

Anxiety Group

Group Handbook

Developed by Jodie Walker
MIND IN BEXLEY

Step 2 Anxiety Group

Session Outline

Session 1:

This session will be an introduction to Cognitive Behaviour Therapy and anxiety. We will discuss how anxiety is maintained, and what the common symptoms are. We will also look at how our thoughts and behaviours impact on how we are feeling, and how these maintain our anxiety.

Session 2:

Here we will delve into anxiety a little more. We will discuss what is keeps our anxiety going. This will look at the vicious of cycle of anxiety, the role avoidance plays and safety behaviours. Explanation on Exposure Intervention.

Session 3:

This session explores a range of different techniques to help reduce anxiety. Such as; problem-solving, mindfulness and progressive muscle relaxation.

Session 4:

During this session we will focus on negative thoughts that we may experience together with anxiety. We will discuss common patterns of negative thinking and how to challenge negative thoughts.

Session 5:

Here we will focus on bringing everything together, and how we can maintain the progress we have made so far. We will look at how deal with relapses and how we can stay well.

Client Agreement

Mind in Bexley Ltd through its Being Well in Bexley Primary Care Service provides Cognitive Behavioural Therapy (CBT) and other talking therapies to the residents of Bexley. CBT is aimed at reducing distress by looking at unhelpful thinking patterns and behaviour which have a negative effect on how we feel. It is a solution-focused collaborative form of therapy, involving working together and guided discovery. You will be asked to carry out tasks between sessions in order to practice what you have learned. We offer both group and individual sessions.

Client Records and Confidentiality:

Computer records are kept on a very secure IT system, accessed only by the Being Well in Bexley team. Some of the data collected is made anonymous and can be used to evaluate the service and for research purposes. Client records are maintained in accordance with the *Data Protection Act 1998*. Any request for a copy or sight of these records under the *Freedom of Information Act 2000*, can be made in writing to the Director of Mind in Bexley Ltd. Numerical data and statistics are reported to the Department of Health and may be used for research purposes. Anything that you tell us is confidential within the Being Well in Bexley team, unless we have concerns about the immediate safety of yourself or anyone else, in which case we will discuss this with senior staff and may need to involve other people. If this becomes necessary we will try to talk to you about this first. It is a condition of this service that we are provided with the name of your GP, so that we can contact them if we have any concerns and we usually provide the GP with a report. If there is a specific reason for you not wishing this report to be sent, please discuss this with your therapist.

Attendance at sessions and DNA Policy:

In order for therapy to be consistent and effective, it is important that you attend regularly. If you are not able to attend a booked appointment, please give us as much prior warning as possible so that this appointment can be offered to another client. This allows us to use therapist time well and helps to keep waiting lists down.

Cancelling with less than 24 hours' notice will be treated as a DNA (Did Not Attend). You can do so by calling our main number, 0208 303 8932. If you do not attend **one appointment without at least 24 hours' notice then we will discharge you from the service so that a slot can be offered to someone on the waiting list.**

We understand that sometimes there are genuine emergencies that prevent clients attending appointments and cannot be foreseen. Should this happen, please contact us within 24 hours of your scheduled appointment to explain the reason for not attending. Please leave a clear message on our answer phone if your call is not answered in person.

If you cancel more than two sessions with adequate notice, then your therapist will discuss with you whether now is the right time for you to be engaging in therapy and you may be discharged from the service. Future re-referrals are welcome.

Complaints Procedure, Monitoring and Evaluation:

We encourage clients to provide both positive and negative feedback in order to improve our service. Evaluation forms are distributed at the end of therapy. Anonymous data on outcomes are collected and collated and may be used for research purposes and for articles for publication. You can decline to consent to this. If you feel you have cause to complain about the service you have received, you can contact the Chief Executive of Mind in Bexley on our main number or ask for a complaints leaflet. Making a complaint will not adversely affect the service you receive.

I understand the above points and am willing to proceed with therapy:

Client's Name:

Client's Signature:

Date

I consent to data collection and use for research, evaluation and publication: Yes/No

Taking Care of Yourself

Remember to give yourself time and space to make use of the therapy or classes and ensure you are getting enough rest and nourishment.

Sometimes during the course of therapy, difficult emotions can come up or events can happen in the week which can cause more distress. Your safety and support is very important to us. If emotions are becoming very overwhelming it is important you let someone know how you are feeling. Think about who you could tell (e.g. a friend or relative) in order to support you.

You can also contact your therapist or group leader on the above number. You can also contact:

- **Oxleas Urgent Advice Line:** 0800 330 8590
- **Samaritans:** 116 123

If you wanted to talk to someone face to face, you can come to our **Crisis Café**. It is a safe place you can come to if you are experiencing severe emotional distress, to access support and advice from mental health and wellbeing professionals.

- Hours: 6pm – 10pm Mon-Sun and Bank holidays
- Where: 2a Devonshire Road, Bexleyheath, DA6 8DS

In the unlikely event that the feelings get worse and if you feel that you are at risk of harming yourself, or others, at any time, please make an urgent appointment with your GP or go immediately to Accident and Emergency and ask for an urgent mental health assessment.

Group Rules

CONFIDENTIALITY

- Here at Mind in Bexley, we have a strict policy on confidentiality. We would therefore like to ask that all group members respect each other's privacy, and ensure that we keep everything confidential. Also, we would like to ask that everyone is mindful of each other when out and about in Bexleyheath, and again respect each other's privacy. As group facilitators, we will also respect your privacy, but please note that we may break this confidentiality agreement if we have any immediate concerns about your safety, or the safety of anyone else around you.

PERSONAL DISCLOSURE

- Personal disclosure and insight is welcome during the group, however it is important to be mindful that the sessions are structured and at times we may have to move on due to time constraints. This is not to invalidate your experience, it is to ensure that the therapeutic structure and protocol is followed. The groups contain case studies that we are going to use, this also helps with us completing all the items on the agenda in a timely fashion.

RESPECT

- We also ask that we all treat each other with respect, and ensure that we refrain from any offensive language. Furthermore, please respect each other's opinions and beliefs, and act in a non-judgemental manner. Please listen to each other, and allow people space and time if they wish to share their concerns.

PHONES

- Please ensure that all mobile phones are switched off, or turned to 'silent'. This will hopefully ensure minimal distractions during the group. Should you be expecting an important call, please make the group facilitator aware. Lastly, please ensure that all phone calls are taken outside of the group room.

Session 1

What is Anxiety?

Anxiety is experienced by all people at some point in their lives and is a normal emotion. It is a response that is natural and occurs in situations that we determine to be threatening to us. An example of this would be before exams, or a driving test. It can be useful in motivating us to take action about the events we are anxious about, for instance studying for exams.

However there are occasions where anxiety isn't helpful:

- It can be so severe that it stops people from doing what they want to do.
- It can cause physical problems, for instance high blood pressure and stomach issues.
- Sometimes people will overestimate the danger in a situation and underestimate their ability to cope.
- The physical feelings of anxiety can be scary especially if they don't know what is happening.

What Causes Anxiety?

There may be any number of causes for anxiety. Some causes include:

- Early experiences
- A series of stressful life events such as bereavements, redundancy and divorce
- Positive life events can also cause us anxiety: such as career progression, becoming parents, moving house, and marriage
- Under pressure at work
- Financial difficulties

What are your thoughts here? Any particular events or situations that may have caused your anxiety? Write down your ideas here:

Anxiety can affect us in 4 different ways

Tick the options which you can relate to

1. The way we feel:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Anxious | <input type="checkbox"/> Tense, uptight |
| <input type="checkbox"/> Worried | <input type="checkbox"/> Detached |
| <input type="checkbox"/> frightened | <input type="checkbox"/> Nervous |

Other: _____

2. The way we think:

- | | |
|---|---|
| <input type="checkbox"/> Constant worrying | <input type="checkbox"/> Common thoughts include: |
| <input type="checkbox"/> Racing thoughts | <input type="checkbox"/> 'I'm losing control' |
| <input type="checkbox"/> Jumping from one thing to another | <input type="checkbox"/> 'I'm cracking up' |
| <input type="checkbox"/> Imagining the worst is going to happen | <input type="checkbox"/> 'I'm going faint' |
| | <input type="checkbox"/> 'I can't cope' |

Other: _____

3. The way our body works:

- | | |
|---|---|
| <input type="checkbox"/> Heart racing | <input type="checkbox"/> Dizziness |
| <input type="checkbox"/> Chest feels tight and painful | <input type="checkbox"/> Muscle tension |
| <input type="checkbox"/> Stomach churning and butterflies | <input type="checkbox"/> Sweating |
| <input type="checkbox"/> Need to go to the toilet | <input type="checkbox"/> Tingling or numbness in hands and feet |

Other: _____

4. The way we behave:

- | | |
|---|--|
| <input type="checkbox"/> Pace up and down | <input type="checkbox"/> On the go all the time |
| <input type="checkbox"/> Start jobs and not finish them | <input type="checkbox"/> Talk quickly or more than usual |
| <input type="checkbox"/> Can't sit and relax | <input type="checkbox"/> Drink more alcohol |

Other: _____

Cognitive Behaviour Therapy

The Managing Anxiety Group is based on CBT principles. CBT stands for Cognitive Behavioural Therapy. In this therapy, we look at the way our thoughts, behaviours and physical sensations impact on our emotions.

Cognitive Behavioural therapy (CBT) can be used to treat people with a wide range of mental health problems.

CBT is based on the idea that how we think (cognitions), how we feel (emotions) and how we act (behaviours) all interact together. Specifically, how our thoughts determine our feelings and our behaviour.

Therefore, negative and unrealistic thoughts can cause us distress and result in problems. When a person suffers with psychological distress, the ways in which they interpret situations becomes skewed, which in turn has a negative impact on the actions they take.

CBT aims to help people become more aware of when they are making negative interpretations, and of the behavioural patterns which reinforce this distorted thinking. Cognitive Behaviour Therapy helps people to develop alternative ways of thinking and behaving, which aims to reduce their psychological distress.

CBT is made up of 5 specific areas: Situation, thoughts, emotions, physical sensations, and behaviours. These areas can be defined in the following ways:

- Situations: The trigger. Situations are neutral. It's the thoughts, behaviours, physical sensations and emotions that make a situation, good or bad, positive or negative, helpful or unhelpful.
- Thoughts: These are the statements that you make to yourself in your mind, they act as a dialogue and add context to the situation that you are in, and they are often opinions rather than fact.
- Emotions: These can often be described in one word and can be communicated by facial expressions and communicate how you feel in a situation.
- Physical sensations: These are the feelings we experience in our body. These feelings are internal, we have no control over these and they involuntary
- Behaviours: these are how you decide to behave. You have control over this, it might not seem that you do, but it's the choices that you make in relation to the way you feel and think.

Recognising how we respond and interpret events is one of the most important steps in treatment. Once we can identify our own 5 areas, change can take place. This however takes time and practice.

Worked Example

Brainstorm: what comes to mind when you think of anxiety?

Now think about this scenario: you are walking down a dark alley and you hear footsteps behind you. What kind of thoughts might you experience? How might this influence your emotions, physical sensations, and behaviours? Using the group discussion, write down your thoughts here:

Situation: _____

Thoughts:

Emotions:

Physical Sensations:

Behaviours:

What might a different perspective be? How would emotions, physical sensations, and behaviours change?

Case study

David, Sarah and Sam all work for the same company, they are roughly the same age and have the same level of education and experience with the same salary. There have been rumors that the company is having financial difficulties and that there are potentially going to be redundancies.

David hears about this and immediately thinks that ‘it’s going to be me, why would they want to keep me?’ David starts to withdraw at work and isolates himself. When he gets home he doesn’t see any point in applying for a new job. He’s tired all the time and he feels depressed.

Sarah hears the news and thinks ‘I might be made redundant, but this might be an opportunity to move on to something new and this could be the right time for me to do this’. She feels positive and starts to update her CV. She looks for jobs on the internet.

Sam starts to worry ‘I’m going to lose my job. If I lose my job then I won’t be able to pay the bills. If I won’t be able to pay the bills then I’ll lose my house’. Sam feels sick and is on edge all of the time. Sam is unable to sleep and cannot concentrate on anything else, because Sam is focusing so much on the worry.

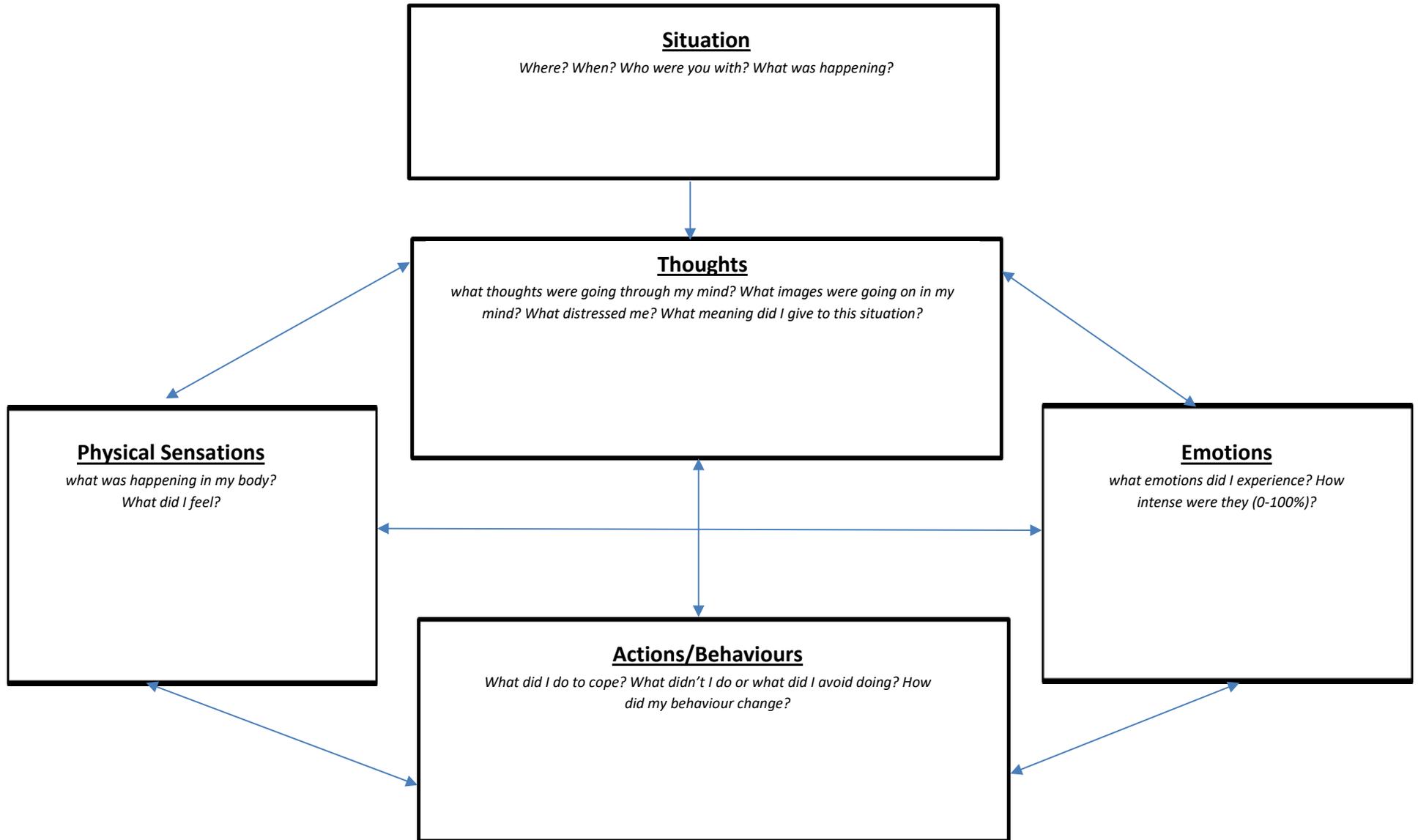
- Which one of these might represent anxiety, which one depression and which one is a more helpful reaction to the situation?

Task

- Now that you have learned more about how anxiety may present, have a go at your own 5 areas, thinking of a recent experience where you felt anxious, or worried. Use the diagram below to explore how you responded to that situation.
- Don’t forget that we respond differently in different situations. Have a go at completing this diagram throughout the week, using it whenever you are facing something challenging.
- This is one of the most important steps in treatment. If you can identify the elements of your own 5 areas model, then effective change can take place. However, remember that this takes time and practice - be consistent and be patient with yourself!

How did you find this? Was it as easy or as difficult as you expected?

5 Areas (Handout)



The Fight or Flight Response

The physical sensations we experience in anxiety are caused by what is called the ‘fight or flight response’. This is an automatic response that has evolved in us over thousands of years, and its purpose is to keep us safe in situations that could be dangerous. This is done by either triggering a fight response (to ward off dangers) or a flight response (to run away). Both these options require our body to prepare for action, so our body releases adrenaline, which results in many physiological changes.

Our fight or flight response often bypasses logic – it would be dangerous for us to be indecisive about a threat to our survival, so the brain always listens to instinct and emotions first (such as anger and fear). When we feel fearful or angry, the brain triggers this fight or flight response automatically.

This response is ideal for times when we are in physical danger, however with people living in a safer environment in the modern world, the fight or flight response is triggered by situations that are not necessarily dangerous. It can even be triggered by thoughts or interpretations of the world around us that we may find threatening. For example, if our boss gives us more work to do and needs it by the end of the day, we might be thinking ‘How am I going to manage? What will happen if I don’t get this done?’ These thoughts would probably make us feel at risk of failure, which can be threatening -this can cause us to feel fearful and anxious, which in turn triggers our fight or flight response.

A good analogy is a smoke detector in our homes. A smoke detector is designed to alert us to the danger of fire, but it cannot distinguish between steam from the shower, burnt toast or a house fire. The first two situations would not need any further action, but the alarm cannot tell the difference and is activating just in case. Think of this in regards to our anxiety, when we experience different situations that cause us stress or anxiety. The body cannot tell if it is a real danger or not, therefore it is activating just in case. And at times our bodies become this over sensitive fire alarm.

People experience many different physical symptoms, some common and others not. Here are a list of different physical symptoms. Tick the ones that are most common for you:

- | | |
|---|---|
| <input type="checkbox"/> Thoughts racing | <input type="checkbox"/> Hands get cold |
| <input type="checkbox"/> Changes to vision | <input type="checkbox"/> Muscles tense |
| <input type="checkbox"/> Dry mouth | <input type="checkbox"/> Dizzy or lightheaded |
| <input type="checkbox"/> Heart beats faster | <input type="checkbox"/> Breathing become quicker / shallower |
| <input type="checkbox"/> Tightness in our chest | <input type="checkbox"/> Frequent need to use the toilet |
| <input type="checkbox"/> Nausea | <input type="checkbox"/> Palms become sweaty |
| <input type="checkbox"/> ‘Butterflies’ in our stomach | |

When we experience the fight or flight response, it can be very unsettling. The physical symptoms we experience can make us worry that something is medically wrong. However, our fight or flight response is a protective automatic reaction - when managing these physical reactions it is important to remember that they are not harmful, as they are a common response designed to keep us alive. Understanding this can often help to reduce our anxiety. See the diagram for more information as to what changes are happening in our bodies, and how that may feel to us.

Fight Or Flight Response

When faced with a life-threatening danger it often makes sense to run away or, if that is not possible, to fight. The *fight or flight response* is an *automatic* survival mechanism which prepares the body to take these actions. All of the body sensations produced are happening for good reasons – to prepare your body to run away or fight – but may be experienced as uncomfortable when you do not know why they are happening.

Thoughts racing
Quicker thinking helps us to evaluate danger and make rapid decisions. It can be very difficult to concentrate on anything apart from the danger (or escape routes) when the fight or flight response is active

Changes to vision
Vision can become acute so that more attention can be paid to danger. You might notice 'tunnel vision', or vision becoming 'sharper'

Dry mouth
The mouth is part of the digestive system. Digestion shuts down during dangerous situations as energy is diverted towards the muscles

Heart beats faster
A faster heart beat feeds more blood to the muscles and enhances your ability to run away or fight

Nausea and 'butterflies' in the stomach
Blood is diverted away from the digestive system which can lead to feelings of nausea or 'butterflies'

Hands get cold
Blood vessels in the skin contract to force blood towards major muscle groups

Muscles tense
Muscles all over the body tense in order to get you ready to run away or fight. Muscles may also shake or tremble, particularly if you stay still, as a way of staying 'ready for action'

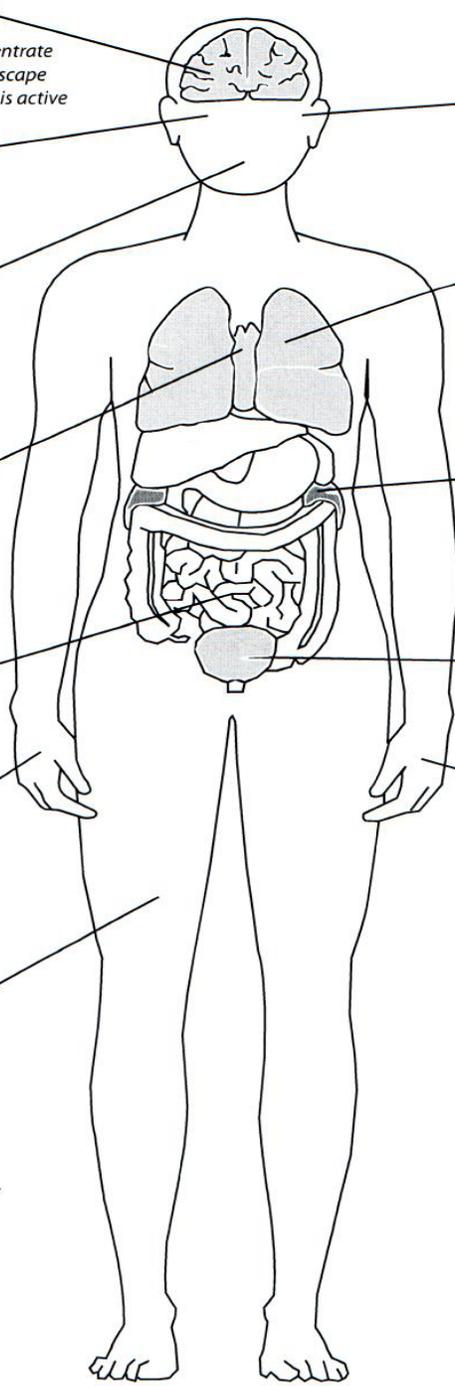
If we don't exercise (e.g. run away or fight) to use up the extra oxygen then we can quickly start to feel dizzy or lightheaded
 Dizzy or lightheaded

Breathing becomes quicker and shallower
Quicker breathing takes in more oxygen to power the muscles. This makes the body more able to fight or run away

Adrenal glands release adrenaline
The adrenaline quickly signals other parts of the body to get ready to respond to danger

Bladder urgency
Muscles in the bladder sometimes relax in response to extreme stress

Palms become sweaty
When in danger the body sweats to keep cool. A cool machine is an efficient machine, so sweating makes the body more likely to survive a dangerous event



SMART Goals

Facing difficulties or challenging times, can force us to change or revise the goals we have set ourselves. Making changes to our thoughts, and behaviours can be very difficult. One way to increase our motivation for change, is to think about what we want to achieve from therapy. Goal setting can help keep us motivated towards change, and can help us to plan on how we are going to achieve them.

When setting ourselves goals, it is important to keep in mind the following three rules:

1. Set yourself no more than three goals to begin with. Setting ourselves too many goals can be overwhelming. Don't forget that we can review our goals regularly and can always add more goals in the future.
2. Focus on short-term goals to begin with. Achieving our goals can help improve our sense of achievement, and increase our confidence. Short-term goals can always be amended once we have achieved them
3. Set positive goals. Focus on what we want to be doing more of, rather than on what we want to stop or reduce doing. For example, setting ourselves a goal of 'weeding the garden for 10 minutes a day', is more helpful than 'stop watching television all day'.

In addition to these 3 rules, it is also a good idea to make our goals SMART:

S	Specific: Try and make your goals as specific as possible. Wherever you can, set dates, times, resources etc. that you will need to achieve them
M	Measurable: Goals should be capable of being measured to allow you to know when you have met them
A	Achievable: Your goals should be just out of reach, but not out of sight. If you cannot achieve your goals, then you have set yourself up to fail.
R	Realistic: Try to set goals that are relevant to your life, and to the things that will help you to get back on track. Think about any obstacles that might get in the way, and how you will overcome these.
T	Time boundaried: Set a time by which you would like to achieve your goals. Initially you should seek to set no more than 3 goals, to help focus your journey.

What goals would you like to set for yourself? Write this in the space below, and use the worksheet overleaf to help you to make it SMART.

Short term goal:

-
-
-

Long term goal:

-
-
-

To help with this you can ask yourself some useful questions:

- *What do you want to achieve by the end of the group?*
- *What would you be doing differently if you did not feel this way?*
- *Is there anything that you have stopped doing because of how you have been feeling?*
- *Is there anything that you wish you did more often?*
- *How would your life change if you were feeling better?*
- *Is the way you are feeling a barrier to doing anything? What is that?*



Homework task

The first step is to be able to understand your own 5 areas cycle, especially increasing your awareness of your own thoughts and behaviours. Complete the attached diary, and see if you can start to identify any patterns in your thinking, behaviours or situations that make you feel anxious or worried.

Situation	Thoughts	Emotions	Physical sensations	Behaviours

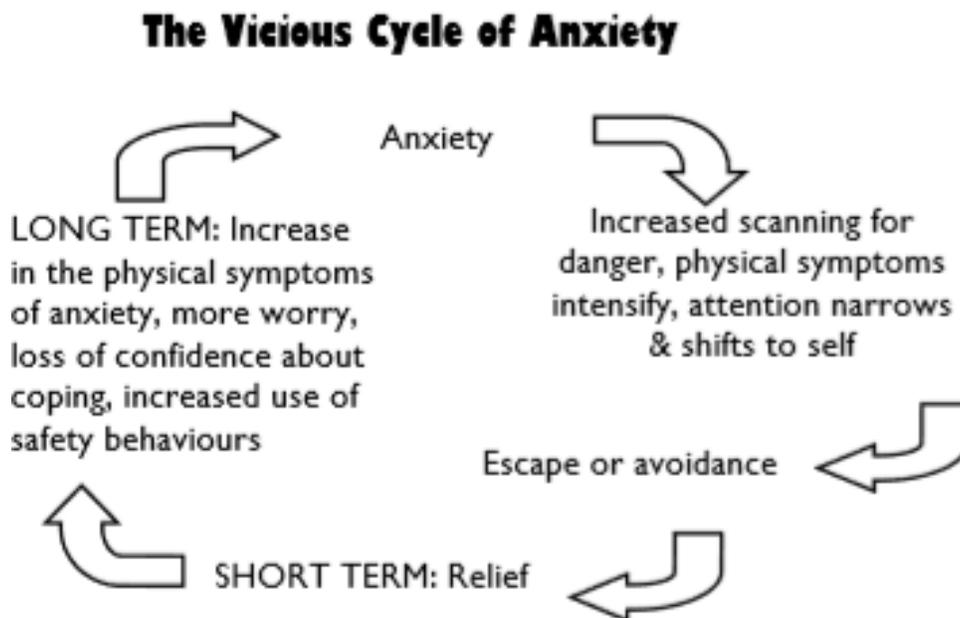
Session 2

What keeps anxiety going?

There are a number of things which can contribute to us being stuck in a vicious cycle of anxiety. For example;

- We may be in the **habit** of feeling anxious if we are someone who has an anxious personality.
- We may have ongoing life stressors over a few years i.e. family, money, health, work etc.
- We may have experienced anxiety in a situation and may start **predicting** feeling anxious in that same situation, where we can become frightened of the physical sensations.
- We may have developed **safety behaviors** which we feel helps us reduce our anxiety in the short term.
- We may start **avoiding** anxiety provoking situations which in the long run creates more physical symptoms of anxiety.

Below is an example of the vicious cycle of anxiety with particular attention to the role avoidance can play in anxiety;



Role of avoidance

When we are feeling anxious our body prepares us to respond to a perceived danger and our body will undergo many physical symptoms of the fight or flight response, as mentioned last week. As the symptoms of anxiety can often be frightening, we may question what is happening to us and worry about something bad happening. What we know about anxiety is that it is not dangerous but because of the real physical symptoms that arise it can become difficult to see in that moment. This may lead us to start avoiding the things which cause anxiety. Short term we may find that not doing these usual activities can make us feel better temporarily however, in the long term this may not be the case. Long term we may find that we start feeling worse thinking about all of the things we are not doing. Long term we will also maintain the physical reaction as we are not learning that we can cope with the anxiety. What you will notice is that this will create more physical symptoms as the perceived danger increases. What we know is that avoidance plays a big role in maintaining this anxiety and we can get caught in a vicious cycle.

Have you noticed any situations or people that you may be avoiding recently? What thoughts, feelings or physical responses have you noticed in the past?

Safety behaviours:

People may begin engaging in safety behaviours which they feel is helpful for them in preventing their feared consequence. Avoidance plays a big role in anxiety as this offers a short term reduction in anxiety, which makes it more likely that people will continue avoiding. In the long term this means that trigger situations become even more frightening and people will not learn that their feared consequence does not occur. Safety behaviours include;

- Avoidance
- Carrying water bottles
- Medication
- Taking someone with them when they enter particular situations
- Reassurance seeking

Have a think about what you may do to help you cope with your anxiety. Do you feel there are any behaviours which could be maintaining your anxiety in the long-term?

Hypervigilance:

People can often find themselves becoming hypervigilant and notice any changes within their bodies that could lead to them experiencing a panic attack. This hypervigilance is often misinterpreted and fuels the anxiety further.

Case Study: Cycle of Anxiety

After hearing about the possibility of being made redundant from work, Sam began to feel anxious about being made redundant. Sam was worried about performance at work, and wanted to make a good impression on the managers, to try make being made redundant less likely.

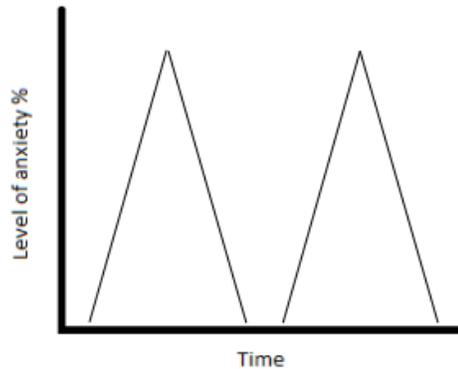
Sam would take longer to do things, and would repeatedly check for mistakes in at work. Sam then worried that it was taking longer and longer to do this and that the managers would begin to notice. Sam began to feel more anxious about losing this job, and how this would affect family finances. Sam worried that it would not be possible to afford to pay the bills or the mortgage and that this would lead to losing the family home. Sam was spending more time at work to ensure everything had been completed, and was therefore spending less time with friends outside of work and family at home. Sam began to worry about being a bad parent and that this would impact negatively on the rest of the family. Sam was particularly concerned that less time and money could lead to bad grades for the children.

Sam started to notice symptoms were worsening, for Sam this meant more headaches and difficulties concentrating on work. Sam was becoming more irritable at home, and stopped meeting up with friends at the weekend as it was too difficult to talk about work. Sam tried not to worry about all of these things and attempted to push worries away but this did not work. As Sam was concerned about these symptoms, and the impact this was having on relationships with family and friends, Sam booked a GP appointment to try and get help.

What are Sam's anxious thoughts? What happened to Sam's mood and behaviours because of anxiety? What things do you recognise may be maintaining Sam's anxiety?

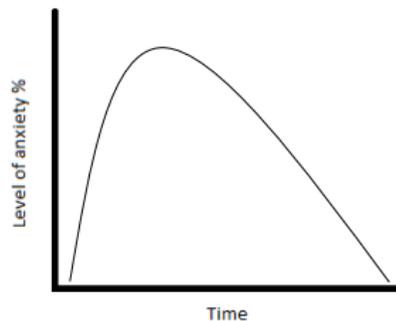
Exposure Intervention

What we know is that avoidance offers a short term relief in the reduction of anxiety however, long term we will still have the heightened anxiety when we next face the feared situation/ stimulus. Below is a graph which shows how anxiety is experienced with a feared situation:



Exposure therapy is used to tackle the avoidance of feared situations due to anxiety. It works through a process called **habituation**. This is a gradual reduction in the physical sensations of anxiety- this is achieved through a gradual process of facing the things you are avoiding at a pace that suits you.

What we know is that over time the anxiety will gradually decrease and you will remain with your anxiety feelings long enough for them to come down naturally without avoiding them. Over time you will learn the fearful event is not causing you anxiety and this will help to break out of that vicious cycle.



Principles:

1. **Graded**- Exposing yourself to a fearful situation which causes a level of anxiety but is not too much- around 50-60%.This can be achieved by using a hierarchy worksheet.
2. **Prolonged**- Remaining in the feared situation for long enough until the anxiety naturally reduces through the process of habituation.
3. **Without distraction**- Engaging in safety behaviours or distraction means we will not be focused entirely on our anxiety, this will not allow habituation to occur.
4. **Repeated**- You should repeat the same step on the hierarchy list until you notice your anxiety score is no longer going up quickly and you feel it is now at a more manageable level for you to move on to the next exercise.

Take a few minutes to record some situations that may cause anxiety



Homework task:

Complete anxiety diary to become aware of what is maintaining your anxiety. To help with the role of avoidance try using the Exposure Intervention, thinking about situations you may be avoiding and recording them the table on page 23.

Situation	Thoughts	Emotions	Physical sensations	Behaviours

Anxiety-Producing Situation	0 - 10

Session 3

How can I manage my anxiety?

There are a number of ways to help manage our anxiety. Today's session will be focused on teaching you different tools and strategies to help manage the way you are feeling. Below are a few areas that we will be addressing;

- **Understanding our anxiety better-** noticing any triggers that may cause anxiety by completing an anxiety diary. Noticing our thoughts, feelings, behavior and physical response to anxiety.
- **Changing behaviours related to anxiety-** role of avoidance and safety behaviours. Problem Solving.
- **Reducing physical symptoms-** Relaxation and Mindfulness techniques. Exposure Intervention.
- **Altering our thoughts related to anxiety-** Unhelpful thinking patterns and challenging our catastrophic thoughts.

You may already have a good understanding of your anxiety working through this program. Reflecting on your goals, think back to what particular difficulties you were/ are facing. Please jot down some of these reflections.

What triggers have you noticed over the past few weeks? Is anything helping you manage your anxiety currently?

Problem Solving

Problem solving is an evidence-based intervention that helps us to distance ourselves from difficult problems. It can allow us time and space to think about the different types of practical solutions that may be available. Problem solving has 7 stages, which can be found in the following handout.

Problem Solving
Step 1: Identify the Problem
<ul style="list-style-type: none">- Identify what it is that you are worrying about, and try and be as precise as possible.- Choose a practical worry that you want to get sorted and feel is manageable, or one you absolutely need to address. Ensure that you convert the worry into a practical problem, e.g. 'I have not paid the gas bill yet', could be converted to 'I will sort out the gas bill this Thursday'.- If the practical worry is large, you can try and break each problem down, and treat each part separately.
Step 2: Identify the Solutions
<ul style="list-style-type: none">- You should then try and identify as many potential solutions as possible.- At this stage, nothing should be rejected, no matter how ridiculous some solutions may seem.- When we allow our brains to work freely, we tend to work more creatively, and more solutions will come to mind. When we reject or shut down solutions, the brain tends to slow down.- Ensure that you write all of these ideas down, as we may forget or lose track of some really good options. You can use Worksheet A to help with this.
Step 3: Analyse the Strengths and Weaknesses
<ul style="list-style-type: none">- The next step is to work through each of the solutions, and analyse their strengths and weaknesses. Consider the main advantages and disadvantages for each option. Use Worksheet A to help with this.- This may include the possibility of being able to undertake the solution, the resources we have, and how we feel about carrying this out.
Step 4: Select a Solution
<ul style="list-style-type: none">- Choose a solution from your list based on our analyses of the strengths and weaknesses.
Step 5: Plan Implementation
<ul style="list-style-type: none">- The solution we have selected may require planning. Think of the 4 'W's: What do I need? Where do I need to go? When will I do it? Who can help me? You can use Worksheet B to help with this.
Step 6: Implement
<ul style="list-style-type: none">- Put your plan into action.
Step 7: Review
<ul style="list-style-type: none">- How well did the plan work? If the plan worked you can continue to apply it.- If not, the advantage of problem solving is that there are still other options available.- If the plan did not work, go back to Step 5 and select new solution. Once you have selected a new solution to work through, repeat stages 6-7 with this new option.

Problem Solving: Worksheet A

Strengths and Weaknesses Analysis			
What are the strengths and weaknesses for each solution? For each solution considered write these below			
Solution	Strengths	Weaknesses	Choice Yes/no/maybe

Problem Solving: Worksheet B

What did you do and how did it go?
Step 5: Plan Implementation <i>What do you need to complete this plan? When will you do this? Where will you need to go? How will you get there? Do you need anyone to help you implement this?</i>
Step 7: Review <i>How did it go? Write below how well your solution worked</i>

Present Moment Focus

Present moment focus is based on the practice of mindfulness.

Mindfulness is a way of training our attention. Our mind wanders about half of the time, but every time we practice being mindful, we are exercising our focus of attention. We choose what to focus on, rather than passively allowing our attention to be dominated by that which distresses us and takes us away from the present moment.

Once we know how to do something, the brain can ‘switch off’ and we will do that activity automatically. A good example of this is driving. If we always drive the same route to and from work, we tend to drive automatically without really being aware of our surroundings. We might get to a certain part of our journey, and wonder whether we passed a certain landmark already? This is something we often refer to as being on ‘auto-pilot’. When on auto-pilot we are less likely to be in the present moment, and we are more likely to think of those things that are troubling us.

What type of activities do you do on auto pilot?

Present moment focus is the exact opposite to auto-pilot. The aim of present moment focus is to be more aware of our thoughts, feelings, and body sensations, but to not engage with them. Instead, we accept that we have these thoughts and feelings, without judging ourselves or evaluating them further, and choose to pay attention to something else.

Mindful Activity

Any activity can be done mindfully. For example, if we were to wash the dishes our mind will probably be thinking about what we have to do, or what we’ve done during the day, or worrying about future events. Washing up, or any other routine activity, can become a mindful activity if we notice and pay attention to everything around us. We could notice the temperature of the water, the texture of the soap bubbles on our skin, and we could even listen to the sound of the bubbles as they pop.

A mindful walk can be a great chance to practice this present moment focus. Instead of ‘being in our heads’, we could observe the sights around us, listen to the noises, smell the air, and feel the weather on our skin.

To engage in an activity, and to be mindful of our surroundings, we need to listen to our senses. What are our senses experiencing?

All of these details would usually be 'filtered out' by our brain, all we need to do is bring it to the forefront of our attention. The more we practice, the more we will notice our thoughts and feelings trying to intrude and steal our attention away. This is ok, the aim of mindful activity is to bring our attention back to the activity continuously. It is normal for thoughts and feelings to enter our awareness, and it is common for our mind to wander. With mindful activity, we do not berate ourselves for having these thoughts or feelings, we are gently noticing them and then bringing our attention back to the present moment. As with everything, this is a skill that requires practice. Don't be discouraged if you find this difficult at first.

Don't forget to engage as many senses as you can. In total we have 5 senses:

1. Sight
2. Smell
3. Sound
4. Touch
5. Taste

Go back to the original list of things you noticed you may be avoiding. How could you make these activities mindful?

Relaxation techniques

When we experience anxiety, we are often so tense throughout the day that we don't recognize what being relaxed feels like. Relaxation exercises are important to reduce some of the physical sensations caused by our fight/flight response.

Relaxation exercises can help alleviate tension in our muscle groups, as well as help us to become more mindful as we are changing our focus of attention away from our thoughts. They can also help to improve sleep, and alleviate stomach aches and headaches.

Progressive Muscle Relaxation

Make sure that you are sitting comfortably, relax your arms by your sides and uncross your legs. Allow your attention to focus on your body. During this exercise we will be relaxing different muscle groups, by tensing each muscle for about 5 seconds, before relaxing and releasing the tension. The exercise should not be painful at any point, so if you notice any pain, omit that muscle group. We should not be straining any muscles and we should not experience any cramps.

Start by bringing your attention to your breathing. Focus on your breath as you continue to breathe in and out... allow this to relax you. Then start focusing on individual muscle groups within the body.

Recommended sequence:

1. Right hand and arm

*Clench one hand tightly for a few seconds as you breathe in, then relax it as you breathe out.
Bend an elbow and tense all the muscles in the arm as you breathe in, then relax it as you breathe out.*

2. Left hand and arm

Repeat as above.

3. Right leg

Tense the leg lifting the knee slightly, then relax.

4. Left leg

Repeat as above.

5. Stomach and chest

*Tense the stomach muscles as tightly as possible, and then relax.
Take a deep breath and hold it for a few seconds then go back to normal breathing.*

6. Back muscles

Pull the shoulders back and down

7. Neck and throat

Slowly roll the neck from side to side

8. Face

*Frown as hard as you can for a few seconds, then relax.
Raise eyebrows as high as you can, then relax.
Clench your jaw for a few seconds then relax.*

Mindful Breathing

Start by settling into a comfortable position and allow your eyes to close or keep them open with a softened gaze. Begin by taking several long slow deep breaths breathing in fully and exhaling fully. Breathe in through your nose and out through your nose or mouth. Allow your breath to find its own natural rhythm. Bring your full attention to noticing each in-breath as it enters your nostrils, travels down to your lungs and causes your belly to expand. And notice each out-breath as your belly contracts and air moves up through the lungs back up through the nostrils or mouth. Invite your full attention to flow with your breath.

Notice how the inhale is different from the exhale. You may experience the air as cool as it enters your nose and warm as you exhale. As you turn more deeply inward, begin to let go of noises around you. If you are distracted by sounds in the room, simply notice them and then bring your intention back to your breath. Simply breathe as you breathe, not striving to change anything about your breath. Don't try to control your breath in any way. Observe and accept your experience in this moment without judgment, paying attention to each inhale and exhale.

If your mind wanders to thoughts, plans or problems, simply notice your mind wandering. Watch the thought as it enters your awareness as neutrally as possible. Then practice letting go of the thought as if it were a leaf floating down a stream. In your mind, place each thought that arises on a leaf and watch as it floats out of sight down the stream. Then bring your attention back to your breath. Your breath is an anchor you can return to over and over again when you become distracted by thoughts.

Notice when your mind has wandered. Observe the types of thoughts that distract you. Noticing is the richest part of learning. With this knowledge you can strengthen your ability to detach from thoughts and mindfully focus your awareness back on the qualities of your breath. Practice coming home to the breath with your full attention. Watching the gentle rise of your stomach breathing in, and the relaxing, letting go when breathing out. Allow yourself to be entirely with your breath as it flows in and out.

You might become distracted by pain, discomfort, twitching or itching sensations that draw your attention away from the breath. You may also notice feelings arising, perhaps sadness or happiness, frustration or contentment. Acknowledge whatever comes up including thoughts or stories about your experience. Simply notice where your mind went without judging it, pushing it away, clinging to it or wishing it were different and simply refocus your mind and guide your attention back to your breath.

Breathe in and breathe out. Follow the air all the way in and all the way out. Mindfully be present moment by moment with your breath. If your mind wanders away from your breath, just notice without judging it – be it a thought, emotion, or sensation that hooks your attention and gently guide your awareness back to your breathing.

As this practice comes to an end, slowly allow your attention to expand and notice first your entire body, then the room you are in. When you're ready, open your eyes and come back fully alert and awake. The breath is always with you as a refocusing tool to bring you back to the present moment. Set your intention to use this practice throughout your day to help cultivate and strengthen attention.

Diaphragmatic Breathing

When our fight or flight response is triggered our breathing speeds up in order to get our body ready to face danger. By calming our breathing we signal to the body it is safe to relax. This helps to reduce the levels of adrenaline in the body which leads to a reduction in some of the physical symptoms of anxiety.

There are two main types of breathing; chest breathing which we tend to use when exercising and when feeling tense or panicked and diaphragmatic breathing, which is much slower and calmer.

How to do diaphragmatic (relaxed) breathing

1. From a sitting or lying position, place one hand on the chest and one on the stomach.



2. Breathe normally and notice whether the hand on the chest or the stomach rises first. If it is the hand on your chest you are chest breathing.



3. To breathe in a more relaxed way focus on breathing from your diaphragm. As you breathe in try to move your lower hand and keep the hand on the chest as still as possible. If you are struggling with this try to push your tummy out a little as you breathe in.



4. Breathe in for the count of four. Try to breathe slowly, gently and quietly.

5. Breathe out, for the count of four, slowly and gently.

6. Repeat for at least a total of four complete breaths.



Homework task

Practice using Problem-solving this week, as well as one or more of the relaxation techniques explained above. People usually find that one of them suits them more than the others, so it is by practicing that you will find what works best for you.

Session 4

Negative Thoughts in Anxiety

It has been estimated that we have anywhere from 25,000 to 50,000 thoughts a day, and people generate thoughts so automatically they are unaware that it is happening.

When we are feeling low or anxious, our thoughts tend to be negative and biased. However, people tend to accept their thoughts 'facts' and 'truths', as opposed to 'opinions'.

One of the most powerful actions you can take in combating our negative thoughts is to notice and acknowledge the impact that they have on our mood, and make a conscious choice to challenge and change the way we think. Often enough we can't control how we feel, but we can choose to control how we think. There's an active choice you can take—if you are aware that changing your thinking is important for your wellbeing.

The ice cream exercise

What comes to mind when looking at this picture?



Radio Analogy

If we think of a radio playing in the room that we are not paying any attention to and we have no awareness of what song is playing, as it is playing in the background. We may notice that we are not in tune with the music but we may be aware if the song is happy or sad.

This can be like our thoughts as often we can be thinking many different thoughts that we are not aware of and this can be impacting our mood without us knowing.

When we are feeling low or anxious we have more thoughts that are unhelpful and because of the amount of unhelpful thoughts we are having, they start becoming automatic and we may start believing these thoughts are accurate even if they are not. We may also notice that we look for thoughts which are consistent with the way we are feeling.

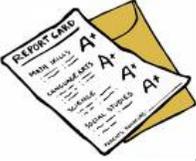
Cognitive Restructuring is an intervention that helps us to become aware our thoughts and to start challenging them. If we begin to notice that the music is sad, we may simply change the radio station and change our focus.



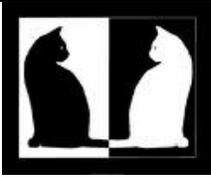
Unhelpful Thinking Traps

Over time we tend to get into the habit of falling into unhelpful thinking traps. There is often a pattern to these traps meaning that they often seem like an automatic habit. In order to challenge our thoughts we first need to understand the way we think, as being able to do this allows us to recognize patterns and gives us the ability to take a step back and really consider what we are doing.

Read the list of thinking traps below and thinking about when you might have used them. It is likely that you will relate to some more than others, but some might seem very familiar. Once we can identify our unhelpful thinking traps we can then respond to them more helpfully, telling ourselves that “this is a thinking trap (i.e. Mind Reading) and I can let go of this habit”.

<p><u>Mental Filter</u> Noticing only what the filter allows us to notice, and dismissing anything else. Like looking through 'gloomy specs', only catching the negative stuff, while anything more positive or realistic is ignored or dismissed.</p>  <p><i>Am I only noticing the bad stuff? Am I filtering out the positives? Am I wearing those 'gloomy specs'? What would be more realistic? What am I ignoring?</i></p>	<p><u>Mind-Reading</u> Assuming we know what others are thinking (usually about us).</p> <p><i>Am I assuming I know what others are thinking? What's the evidence? Those are my own thoughts, not theirs. Is there another, more balanced way of looking at it?</i></p>
<p><u>Prediction</u> Believing we know what's going to happen in the future</p> <p><i>Am I thinking that I can predict the future? How likely is it that that might really happen?</i></p>	<p><u>Compare and despair</u> Seeing only the good and positive aspects in others, and comparing ourselves negatively against them.</p> <p><i>Am I doing that 'compare and despair' thing? What would be a more balanced and helpful way of looking at it?</i></p>
<p><u>Critical self</u> Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not totally our responsibility.</p>  <p><i>There I go, that internal bully's at it again. Would most people who really know me say that about me? Is this something that I am totally responsible for?</i></p>	<p><u>Shoulds and musts</u> Thinking or saying 'I should' (or shouldn't) and 'I must' puts pressure on ourselves, and sets up unrealistic expectations.</p>  <p><i>Am I putting more pressure on myself, setting up expectations of myself that are almost impossible? What would be more realistic?</i></p>

<p><u>Catastrophising</u> Imagining and believing that the worst possible thing will happen.</p> <p><i>Thinking that the worst possible thing will definitely happen isn't really helpful right now. What's most likely to happen?</i></p>	<p><u>Emotional Reasoning</u> I feel bad so it must be bad! I feel anxious so I must be in danger</p> <p><i>Just because it feels bad, it doesn't necessary mean it is bad. My feelings are just a reaction to my thoughts.</i></p>
<p><u>Mountains and Molehills</u> Exaggerating the risk of danger, or the negatives. Minimising the odds of how things are most likely to turn out, or minimising positives.</p> <p><i>Am I exaggerating the risk of danger, and minimising the evidence that it's most likely to be okay? How would someone else see it?</i></p>	<p><u>Evaluations / Judgements</u> Making judgements about events, ourselves, others, or the world, rather than describing what we actually see and have evidence for.</p> <p><i>I'm making an evaluation about the situation or person. It's how I make sense of the world, but that doesn't mean my judgements are always right or helpful. Is there another perspective?</i></p>
<p><u>Black and white/ all or nothing thinking</u> Believing that something or someone can be only good or bad, right or wrong, rather than anything in-between or 'shades of grey'</p> <p><i>Things aren't either totally white or totally black – there are shades of grey. Where is this on the spectrum?</i></p>	<p><u>Memories</u> Current situations and events can trigger upsetting memories, leading us to believe that the danger is here and now, rather than in the past, causing us distress right now</p> <p><i>This is just a reminder of the past. That was then, and this is now. Even though this memory makes me <u>feel</u> upset, it's not <u>actually</u> happening again right now.</i></p>



What styles of unhelpful thinking do you experience?

How could you challenge your unhelpful thoughts?

Thought Challenging

Case study

Sam is 36 year old and is working full time, but is finding it difficult to balance the time between work and family. Sam aims to spend all weekends with the family so that there is quality time for the children and the children can attend classes and see friends. Sam has recently missed a couple of deadlines but is working very hard at work as the company has financial issues and there may be redundancies. For this reason Sam has had to work some extra hours over the last weekend, meaning that spending quality time with the rest of the family was not possible.

As well as having hypothetical worries such as 'What if I miss deadlines again? What if I can never spend time with my children again?' Sam is also experiencing negative self-critical thoughts such as 'I am no good at my job so I'm going to be the one they make redundant', 'I can't ever manage my time properly' and 'I'm a terrible parent'.

Sam sees other people at work who are parents and thinks 'They seem to be doing really well at work and have fun every weekend with their children'. Sam, starts to think 'other people are more capable than me', 'I bet they will keep their jobs and I'll lose mine...', 'I'm never going to get another job' and 'my children must think I'm useless'.

What are the unhelpful that thoughts that Sam is experiencing?

When we challenge thoughts it is important to remember that we can't challenge the following

- Statements of fact
- Questions
- Thoughts that are not specific, but general and/or global.

How to challenge thoughts: Taking your Thought to Court

- Step 1: Identify the thoughts and write them down, be specific on what the thought is.
- Step 2: Identify the emotion and rate the intensity of the emotions from 0-10, 0 being not at all and 10 being the most intense (this may help to identify the 'hot thought' which is the thought that is causing us the most distress).
- Step 3: Pick which thought you want to challenge.
- Step 4: Identify evidence to support the thought (we are looking for facts that would stand up in the court of law).
- Step 5: Identify evidence against the thought (we are looking for facts that would stand up in the court of law).
- Step 6: Weigh up the evidence and write down what an alternative, more realistic and balanced thought might be.
- Step 7: Re-rate your emotion, has the intensity of emotion changed or the emotion itself?

Have a go at challenging Stephanie's thoughts. You can use the thought challenging worksheet attached at the end of this week's session.

Have you come up with an alternative thought? Write it down



Homework task

Have a go at thought challenging over the next week.

Thought Challenging Handout

Thought	Emotion and its intensity (0-10)	Evidence for the thought	Evidence against the thought	New alternative thought	Re-rated emotions and its intensity (0-10)

Session 5

Relapse Prevention

Well done for all of the hard work you have put in throughout the course! Hopefully you will have learnt different skills that you can continue to implement in the future. We also hope that you have started to make progress towards the goals you originally set.

The next step is to keep the progress going, and to think about how you will continue to stay well. Difficulties will come up in the future, but now you have your own toolkit to help deal with these obstacles. Remember that the skills we have learnt should be practiced regularly, even when we are feeling well. These are new skills, and will require regular practice and fine-tuning.

It is common to feel anxious about ending treatment and to have concerns about anxiety returning after the group ends. Even though you have been coming along to the group, it was your individual effort at home which has helped you to feel better. Don't forget that it is the work you have done in between sessions that helped you to make progress!

Relapse Vs Lapse

It is very common for people to worry about becoming unwell again, and fear that their symptoms will return. This anxiety can cause us to watch out for any signs of anxiety or depression. When we notice these signs, we are more likely to react negatively to them, and misinterpret them as a sign that things are slipping back. Always remember that it is normal for our mood to fluctuate regularly, and that we should expect that this will happen at times. A lapse does not necessarily mean that we have relapsed.

Lapse

A lapse is a brief return to feeling anxious or down, or changes in our behaviour as a result. A lapse in how we feel or what we do is normal. As long as we don't let it maintain itself in a vicious cycle, and we put back into practice the techniques we have learnt, we can get back on track. A lapse can become a relapse if you allow it to take control due to seeing it as a sign of failure. The key thing is to see a lapse for what it is, just a temporary thing and not let it make you give up. Continuing to do and act against any off-putting thoughts and continuing to do things despite feeling like avoiding them can help a lapse not turn into a relapse. Don't give up.

Relapse

A relapse is when negative thinking and unhelpful behaviours creep back over a longer period, and things start to spiral again making you feel worse. Often when a relapse occurs it is easy to think of it as a total setback, rather than the fact you have the skills and techniques that helped before to help again. The key thing is to notice early warning signs of the symptoms. If these are starting to impact you again, you can work your way out of it using the strategies that helped previously.

Staying Well Plan (Handout)

- | | |
|----|--|
| 1. | <p><i>What difficulties did I ask for help with?</i></p> <ul style="list-style-type: none">• <i>What things did I want to work on?</i> |
| 2. | <p><i>What was keeping my problem(s) going?</i></p> <ul style="list-style-type: none">• <i>Behaviour e.g. avoiding situations or people</i>• <i>Thinking e.g. always imagining the worst</i>• <i>Difficult situations or life events e.g. relationships, work problems</i> |
| 3. | <p><i>What progress have I made towards my original goals</i></p> <ul style="list-style-type: none">• <i>Reflect back to your SMART goals, what progress have you made towards these.</i> <p><i>Goal Number 1:</i></p>
<p><i>Goal Number 2:</i></p>
<p><i>Goal Number 3:</i></p> |

Staying Well Plan (Handout)

- | | |
|----|--|
| 4. | <p><i>What ideas and tools have I learned which have helped me?</i></p> |
| 5. | <p><i>What progress have I made towards my goals? How did I do this?</i></p> <ul style="list-style-type: none">• <i>What are the positive consequences of these improvements in the different areas of your life?</i> <p><i>Work life:</i></p> <p><i>Things around the home:</i></p> <p><i>Family life:</i></p> <p><i>Friendships:</i></p> <p><i>Social Life:</i></p> <p><i>Hobbies and Interests:</i></p> |

Staying Well Plan (Handout)

- | | |
|----|---|
| 6. | <p><i>What obstacles might lead to a setback or make it harder to stay well? E.g.</i></p> <ul style="list-style-type: none">• <i>Stressful life events/ situations</i>• <i>Motivation and thinking negatively</i> |
| 7. | <p><i>My early Warning Signs</i></p> <p><i>What would I notice first if I started to have difficulties again? E.g.</i></p> <ul style="list-style-type: none">• <i>Changes in the way I think e.g. always imagining that things will go wrong</i>• <i>Changes in my behaviour e.g. avoiding things, drinking</i>• <i>Changes in how I feel physically e.g. more tired or run down</i>• <i>Changes in how I feel e.g. tearful or irritable</i> |
| 8. | <p><i>What can I do to start to use the strategies I have learned to help me feel better again? Who can I talk to? E.g. friends and family, making time to exercise regularly</i></p> |
| 9. | <p><i>How can I build on what I have achieved?</i></p> <ul style="list-style-type: none">• <i>What further goals could I set up to keep me well?</i> <p><i>Short term goal:</i></p>

<p><i>Long term goal:</i></p> |

Scheduling a review time

How did you find this? How did you find reflecting back over your progress? Did anything take you by surprise?

Once we have completed a course of therapy, and completed our staying well plan, it is important that we regularly check in on ourselves. This can help us to monitor our progress, and check for any signs that we are slipping back into old habits.

What could happen if we do not catch our warning signs early on? How can we ensure that we keep track of our mood and wellbeing?

Having a regular review slot with ourselves can be a really helpful way of monitoring our progress, and can help us to catch any warning signs early on. We would always recommend keeping to a regular weekly timeslot to help you to keep on track, for example, every Friday at 7pm.

During this review, check in on how your mood has been, and whether it has been a good week. Use the template below as an example of what you can include in this review.

Even if you are feeling well, still continue with your review. This way we can learn from things that went well, and can use this again in the future. Think about how you made it a good week, and how you dealt with difficult moments. Consider how you have used the techniques during the week, and how this may have helped make it a good week.

Although it can be difficult to do, it is important to reflect on things that have not gone so well. When doing reflecting on difficulties, remember to always be compassionate towards yourself. Use the setback as a learning experience, think about what you could have done differently or how you would manage this again in the future.

Remember that it is common to have setbacks, the important thing to do is recover from it. Use your staying well plan that you created earlier to help you to build an action plan to get back on track.

My Review (Handout)

My Review Day/Date
How has my mood been this week?
Reading through my original 5 areas, have I got any signs of avoidance or negative thinking? Any old patterns that may be creeping back in?
Reading through my warning signs, any red flags that I am concerned about?
Do I need to take any action now to keep feeling better
If so, what do I need from my toolkit?
What do I need to do and when am I going to do it?
What might get in the way of doing it and how will I overcome this?
Day/Date of my next review

Notes: