## Session Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Key Points</th>
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<tbody>
<tr>
<td>□ Announcements</td>
<td>Make announcements if there are any and ask if group members have any announcements.</td>
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<tr>
<td>□ How Have You Been Feeling?</td>
<td>Administer the PHQ-9. After the session, compare each group member’s scores to their previous scores to track their progress.</td>
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| □ Review                                   | • Review the group members’ Quick Mood Scales. Remember to ask follow-up questions in the manual that are related to the previous session.  
• Review group members’ thoughts tracking and categories of harmful thoughts. If a group member hasn’t done their practice, address this immediately.  
• Review key messages from the previous session. |
| □ New Topic: Talking Back to Your Harmful Thoughts | This new topic will be the theme of this session. The following exercises are designed to help group members understand this topic. |
| □ Examine the Evidence                     | **What is the goal?**  
In the “Examining the Evidence” exercise, you will ask group members to not simply accept that a thought that brings their mood down is true. Instead, you will instruct them to be like detectives and examine whether there is good evidence that the thought is true.  

**What is the process?**  
Group members are instructed to follow specific steps to examine their thoughts.  
You can review these steps by navigating through the slides on the right.  

**Tips for Success**  
1) **Go through each step one at a time:**  
• Go through each step one at a time and get examples from multiple group members on how they could apply the step before moving onto the next one.  
• Group members may get confused or lost if you try to review all of the steps first and then ask them for examples of how they would use each strategy.  
• Asking group members for examples immediately after you present a step will help keep them engaged. |
Thoughts 3 Key Points

2) Pay attention to the step “Share your thought with another person”:
When discussing the step of sharing your thought with another person and getting that person’s viewpoint, consider asking group members questions such as:

Who would you ask and why?
- How might you ask this person about their viewpoint? (this provides a chance for role-playing)
- Is there more than one person you could ask?

3) Encourage group members to rely on “objective evidence”:
A group member may cite as evidence that a negative thought is true because “it feels true to me”. The problem with using this as evidence is that it can end up justifying any thought. When people are depressed, they will naturally feel negatively about many things, so trusting these negative feelings as indicators of the truth is problematic. If this comes up when you are leading the group, encourage the group member to rely more on “objective evidence” (i.e., facts vs. feelings).

4) Encourage group members to experiment to test negative thoughts:
Group members may be reluctant to come up with experiments to test negative thoughts (e.g., asking a friend to go out for a meal as an experiment to test the negative thought “No one wants to spend time with me”) and say things like “What if the experiment backfires?” If this happens you can:

- Point out that assuming the experiment will fail before it is even carried out is an example of negative fortune telling (one of the categories of harmful thoughts reviewed in Thoughts 2)
- Ask the group member what would be the worst thing that could happen if the experiment did not work out well? This often reveals harmful thoughts (e.g., catastrophizing) that can be challenged.
- Remind the group member that sometimes it is necessary to carry out more than one experiment to gather sufficient evidence.

5) Know how to respond when a group member’s harmful thought is true:
Thoughts 3 Key Points

- Sometimes group members determine that part or all of a harmful thought may be true (e.g., an overly aggressive client concludes the thought, “My wife and kids are afraid of me is,” is mostly true). When this occurs you can point out:
  - That when a negative thought is true, it can point out areas for change or improvement (e.g., anger management work for the overly aggressive client)
  - One negative thought, even if true, cannot completely describe the totality of individual’s situation (e.g., the overly aggressive person is not solely defined by his difficulties controlling anger).
  - In Thoughts 4, time will be devoted to dealing with negative thoughts that are true.

- Find a Replacement Thought for Your Harmful Thought
  You will help group members understand that harmful thoughts are inaccurate, incomplete and unbalanced. You will guide them to replace their harmful thoughts with helpful ones that are accurate (true), complete (whole) and balanced (reasonable).

- Catch It, Check It, Change It: Three Steps to Manage Your Harmful Thoughts
  What is the goal?
  In the “Catch It, Check It, Change It” exercise, you will ask group members to follow specific steps to replace harmful thoughts with helpful thoughts.
  What is the process?
  This exercise asks group members to “catch” or notice their harmful thoughts, “check” if they are accurate, complete and balanced, and replace the harmful thoughts with helpful thoughts.
  Group members complete these steps by filling in the “Catch It, Check It, Change It” chart in their manuals. Group leaders draw a copy of this chart on the board so the group can also go through the exercise together.
  Tips for Success
  1) “Catch It” refers to identifying a harmful thought, along with the feelings associated with that thought.
  2) “Check It” refers to examining the evidence for and against the thought.
  3) “Change It” refers to replacing a thought determined to be harmful with a helpful thought. Because finding helpful replacement thoughts was just introduced in this session, some group members may have trouble completing the
Your Thoughts and Mood Are Connected

Thoughts 3 Key Points

“Change It”. If this happens, you can:

- Redirect the group member to the ‘Examples of Replacement Thoughts’ chart.
- Brainstorm with the group.

4) When group members are just beginning to replace harmful thoughts with helpful ones, **they may say they do not really believe any helpful thoughts they come up with.** If this happens you can:

- Normalize this response.
- Encourage continued use of tools learned in group.
- Let group members know some thoughts are easier to replace than others.

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<thead>
<tr>
<th>□ Key Messages</th>
<th>Go over the key messages in the manual. Ask group members if they have questions or comments.</th>
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<tbody>
<tr>
<td>□ Practice</td>
<td>You will assign group members two practice exercises:</td>
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<tr>
<td></td>
<td>- Track their mood using the Quick Mood Scale.</td>
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<tr>
<td></td>
<td>- Fill in the Catch It, Check It, Change It chart.</td>
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<tr>
<td>□ Feedback</td>
<td>Encourage group members to comment on the session.</td>
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<tr>
<td>□ Looking Ahead</td>
<td>Briefly introduce what group members will learn in the next session. Praise group members for attending and encourage them to attend the next session.</td>
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