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 74

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. [Wait a moment to allow the group members to picture the moment.] 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 workbook.


4. Say: We can look at these thoughts by using the questions you see in your workbook. Read aloud the questions one at a time and discuss them in relation to the thoughts shared by group members.
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:

- 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

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 75

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 group members.

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. Group members will work individually but help them as much as they need.

6. After a few minutes, **ask:** Would anybody like to read what they 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 using alcohol or drugs 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”**

<table>
<thead>
<tr>
<th>Example of a harmful thought</th>
<th>Add a “yes, but” statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was fired because I performed poorly at my job. Nobody will want to hire such a terrible worker.</td>
<td>Yes, I was fired because I didn’t do my best work, <strong>but</strong> I now am putting a lot of effort into improving my depression and staying sober. I will find another job and do great work.</td>
</tr>
<tr>
<td>I am always depressed.</td>
<td>Yes, I may be depressed right now, <strong>but</strong> I am going to group therapy to help me change my mood.</td>
</tr>
<tr>
<td>I will never stop drinking.</td>
<td>Yes, I have relapsed in the past, <strong>but</strong> I am working hard at a realistic plan for staying sober.</td>
</tr>
</tbody>
</table>

**My examples of harmful thoughts**

<table>
<thead>
<tr>
<th>Add a “yes, but” statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes,</td>
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<tr>
<td><strong>but</strong></td>
</tr>
<tr>
<td>Yes,</td>
</tr>
<tr>
<td><strong>but</strong></td>
</tr>
<tr>
<td>Yes,</td>
</tr>
<tr>
<td><strong>but</strong></td>
</tr>
</tbody>
</table>
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. While you may not be able to dismiss your worries entirely, consciously focusing on more helpful thoughts and activities may improve your mood.

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 shift my focus of attention to something more positive/helpful 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)
KEY MESSAGES

LEADER TIPS

Time: 5 minute
Group Member’s Workbook: Page 79

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

- 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.
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.

LEADER TIPS

Time: 10 minute
Group Member’s Workbook: Page 79

Quick Mood Scale

1. Remind group members 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: We would like you to review the ideas in your workbook 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.
**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.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Best mood</th>
<th>OK/average mood</th>
<th>Worst mood</th>
<th>Were you able to notice your harmful thoughts?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 9 9 9 9 9 9</td>
<td>5 5 5 5 5 5 5</td>
<td>1 1 1 1 1 1 1</td>
<td>Yes Yes Yes Yes Yes Yes Yes Yes</td>
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<td>8 8 8 8 8 8 8</td>
<td>4 4 4 4 4 4 4</td>
<td>2 2 2 2 2 2 2</td>
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<td>3 3 3 3 3 3 3</td>
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<td>6 6 6 6 6 6 6</td>
<td>2 2 2 2 2 2 2</td>
<td></td>
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</tr>
</tbody>
</table>

Thoughts and Your Mood, Session 4
The group leaders 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 in the Thoughts module?
- What was less helpful?
REVIEW OF MODULE: “THOUGHTS AND YOUR MOOD”

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 81

1. **Introduce** the text below and the questions. Stop after each question, inviting the group 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 or a picture in your mind.
- 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 whether 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.
GOODBYE TO GRADUATING GROUP MEMBERS

LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 83

Leader goals

- Reinforce the work the group members have done and the changes they have made.
- Help the group members 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 talk with group members who have completed all the CBT modules and who will be leaving the group. If nobody in your group is graduating, skip this section.

2. **Say:** As you know, some members of the group have finished CBT and will be leaving the group. Our graduates are ______________ (say their names).

3. **Look at the graduates and say:** How do you feel about leaving? Give them a few minutes to respond.

4. **Discuss** the questions listed.

5. **Say:** Would other group member like to share what they have noticed about changes these group members have made or what you appreciated about having them in group?

6. Say something specific to each group member who is leaving. (Think about what you want to say ahead of time.) Be direct about the group member’s contribution to the group and the changes you have seen the group member make.

7. Present certificates of achievement to the graduating group members. (You can photocopy the sample certificate from the group leader’s introduction. See the section called “Supplies You Will Need.”)
If you have completed all four modules in CBT, you are now a CBT graduate.

CONGRATULATIONS!

_Since you are leaving the group, 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 group meetings?
4. What will you do the next time you feel depressed?
5. What will you do the next time you feel like using?

_If you still feel depressed_, tell your group leader, and he or she will help you get further treatment.
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.
# GROUP LEADER 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.”

<table>
<thead>
<tr>
<th>Topic</th>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td></td>
<td></td>
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<tr>
<td>Purpose and Outline</td>
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<td>Review</td>
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<tr>
<td>Practice</td>
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<tr>
<td>Last Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Topic: How to Have More Helpful Thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify Your Helpful Thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balancing Your Thoughts with “Yes, But” Statements</td>
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<tr>
<td>Set Aside Some Worry Time</td>
<td></td>
<td></td>
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<tr>
<td>Key Messages</td>
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<tr>
<td>Practice</td>
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<tr>
<td>Feedback</td>
<td></td>
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<tr>
<td>Review of Module</td>
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<tr>
<td>Goodbye to Graduating Group Members</td>
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<tr>
<td>Looking Ahead to the Next Module</td>
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</tbody>
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Thoughts and Your Mood, Session 4
RESOURCES FOR GROUP MEMBERS

ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION AND SUBSTANCE ABUSE

Alcoholics Anonymous (AA)
1-800-923-9722

Depression and Bipolar Support Alliance (DBSA)
1-800-826-3632
www.dbsalliance.org

Narcotics Anonymous (NA)
www.na.org

National Alliance for the Mentally Ill (NAMI)
1-800-950-6264
www.nami.org

Project Return (wellness and support for people with mental illness)

Recovery Inc. (self-help program for mental health)
1-312-337-5661
www.recovery-inc.org
BOOKS AND VIDEOTAPES ABOUT DEPRESSION AND SUBSTANCE ABUSE

Control Your Depression
Authors: Peter M. Lewinsohn, Ricardo F. Muñoz, Mary A. Youngren, and Antonette M. Zeiss.

Coping with Depression (videotape)
Author: Mary Ellen Copeland

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.

Mind Over Mood: Change How You Feel by Changing the Way You Think
Authors: Dennis Greenberger and Christine A. Padesky.