

Cognitive Processing Therapy Veteran/Military Version:

THERAPIST AND PATIENT MATERIALS MANUAL

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How to Use This Manual

Parts I and II

This materials manual contains the necessary handouts for conducting CPT with your patients. The materials in this manual can be used for conducting either individual or group CPT. It has been organized into two parts—one for therapists and one for patients.

Part I: Therapist Materials

Section A: Overview of CPT and CPT-C

Section B: Therapist Forms

- a. CPT for PTSD Contract
- b. Practice Assignment Review (Session 2-12)
- c. PCL-5 Scoring and Forms
- d. PHQ-9 Scoring and Forms
- e. Certificate of Completion
- f. Supplementary Materials

Part II: Patient Materials

Section C: CPT Patient Workbook

Section D: CPT-C Patient Workbook

Section to use for different formats of CPT and CPT-C

Individual CPT, Group Only CPT, CPT Group and Individual Combined*

- ♦ Use Section C of this Materials Manual

Individual CPT-C and Group CPT-C

- ♦ Use Section D of this Materials Manual

*Note: For CPT Group and Individual, some practice assignments are given in the group but reviewed individually. See Group Therapist Manual for more details.

Part I: Therapist Materials

Section A Overview of CPT & CPT-C

Overview of Cognitive Processing Therapy

Session 1 - Introduction and Education: Symptoms of PTSD; explanation of symptoms (cognitive theory); description of therapy. Practice assignment: Write Impact Statement.

Session 2 - The Meaning of the Event*: Patient reads Impact Statement. Therapist and patient discuss meaning of trauma. Begin to identify stuck points and problematic areas, and add to Stuck Point Log. Review symptoms of PTSD and theory. Introduction of A-B-C Worksheets with explanation of relationship between thoughts, feelings, and behavior. Practice assignment: Complete 1 A-B-C sheet each day, including at least one on the worst trauma.

Session 3 - Identification of Thoughts and Feelings: Review A-B-C practice assignment. Discuss stuck points with a focus on assimilation. Review the event with regard to any acceptance or self-blame issues. Begin Socratic questioning regarding stuck points. Practice assignment: Reassign A-B-C Worksheets. Assign written trauma account.

Session 4 - Remembering Traumatic Events: Have patient read full trauma account aloud with affective expression. Identify stuck points. Start to help patient challenge self-blame or assimilation with Socratic questions. Explain difference between responsibility and blame. Practice assignment: Rewrite trauma account, read full written trauma account on a daily basis, complete A-B-C sheets daily.

Session 5 – Second Trauma Account: Have patient read second written trauma account aloud. Identify differences between first and second account. Help patient challenge self-blame or assimilation with Socratic questions. Introduce Challenging Questions Worksheet to help patient challenge stuck points. Practice assignment: Challenge one stuck point per day using the Challenging Questions Worksheet, continue to work on trauma account if not finished, read trauma account daily.

Session 6: Challenging Questions - Review practice assignment. Review Challenging Questions Worksheet. Continue cognitive therapy regarding stuck points. Introduce Patterns of Problematic Thinking Worksheet. Teach patient to use the new worksheet to challenge his cognitions regarding the trauma(s). Practice assignment: Identify stuck points and complete Patterns of Problematic Thinking worksheets for each. Look for patterns in thinking. Continue to read trauma account if still having strong emotions about it.

Session 7 - Patterns of Problematic Thinking: Review Patterns of Problematic Thinking Worksheets to address trauma-related stuck points. Introduce Challenging Beliefs Worksheet with a trauma example. Introduce Safety Module. Discuss how previous beliefs regarding safety might have been disrupted or seemingly confirmed by the index event. Use Challenging Beliefs Worksheet to challenge safety beliefs. Practice assignment: Daily identification of stuck points, including one on safety using the Challenging Beliefs Worksheet. Read Safety Module. Continue to read trauma account if still having strong emotions about it.

Session 8 - Safety Issues: Review Challenging Beliefs Worksheets and help patient to challenge problematic beliefs they were unable to complete successfully on their own. Introduce Trust Module. Pick out any stuck points on self-trust or other-trust. Practice assignment: Read Trust Module and complete at least one Challenging Beliefs Worksheet on trust. Continue to challenge stuck points on a daily basis using Challenging Beliefs Worksheets. Continue reading trauma account if still having strong emotions about it.

Session 9 - Trust Issues: Review Challenging Beliefs Worksheets. Introduce module on Power/Control. Discuss how prior beliefs were affected by the trauma. Practice assignment: Read Power/Control Module and complete at least one Challenging Beliefs Worksheet on Power/Control issues. Continue to challenge stuck points on a daily basis using Challenging Beliefs Worksheets. Continue to read trauma account if still having strong emotions about it.

Session 10 - Power/Control Issues: Review Challenging Beliefs Worksheets. Introduce module on Esteem (self-esteem and regard for others). Practice assignment: Read module and complete Challenging Beliefs Worksheets on esteem, as well as assignments regarding giving and receiving compliments and doing nice things for self. Continue to challenge stuck points on a daily basis using Challenging Beliefs Worksheets. Continue to read trauma account if still having strong emotions about it.

Session 11 - Esteem Issues: Review Challenging Beliefs Worksheets. Discuss reactions to two behavioral assignments – giving and receiving compliments and engaging in a pleasant activity. Introduce final module on Intimacy. Practice assignment: Continue giving and receiving compliments, read Intimacy Module and complete Challenging Beliefs Worksheets on stuck points regarding intimacy. Continue to read trauma account if still having strong emotions about it. Final assignment: Write final Impact Statement.

Session 12 - Intimacy Issues and Meaning of the Event: Go over the Challenging Beliefs Worksheets. Have patient read the final Impact Statement. Therapist reads the first Impact Statement and then compares the differences. Discuss any intimacy stuck points. Review the entire therapy and identify any remaining issues the patient may need to continue to work on. Encourage the patient to continue with behavioral assignments regarding compliments and doing nice things for self. Remind patient that he is taking over as therapist now and should continue to use skills he has learned.

Overview of CPT without the Written Account (CPT-C)

Session 1 - Introduction and Education: Symptoms of PTSD; explanation of symptoms (cognitive theory); description of therapy. Practice assignment: Write Impact Statement.

Session 2 - The Meaning of the Event*: Patient reads Impact Statement. Therapist and patient discuss meaning of trauma. Begin to identify stuck points and problematic areas, and add to Stuck Point Log. Review symptoms of PTSD and theory. Introduction of A-B-C Worksheets with explanation of relationship between thoughts and feelings, and behavior. Practice assignment: Complete 1 A-B-C sheet each day including at least one on the worst trauma.

Session 3 - Identification of Thoughts and Feelings: Review A-B-C practice assignment. Discuss stuck points with a focus on assimilation. Review the event with regard to any acceptance or self-blame issues. Begin Socratic questioning regarding stuck points. Practice assignment: Reassign A-B-C Worksheets.

Session 4 - Identification of Stuck Points: Review A-B-C practice assignment and begin to challenge assimilation with Socratic questions. Introduce Challenging Questions Worksheet to challenge specific assimilated beliefs regarding the trauma. Practice assignment: Challenge one stuck point per day using the Challenging Questions Worksheets (focus on assimilation/blame).

Session 5 - Challenging Questions: Review Challenging Questions Worksheets. Introduce Patterns of Problematic Thinking Worksheet. Practice assignment: Complete Patterns of Problematic Thinking Worksheets on a daily basis. Continue to use Challenging Questions as needed. Make sure patient understands the importance of balance in beliefs rather than extreme, either/or thinking.

Session 6 - Patterns of Problematic Thinking: Review practice assignment. Determine patterns of problematic thinking. Introduce Challenging Beliefs Worksheet. Teach patient to use the new worksheet to challenge cognitions regarding the trauma(s). Practice assignment: Complete Challenging Beliefs Worksheets daily on the trauma, as well as everyday events.

Session 7 - Challenging Beliefs: Review Challenging Beliefs Worksheets. Introduce Safety Module. Discuss how previous beliefs regarding safety might have been disrupted or seemingly confirmed by the index event. Use Challenging Beliefs Worksheet to challenge safety beliefs. Practice assignment: Read Safety Module and complete Challenging Beliefs Worksheets on safety.

Session 8 - Safety Issues: Review Challenging Beliefs Worksheets and help patient to challenge problematic beliefs they were unable to complete successfully on their own. Introduce Trust Module. Pick out any stuck points on self-trust or other-trust. Practice assignment: Read Trust Module and complete at least one Challenging Beliefs Worksheet on trust. Continue to challenge stuck points on a daily basis using Challenging Beliefs Worksheets.

Session 9 - Trust Issues: Review Challenging Beliefs Worksheets. Introduce module on Power/Control. Discuss how prior beliefs were affected by the trauma. Practice assignment: Read Power/Control Module and complete at least one Challenging Beliefs Worksheet on Power/Control issues. Continue to challenge other stuck points on a daily basis using Challenging Beliefs Worksheets.

Session 10 - Power/Control Issues: Review Challenging Beliefs Worksheets. Introduce module on Esteem (self-esteem and regard for others). Practice assignment: Read module and complete Challenging Beliefs Worksheets on esteem, as well as assignments regarding giving and receiving compliments and doing nice things for self. Continue to challenge stuck points on a daily basis using Challenging Beliefs Worksheets.

Session 11 - Esteem Issues: Review Challenging Beliefs Worksheets. Discuss reactions to two behavioral assignments – giving and receiving compliments and engaging in a pleasant activity. Introduce final module on Intimacy. Practice assignment: Continue giving and receiving compliments, read Intimacy Module and complete Challenging Beliefs Worksheets on stuck points regarding intimacy. Final assignment: Write final Impact Statement.

Session 12 - Intimacy Issues and Meaning of the Event: Go over the Challenging Beliefs Worksheets. Have patient read the final Impact Statement. Therapist reads the first Impact Statement and then compares the differences. Discuss any intimacy stuck points. Review the entire therapy and identify any remaining issues the patient may need to continue to work on. Encourage the patient to continue with behavioral assignments regarding compliments and doing nice things for self. Remind patient that he is taking over as therapist now and should continue to use skills he has learned.

Part I: Therapist Materials

Section B Therapist Forms

Cognitive Processing Therapy for Posttraumatic Stress Disorder Contract

What is Cognitive Processing Therapy?

Cognitive Processing Therapy (CPT) is a cognitive-behavioral treatment for posttraumatic stress disorder (PTSD) and related problems.

What are the goals of CPT?

The overall goals of CPT are to improve your PTSD symptoms, and associated symptoms such as depression, anxiety, guilt, and shame. It also aims to improve your day-to-day living.

What does CPT consist of?

CPT consists of 12 individual (one-on-one) therapy sessions. Each session lasts 50–60 minutes. If conducted in a group, the 12 sessions will last 90 minutes each. In these sessions, you will learn about the symptoms of PTSD and why we believe that some people develop it.

You and your therapist will also identify and explore how your trauma(s) have changed your thoughts and beliefs, and how some of these ways of thinking may keep you “stuck” in your symptoms. CPT does not involve repeatedly reviewing the details of your trauma(s). However, you will be asked to write about your experiences in order to understand how they have affected your thoughts, feelings, and behaviors.

What is expected of me in CPT?

Perhaps the most important expectation of CPT is for you to make a commitment to come to sessions.

In addition, after each session you will be given practice assignments to complete outside of the sessions. These assignments are designed to improve your PTSD symptoms more rapidly outside of the treatment sessions. You are also encouraged to ask any questions that you might have at any point in doing CPT.

Your commitment

Your decision to do CPT is voluntary. Therefore, you may choose to stop the treatment at any time. Should this happen, you will be asked to come in for one final session to discuss your concerns before terminating.

With my signature, I am indicating that I have reviewed these materials and received information about CPT for PTSD. I commit optimistically to myself, to this treatment, and to the goals listed above. I will receive a copy of this agreement.

Patient Signature

Date

Clinician Signature

Date

Session 2 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you work on writing the Impact Statement since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you read the Stuck Points Handout since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Writing the Impact Statement _____

Reading the Stuck Point Handout _____

Session 3 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you use the A-B-C Worksheet since the last session?

| | | | | | |
|------------|--------------------|-----------|------------|--------------------|----------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you look at the Identifying Emotions Handout?

| | | | | | |
|------------|--------------------|-----------|------------|--------------------|----------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

If not completed the first time:

3. How often did you work on writing the Impact Statement since the last session?

| | | | | | |
|------------|--------------------|-----------|------------|--------------------|----------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

4. How helpful did you find the following practice assignments since the last session?

| | | | | |
|--------------------|------------------|------------------|--------------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Writing the Impact Statement _____

Using the A-B-C Worksheet _____

Reading the Identifying Emotions Handout _____

Session 4 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you use the A-B-C Worksheet since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you work on writing the account of the worst trauma since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Using the A-B-C Worksheet _____

Writing the account _____

Session 5 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you use the A-B-C Worksheet since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you work on the written account since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Using the A-B-C Worksheet _____

Writing the account _____

Session 6 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you read the written account (or write and read a second account) since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you use the Challenging Questions Worksheet with regard to stuck points since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Reading the account _____

Using the Challenging Questions Worksheet _____

Session 7 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you read the written account(s) since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you use the Challenging Questions Worksheet with regards to stuck points since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How often did you use the Patterns of Problematic Thinking Worksheet since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

4. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

| | |
|--|--|
| Reading the account(s) | |
| Using the Challenging Questions Worksheet | |
| Using the Patterns of Problematic Thinking Worksheet | |

Session 8 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you read the written account(s) since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you use the Challenging Beliefs Worksheet to address stuck points since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How many times did you read the Safety Module since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

4. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Reading the account(s) _____

Using the Challenging Beliefs Worksheet _____

Reading the Safety Module _____

Session 9 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you read the written accounts since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you use the Challenging Beliefs Worksheets to address stuck points since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How many times did you read the Trust Module since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

4. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Reading the account(s) _____

Using the Challenging Beliefs Worksheet _____

Reading the Trust Module _____

Session 10 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you read the written account(s) since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you use the Challenging Beliefs Worksheet to address stuck points since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How many times did you read the Power/Control Module since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

4. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

Reading the account(s) _____

Using the Challenging Beliefs Worksheet _____

Reading the Power/Control Module _____

Session 11 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you read the written account(s) since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you use the Challenging Beliefs Worksheet since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How many times did you read the Esteem Module since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

4. How often did you practice giving and receiving compliments since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

5. How often did you do nice things for yourself since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

6. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

| | |
|---|-------|
| Reading the account(s) | _____ |
| Using the Challenging Beliefs Worksheet | _____ |
| Reading the Esteem Module | _____ |
| Giving/receiving compliments | _____ |
| Doing nice things for yourself | _____ |

Session 12 Practice Assignment Review

Patient _____

Date _____

Therapist _____

Directions: Please indicate how often you used the skills listed below, and how helpful you found them, **since the last session** by circling the number that corresponds to your answer. For the last question, write in your response on the line next to each practice assignment listed.

1. How often did you read the written account(s) since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

2. How often did you use the Challenging Beliefs Worksheet to address stuck points about intimacy since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

3. How many times did you read the Intimacy Module since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

4. How often did you practice giving and receiving compliments since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

5. How often did you do nice things for yourself each day since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

6. How often did you think about the Impact Statement since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

7. How often did you attempt to rewrite the Impact Statement since the last session?

| | | | | | |
|------------|-----------------------|-----------|------------|-----------------------|-------------------------------|
| 1 | 2 | 3 | 4 | 5 | _____ |
| not at all | fewer than 2 times | 2–5 times | 6–10 times | more than 10 times | approx. # of minutes total |

8. How helpful did you find the following practice assignments since the last session?

| | | | | |
|-----------------------|------------------|---------------------|--------------|----------------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all helpful | a little helpful | somewhat helpful | very helpful | extremely helpful |

| | |
|---|-------|
| Reading the account(s) | _____ |
| Using the Challenging Beliefs Worksheet | _____ |
| Reading the Intimacy Module | _____ |
| Giving/receiving compliments | _____ |
| Doing nice things for yourself | _____ |
| Rewriting the Impact Statement | _____ |

PTSD Checklist (PCL-5) Scoring

The PTSD Checklist was recently revised for the DSM-V.

While this instrument alone is not sufficient to diagnose PTSD, it gives you a sense of whether the individual is experiencing PTSD symptoms and how severe his or her symptoms are.

For your purposes, add up your patient's scores on the 20 items. If the total score is 38 or above, refer him or her for a PTSD assessment/evaluation, if needed, for confirmation of the diagnosis. You can track your patient's scores by plotting them on the PCL graph.

There are two versions of the PCL-5:

- 1) The PCL-5 MONTHLY is administered before the start of Session 1 of CPT. It uses the past month as the time frame reference. Additionally, there is an alternative format of the PCL-5 MONTHLY, which may be used before the start of Session 1 in order to assess the Criterion A trauma in more depth (PCL-5 with a brief Criterion A assessment)
- 2) The PCL-5 WEEKLY is used during CPT starting from Session 2 and for all other sessions. Remind the patient to use only the preceding week as the time frame for each item. The therapist should score it immediately upon receipt and ask the patient for any clarifications needed.

If the patient's scores have not dropped significantly by Session 6, the therapist should explore whether the patient is still avoiding affect, has been engaging in self-harm or other therapy-interfering behavior, or has not changed his assimilated beliefs about the traumatic event. Processing the lack of improvement with the patient will be important at that point.

Please note: Several important revisions were made to the PCL in updating it for DSM-5. Changes involve the rating scale (now a 0–4 range for each symptom) and an increase from 17 to 20 items, which means that PCL-5 scores are NOT compatible with PCL for DSM-IV scores (e.g., PCL-S, which is in previous editions of the CPT manual) and cannot be used interchangeably.

Weathers, F.W., Litz, B.T., Keane, T.M., Palmieri, P.A., Marx, B.P., & Schnurr, P.P. (2013). The PTSD Checklist for DSM-5 (PCL-5). Scale available from the National Center for PTSD at www.ptsd.va.gov

Initial of Patient Last Name: _____
 Therapist Initials: _____

Last 4 digits of SSN: _____
 Date: _____ Session: _____

Format of CPT: Individual ☐ Group ☐ CPT-C ☐ CPT ☐

PCL-5: MONTHLY

Instructions: Below is a list of problems that people sometimes have in response to a very stressful experience. Please read each problem carefully and then circle one of the numbers to the right to indicate how much you have been bothered by that problem in the past month.

| <i>In the past month, how much were you bothered by:</i> | <i>Not at all</i> | <i>A little bit</i> | <i>Moderately</i> | <i>Quite a bit</i> | <i>Extremely</i> |
|---|-------------------|---------------------|-------------------|--------------------|------------------|
| 1. Repeated, disturbing, and unwanted memories of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 2. Repeated, disturbing dreams of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 3. Suddenly feeling or acting as if the stressful experience were actually happening again (<i>as if you were actually back there reliving it</i>)? | 0 | 1 | 2 | 3 | 4 |
| 4. Feeling very upset when something reminded you of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 5. Having strong physical reactions when something reminded you of the stressful experience (<i>for example, heart pounding, trouble breathing, sweating</i>)? | 0 | 1 | 2 | 3 | 4 |
| 6. Avoiding memories, thoughts, or feelings related to the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 7. Avoiding external reminders of the stressful experience (<i>for example, people, places, conversations, activities, objects, or situations</i>)? | 0 | 1 | 2 | 3 | 4 |
| 8. Trouble remembering important parts of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 9. Having strong negative beliefs about yourself, other people, or the world (<i>for example, having thoughts such as: I am bad, there is something seriously wrong with me, no one can be trusted, the world is completely dangerous</i>)? | 0 | 1 | 2 | 3 | 4 |
| 10. Blaming yourself or someone else for the stressful experience or what happened after it? | 0 | 1 | 2 | 3 | 4 |
| 11. Having strong negative feelings such as fear, horror, anger, guilt, or shame? | 0 | 1 | 2 | 3 | 4 |
| 12. Loss of interest in activities that you used to enjoy? | 0 | 1 | 2 | 3 | 4 |
| 13. Feeling distant or cut off from other people? | 0 | 1 | 2 | 3 | 4 |
| 14. Trouble experiencing positive feelings (<i>for example, being unable to feel happiness or have loving feelings for people close to you</i>)? | 0 | 1 | 2 | 3 | 4 |
| 15. Irritable behavior, angry outbursts, or acting aggressively? | 0 | 1 | 2 | 3 | 4 |
| 16. Taking too many risks or doing things that could cause you harm? | 0 | 1 | 2 | 3 | 4 |
| 17. Being "superalert" or watchful or on guard? | 0 | 1 | 2 | 3 | 4 |
| 18. Feeling jumpy or easily startled? | 0 | 1 | 2 | 3 | 4 |
| 19. Having difficulty concentrating? | 0 | 1 | 2 | 3 | 4 |
| 20. Trouble falling or staying asleep? | 0 | 1 | 2 | 3 | 4 |

PCL-5 (8/14/2013) Weathers, Litz, Keane, Palmieri, Marx, & Schnurr -- National Center for PTSD

Initial of Patient Last Name: _____
Therapist Initials: _____

Last 4 digits of SSN: _____
Date: _____ Session: _____

Format of CPT: Individual ☐ Group ☐ CPT-C ☐ CPT ☐

PCL-5 with Brief Criterion A Assessment: MONTHLY

Instructions: This questionnaire asks about problems you may have had after a very stressful experience involving *actual or threatened death, serious injury, or sexual violence*. It could be something that happened to you directly, something you witnessed, or something you learned happened to a close family member or close friend. Some examples are a *serious accident; fire; disaster such as a hurricane, tornado, or earthquake; physical or sexual attack or abuse; war; homicide; or suicide*.

First, please answer a few questions about your *worst event*, which for this questionnaire means the event that currently bothers you the most. This could be one of the examples above or some other very stressful experience. Also, it could be a single event (for example, a car crash) or multiple similar events (for example, multiple stressful events in a war-zone or repeated sexual abuse).

Briefly identify the worst event (if you feel comfortable doing so): _____

How long ago did it happen? _____

Did it involve actual or threatened death, serious injury, or sexual violence?

_____ Yes

_____ No

How did you experience it?

_____ It happened to me directly

_____ I witnessed it

_____ I learned about it happening to a close family member or close friend

_____ I was repeatedly exposed to details about it as part of my job (for example, paramedic, police, military, or other first responder)

_____ Other, please describe _____

If the event involved the death of a close family member or close friend, was it due to some kind of accident or violence, or was it due to natural causes?

_____ Accident or violence

_____ Natural causes

_____ Not applicable (the event did not involve the death of a close family member or close friend)

Initial of Patient Last Name: _____
 Therapist Initials: _____

Last 4 digits of SSN: _____
 Date: _____ Session: _____

Format of CPT: Individual ☐ Group ☐ CPT-C ☐ CPT ☐

Second, keeping this worst event in mind, read each of the problems on the next page and then circle one of the numbers to the right to indicate how much you have been bothered by that problem in the past month.

| <i>In the past month, how much were you bothered by:</i> | <i>Not at all</i> | <i>A little bit</i> | <i>Moderately</i> | <i>Quite a bit</i> | <i>Extremely</i> |
|---|-------------------|---------------------|-------------------|--------------------|------------------|
| 1. Repeated, disturbing, and unwanted memories of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 2. Repeated, disturbing dreams of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 3. Suddenly feeling or acting as if the stressful experience were actually happening again (<i>as if you were actually back there reliving it</i>)? | 0 | 1 | 2 | 3 | 4 |
| 4. Feeling very upset when something reminded you of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 5. Having strong physical reactions when something reminded you of the stressful experience (<i>for example, heart pounding, trouble breathing, sweating</i>)? | 0 | 1 | 2 | 3 | 4 |
| 6. Avoiding memories, thoughts, or feelings related to the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 7. Avoiding external reminders of the stressful experience (<i>for example, people, places, conversations, activities, objects, or situations</i>)? | 0 | 1 | 2 | 3 | 4 |
| 8. Trouble remembering important parts of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 9. Having strong negative beliefs about yourself, other people, or the world (<i>for example, having thoughts such as: I am bad, there is something seriously wrong with me, no one can be trusted, the world is completely dangerous</i>)? | 0 | 1 | 2 | 3 | 4 |
| 10. Blaming yourself or someone else for the stressful experience or what happened after it? | 0 | 1 | 2 | 3 | 4 |
| 11. Having strong negative feelings such as fear, horror, anger, guilt, or shame? | 0 | 1 | 2 | 3 | 4 |
| 12. Loss of interest in activities that you used to enjoy? | 0 | 1 | 2 | 3 | 4 |
| 13. Feeling distant or cut off from other people? | 0 | 1 | 2 | 3 | 4 |
| 14. Trouble experiencing positive feelings (<i>for example, being unable to feel happiness or have loving feelings for people close to you</i>)? | 0 | 1 | 2 | 3 | 4 |
| 15. Irritable behavior, angry outbursts, or acting aggressively? | 0 | 1 | 2 | 3 | 4 |
| 16. Taking too many risks or doing things that could cause you harm? | 0 | 1 | 2 | 3 | 4 |
| 17. Being "superalert" or watchful or on guard? | 0 | 1 | 2 | 3 | 4 |
| 18. Feeling jumpy or easily startled? | 0 | 1 | 2 | 3 | 4 |
| 19. Having difficulty concentrating? | 0 | 1 | 2 | 3 | 4 |
| 20. Trouble falling or staying asleep? | 0 | 1 | 2 | 3 | 4 |

PCL-5 (8/14/2013) Weathers, Litz, Keane, Palmieri, Marx, & Schnurr -- National Center for PTSD

Initial of Patient Last Name: _____
 Therapist Initials: _____

Last 4 digits of SSN: _____
 Date: _____ Session: _____

Format of CPT: Individual ☐ Group ☐ CPT-C ☐ CPT ☐

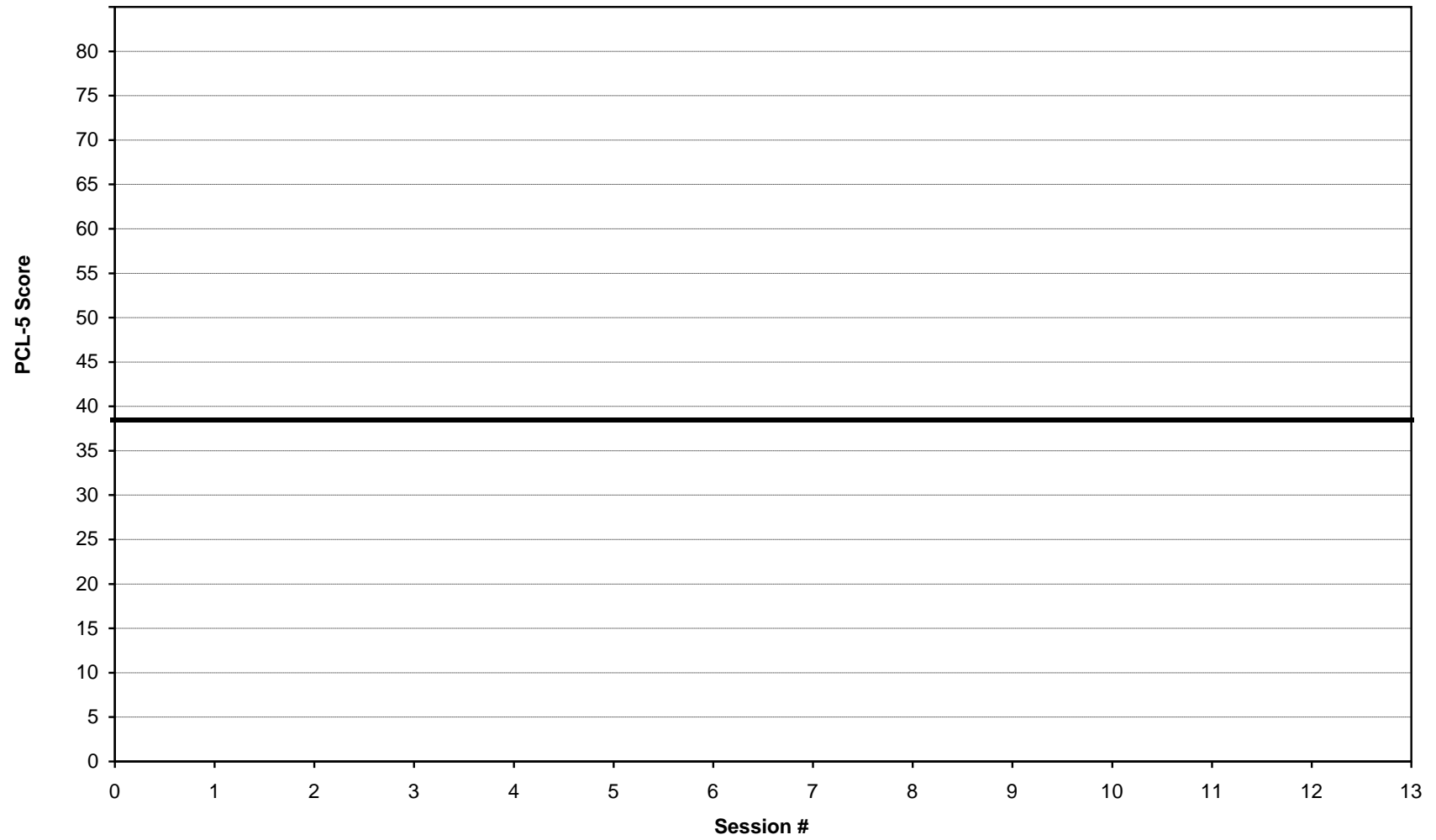
PCL-5: WEEKLY

Instructions: Below is a list of problems that people sometimes have in response to a very stressful experience. Please read each problem carefully and then circle one of the numbers to the right to indicate how much you have been bothered by that problem in the past week.

| <i>In the past week, how much were you bothered by:</i> | <i>Not at all</i> | <i>A little bit</i> | <i>Moderately</i> | <i>Quite a bit</i> | <i>Extremely</i> |
|---|-------------------|---------------------|-------------------|--------------------|------------------|
| 1. Repeated, disturbing, and unwanted memories of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 2. Repeated, disturbing dreams of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 3. Suddenly feeling or acting as if the stressful experience were actually happening again (<i>as if you were actually back there reliving it</i>)? | 0 | 1 | 2 | 3 | 4 |
| 4. Feeling very upset when something reminded you of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 5. Having strong physical reactions when something reminded you of the stressful experience (<i>for example, heart pounding, trouble breathing, sweating</i>)? | 0 | 1 | 2 | 3 | 4 |
| 6. Avoiding memories, thoughts, or feelings related to the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 7. Avoiding external reminders of the stressful experience (<i>for example, people, places, conversations, activities, objects, or situations</i>)? | 0 | 1 | 2 | 3 | 4 |
| 8. Trouble remembering important parts of the stressful experience? | 0 | 1 | 2 | 3 | 4 |
| 9. Having strong negative beliefs about yourself, other people, or the world (<i>for example, having thoughts such as: I am bad, there is something seriously wrong with me, no one can be trusted, the world is completely dangerous</i>)? | 0 | 1 | 2 | 3 | 4 |
| 10. Blaming yourself or someone else for the stressful experience or what happened after it? | 0 | 1 | 2 | 3 | 4 |
| 11. Having strong negative feelings such as fear, horror, anger, guilt, or shame? | 0 | 1 | 2 | 3 | 4 |
| 12. Loss of interest in activities that you used to enjoy? | 0 | 1 | 2 | 3 | 4 |
| 13. Feeling distant or cut off from other people? | 0 | 1 | 2 | 3 | 4 |
| 14. Trouble experiencing positive feelings (<i>for example, being unable to feel happiness or have loving feelings for people close to you</i>)? | 0 | 1 | 2 | 3 | 4 |
| 15. Irritable behavior, angry outbursts, or acting aggressively? | 0 | 1 | 2 | 3 | 4 |
| 16. Taking too many risks or doing things that could cause you harm? | 0 | 1 | 2 | 3 | 4 |
| 17. Being "superalert" or watchful or on guard? | 0 | 1 | 2 | 3 | 4 |
| 18. Feeling jumpy or easily startled? | 0 | 1 | 2 | 3 | 4 |
| 19. Having difficulty concentrating? | 0 | 1 | 2 | 3 | 4 |
| 20. Trouble falling or staying asleep? | 0 | 1 | 2 | 3 | 4 |

PCL-5 (8/14/2013) Weathers, Litz, Keane, Palmieri, Marx, & Schnurr -- National Center for PTSD.

PCL



Patient Health Questionnaire (PHQ-9) Scoring

Depressive symptom monitoring is optional in the CPT protocol, but it is encouraged when patients endorse depressive symptomatology. In that case, the PHQ-9 may be given every 2 weeks during the course of CPT to monitor depressive symptoms.

While this instrument alone is not sufficient to diagnose depressive disorders, it gives the therapist a sense of whether the individual is experiencing depressive symptoms and how severe his or her symptoms are.

For your purposes, add up your patient's scores on the first 9 items. The total score guidelines are below:

Total Score Depression Severity

| Score | Depression Severity |
|-------|-------------------------------------|
| 1-4 | Minimal depression |
| 5-9 | Mild depression |
| 10-14 | Moderate depression |
| 15-19 | Moderately severe depression |
| 20-27 | Severe Depression |

There is one additional item at the bottom of the measure that assesses the impact of these symptoms on functioning.

Kroenke, K., Spitzer, R. L., Williams, J. B. (2001). The PHQ-9: Validity of a brief depression severity measure. *Journal of General Internal Medicine*, 16, 606-13.

Initial of Patient Last Name: _____

Last 4 digits of SSN: _____

Therapist Initials: _____

Date: _____ Session: _____

Format of CPT: Individual ☐ Group ☐ CPT-C ☐ CPT ☐**PHQ-9**

| Over the last 2 weeks, how often have you been bothered by any of the following problems? Read each item carefully, and circle your response. | <i>Not at all</i> | <i>Several days</i> | <i>More than half the days</i> | <i>Nearly every day</i> |
|---|---|---|--|------------------------------------|
| 1. Little interest or pleasure in doing things | 0 | 1 | 2 | 3 |
| 2. Feeling down, depressed, or hopeless | 0 | 1 | 2 | 3 |
| 3. Trouble falling asleep, staying asleep, or sleeping too much | 0 | 1 | 2 | 3 |
| 4. Feeling tired or having little energy | 0 | 1 | 2 | 3 |
| 5. Poor appetite or overeating | 0 | 1 | 2 | 3 |
| 6. Feeling bad about yourself — or that you are a failure or have let yourself or your family down | 0 | 1 | 2 | 3 |
| 7. Trouble concentrating on things, such as reading the newspaper or watching television | 0 | 1 | 2 | 3 |
| 8. Moving or speaking so slowly that other people could have noticed? Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual | 0 | 1 | 2 | 3 |
| 9. Thoughts that you would be better off dead or of hurting yourself in some way | 0 | 1 | 2 | 3 |
| If you checked off <u>any</u> problems, how <u>difficult</u> have these problems made it for you to do your work, take care of things at home, or get along with other people? | | | | |
| Not difficult at all <input type="checkbox"/> | Somewhat difficult <input type="checkbox"/> | Very difficult <input type="checkbox"/> | Extremely Difficult <input type="checkbox"/> | |

PHQ-9: Developed by Drs. Robert L. Spitzer, Janet B.W. Williams, Kurt Kroenke and colleagues, with an educational grant from Pfizer Inc. No permission required to reproduce, translate, display or distribute.

Certificate of Completion

Hereby awarded to

for the successful completion of Cognitive Processing Therapy

Conferred by: _____ on _____, 20____.



Veterans Health Administration

Supplementary Materials

Supplementary Help Sheets

The **Stuck Point Help Sheet** is designed as an additional resource for therapists to share with CPT patients to help them understand and identify stuck points. This may be given to the patient in the first or second session or later on if they continue to struggle with the concept of stuck points.

The **Stuck Point Help Sheet for Therapists** is a guide for therapists to further explain stuck point concepts (it is not intended to be given to patients). It includes examples of stuck points, sample dialogue for explaining stuck points, and important reminders about identifying and structuring stuck points.

Modified Worksheets for TBI/Cognitive Deficits

Therapists who are working with patients with cognitive deficits are encouraged to use the worksheets in the basic manual until the Veteran begins to struggle with even basic comprehension of the current exercise. At that point, the clinician may revert to the modified version of the worksheet included in this section. **NOTE:** Some confusion is often to be expected and typically lessens with practice at home and in the office. The rest of therapy would rely on these modified worksheets. These forms can be used in groups or individually and in CPT or CPT-C. Please see additional information in the CPT Therapist Manual, page 24.

- **Modified Challenging Questions Worksheet**
- **Modified Challenging Beliefs Worksheet**
- **Modified A-B-C Worksheet**

Stuck Point Help Sheet

What is a stuck point?

Stuck points are thoughts that you have that keep you stuck from recovering.

- These thoughts may not be 100% accurate.
- Stuck points may be:
 - Thoughts about your understanding of why the trauma happened
 - Thoughts about yourself, others, and the world that have changed dramatically as a result of the trauma.
- Stuck points are concise statements (must be longer than one word – “trust” is not a stuck point).
- Stuck points can often be formatted in an “if..., then...” structure. For example, “If I let others get close, then I will get hurt.”
- Stuck points often use extreme language, such as “never”, “always.”

What is NOT a stuck point?

- **Behaviors:**
For example, “I fight with my daughter all the time” is not a stuck point, because it is describing a behavior. Instead consider what thoughts you have when you are fighting with your daughter.
- **Feelings:**
For example, “I am nervous whenever I go on a date” is not a stuck point, because it is describing an emotion. Instead consider what you are telling yourself that is making you feel nervous.
- **Facts:**
For example, “I witnessed people die” is not a stuck point, because this is something that actually happened. Instead consider what thoughts you had as this happened and what you think about it now.
- **Questions:**
For example, “What will happen to me?” is not a stuck point, because it is a question. Instead consider what answer to your question is at the back of your mind, such as “I will not have a future.”
- **Moral statements:**
For example, “The military should take care of soldiers” is not a stuck point, because it reflects an ideal standard of behavior. Instead consider how this statement pertains to you specifically, such as “The military failed me” or “I can’t trust the government.”

Examples of Stuck Points

1. If I had done my job better, then other people would have survived.
2. Other people were killed because I messed up.
3. Because I did not tell anyone, I am to blame for the abuse.
4. Because I did not fight against my attacker, the abuse is my fault.
5. I should have known he would hurt me.
6. It is my fault the accident happened.
7. If I had been paying attention, no one would have died.
8. If I hadn't been drinking, it would not have happened.
9. I don't deserve to live when other people lost their lives.
10. If I let other people get close to me, I'll get hurt again.
11. Expressing any emotion means I will lose control of myself.
12. I must be on guard at all times.
13. I should be able to protect others.
14. I must control everything that happens to me.
15. Mistakes are intolerable and cause serious harm or death.
16. No civilians can understand me.
17. If I let myself think about what has happened, I will never get it out of my mind.
18. I must respond to all threats with force.
19. I can never really be a good, moral person again because of the things that I have done. I am unlovable.
20. Other people should not be trusted.
21. Other people should not trust me.
22. If I have a happy life, I will be dishonoring my friends.
23. I have no control over my future.
24. The government cannot be trusted.
25. People in authority always abuse their power.
26. I am damaged forever because of the rape.
27. I am bad because I killed others.
28. I am unlovable because of [the trauma].
29. I am worthless because I couldn't control what happened.
30. I deserve to have bad things happen to me.

Stuck Point Help Sheet for CPT Therapists

Stuck points are thoughts that keep us from recovering. Stuck points are concise statements that reflect a thought – not a feeling, behavior, or event. When patients provide what they think are stuck points, but are not in stuck point format, Socratic dialogue can be used to better identify the underlying stuck point. Read pages 7-11 of the Therapist Manual to review how Socratic Dialogue can be used to elicit stuck points.

Below are examples that are commonly misidentified as stuck points:

Not a stuck point: “Trust”

Why not? This is a concept, not a thought. It is not specific, and you need to identify what the person thinks about trust. In this example, you might ask him/her what about ‘trust’ is a problem.

Possible related stuck points: “I can’t trust anyone.” “If I let anyone get close to me, I will get hurt.” “I can never trust my judgment.”

Not a stuck point: “I am nervous whenever I go on a date”

Why not? This is describing a feeling, not a thought. In this example, you might ask what patients are telling themselves about the date to help them identify potential stuck points.

Possible related stuck points: “If I go on a date, I will get hurt.” “People always take advantage of me.”

Not a stuck point: “I fight with my daughter all the time”

Why not? This is describing a behavior, not a thought. In this example, you might ask more about the client’s thinking before, during, and after a recent fight with her daughter to identify possible stuck points.

Possible related stuck points: “I don’t mean anything to her.” “I must be in control to keep her safe”

Not a stuck point: “I witnessed people die”

Why not? This is describing a fact, not a thought. In this example, you might ask for the client to describe the impact of witnessing others die. What thoughts did he have at the time, what thoughts does he have now? Or after that statement asking - And, therefore?

Possible related stuck points: “It was my fault that people died.” “I should have done something to prevent it.”

Not a stuck point: “I don’t know what will happen to me” or (“What will happen to me?”)

Why not? This is a question about the future. To find the stuck point in this example, you might ask clients when they ask themselves that question, what is the answer they come up with? What is the meaning of that answer?

Possible related stuck points: “I will not have a future.” “I am not deserving of good things in my future”

Not a stuck point: “The military should take care of soldiers”

Why not? This is a moral statement/golden rule and you want to identify the thought behind it. In this example, to find the stuck point, you might ask what the moral statement means to them with respect to their own lives.

Possible related stuck points: “The military failed me” “I can’t trust the government”

A few reminders about good stuck point structure:

- Make sure the stuck point is one concise thought, if the client provides multiple stuck points as one, make sure to break them apart and challenge them separately. For example, “It is my fault Joe died, I am a terrible person and I deserve to be punished,” can be broken down into 3 different stuck points, “It’s my fault Joe died,” “I am a terrible person,” and “I deserve to be punished,” which all would be challenged separately, starting with the assimilated thought, “It is my fault Joe died.”
- If you are struggling, put a statement into the “If...., then...” format if possible and have the client fill in the blank. For example, “If I had seen the mine, then Joe would not have died”. On the impact statement, you can underline stuck points and put into “if/then” format on the Stuck Point Log.
- Stuck points are typically black/ white statements, and use extreme language. Extreme language can sometimes be hidden, for example, sometimes when a patient says “It was my fault” they really mean “It was ALL my fault” – the second can be easier to get some movement on.
- Stuck points are harder to challenge when they are too vague. Make it more specific by asking, “How did you come to this conclusion? For example, “I trust no one” can be refined to “If I trust others, then I’ll get hurt.”
- Keep your eye out for words that can have multiple interpretations, stuck points are easier to challenge when they are specific and do not make assumptions about the meaning of words. For example, “If I was normal, then I wouldn’t have fallen apart.” Here you can make the statement more specific by asking “What do you mean by normal?” and “What do you mean by falling apart?”

Examples of Stuck Points

1. If I had done my job better, then other people would have survived. (assimilated)
2. Other people were killed because I messed up. (assimilated)
3. Because I did not tell anyone, I am to blame for the abuse. (assimilated)
4. Because I did not fight against my attacker, the abuse is my fault. (assimilated)
5. I should have known he would hurt me. (assimilated)
6. It is my fault the accident happened. (assimilated)
7. If I had been paying attention, no one would have died. (assimilated)
8. If I hadn’t been drinking, it would not have happened. (assimilated)
9. I don’t deserve to live when other people lost their lives. (over-accommodated)
10. If I let other people get close to me, I’ll get hurt again. (over-accommodated)
11. Expressing any emotion means I will lose control of myself. (over-accommodated)
12. I must be on guard at all times. (over-accommodated)
13. I should be able to protect others. (over-accommodated)
14. I must control everything that happens to me. (over-accommodated)
15. Mistakes are intolerable and cause serious harm or death. (over-accommodated)
16. No civilians can understand me. (over-accommodated)
17. If I let myself think about what has happened, I will never get it out of my mind. (over-accommodated)
18. I must respond to all threats with force. (over-accommodated)
19. I will go to hell because of the things that I have done. (over-accommodated)
20. I am unlovable. (over-accommodated)
21. Other people should not be trusted. (over-accommodated)
22. My hypervigilance is what keeps me safe. (over-accommodated)
23. If I have a happy life, I will be dishonoring my friends. (over-accommodated)
24. I have no control over my future. (over-accommodated)
25. The government cannot be trusted. (over-accommodated)
26. People in authority always abuse their power. (over-accommodated)
27. I am damaged forever because of the rape. (over-accommodated)

28. I am bad because I killed others. (over-accommodated)
29. I am unlovable because of [the trauma]. (over-accommodated)
30. I am worthless because I couldn't control what happened. (over-accommodated)
31. I deserve to have bad things happen to me. (over-accommodated).

Introducing stuck points

- Stuck points are often more easily understood when they are first described in *non-traumatic* terms.
- Since reminders of the trauma often bring up anxiety, people may have difficulty “hearing” the description of stuck points, so describing them using more routine examples can be more helpful.

Sample introduction of stuck points:

“In this therapy we focus on how your thinking or your thoughts can get in the way of your recovery from your trauma. We call these kinds of thoughts “stuck points” because they are thoughts that keep you “stuck” in your misery. They create barriers to your recovery. Examples of some stuck point thoughts are “It’s my fault; I should have done something differently, we should have gone left instead of right, etc.” Remember, they are thoughts, not feelings.

Let me give you an example of how thoughts can keep us stuck and be barriers: When you were getting ready to come to CPT today you probably had some thoughts about coming. What were your thoughts? [*Write down these thoughts on a white board or paper. Usually these thoughts are: “I don’t know if I can do this; I don’t know if this will help; this isn’t for me; you’ll think I’m stupid.”*]

“If this is what you were telling yourself, how did that make you feel? [*Write down corresponding feelings on board or paper*]. Wow, you can see how these thoughts made you feel and how they can get in the way of your coming here today and working towards recovery. But somehow you got yourself here. You told yourself something that got you here. What were those thoughts? [*No need to write these down, have them answer*]. Examples may include: “I need to do this; I am tired of living this way; I want to do this for my family or myself.”

See how the thoughts that got you here are different than the first ones that we wrote down. The thoughts that got you here move you forward while the other thoughts can hold you back and keep you stuck and so, we call those stuck points. In this therapy, we want to look at your stuck points and see how they are keeping you stuck in your recovery from your traumas.”

Important reminders about challenging stuck points:

- First, challenge stuck points directly using Socratic dialogue and worksheets, but if a client is still stuck, examine the function of the stuck point. You can do this by asking “What does it mean to hold on to this belief; What does holding on to this belief do for you; What if you no longer held on to this belief, then what?” If there is still no movement, back off and come back later, don’t get into a power struggle challenging this. You can say, “I can see this is important. Let’s come back to this later.”
- Challenge assimilated stuck points before over-accommodated ones.
 - Assimilated stuck points are thoughts that are looking back on the past (e.g., they should have, could have, if only, it’s my fault, etc.).
 - Over-accommodated stuck points are present and future oriented.
- Many over-accommodated stuck points will resolve quickly once the event, and erroneous conclusions they were based on, are resolved and changed.

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many as questions you can for the belief/stuck point you have chosen to challenge below.

Stuck point: _____

1. What is the evidence for AND against this stuck point?

FOR:

AGAINST:

(Choose one of the next three – whichever one the patient understands best)

3. In what ways is your stuck point not including all of the information?

6. In what way is your stuck point focused on just one piece of the story?

10. In what ways is this stuck point focused on unrelated parts of the story?

(Choose 3 of the following – whichever ones the patient understands best)

2. Is your stuck point a habit or based on fact? (consider whether you have just said this stuck point to yourself so many times that it seems like fact)

4. Does your stuck point include all-or-none terms? (e.g., either-or, black-white, right-wrong, good-bad)

5. Does your stuck point include words or phrases that are extreme or exaggerated? (i.e., always, forever, never, should, must, can't, and every time)

7. Where did this stuck point come from? Is this a dependable source of information on this stuck point? (consider where this stuck point comes from – e.g., parents, friends, church, media)

8. How is your stuck point confusing something that is possible with something that is likely?

9. In what ways is your stuck point based on feelings rather than facts?

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | Focused on unrelated parts? | | | |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Choose 1 yellow and 3 green that the client best understands

A-B-C Worksheet

Date: _____ Patient: _____

| | | |
|--|--|---|
| <p>A Activating Event "Something happens"</p> | <p>D Challenging Questions</p> <p>Evidence for the stuck point?</p> <p>Evidence against the stuck point?</p> <p>Is the stuck point not including all the information?</p> <p>Is the stuck point extreme or exaggerated?</p> <p>Is the stuck point based on feelings rather than all the facts?</p> | <p>E New Belief</p> <p>What can I tell myself in the future?</p> |
| <p>B Belief/Stuck point "I tell myself something"</p> | | <p>F New Consequence</p> <p>How does the new belief make me feel?</p> |
| <p>C Consequence</p> <p>How does the stuck point make me feel?</p> | | |

Part II: Patient Materials

Section C CPT Patient Workbook

Cognitive Processing Therapy Veteran/Military Version:

CPT PATIENT WORKBOOK

Patricia A. Resick, Ph.D. and Candice M. Monson, Ph.D.

Duke University

Ryerson University

&

Kathleen M. Chard, Ph.D.

Cincinnati VA Medical Center and University of Cincinnati

May 2014

Session 1: Introduction and Education Phase

Practice Assignment:

Please write at least one page on why you think this traumatic event occurred. You are *not* being asked to write specifics about the traumatic event. Write about what you have been thinking about the cause of the worst event.

Also, consider the effects this traumatic event has had on your beliefs about yourself, others, and the world in the following areas: safety, trust, power/control, esteem, and intimacy. Bring this with you to the next session.

Also, please read over the handout I have given you on stuck points so that you understand the concept we are talking about.

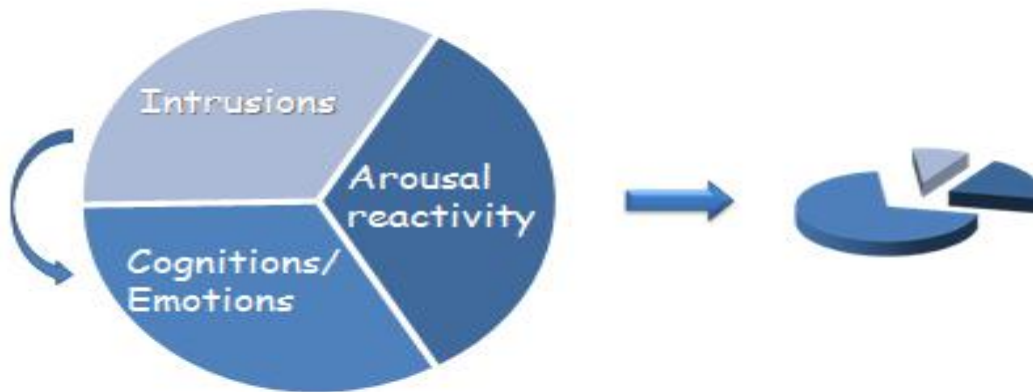
Session 1 Handouts:

Posttrauma Reactions

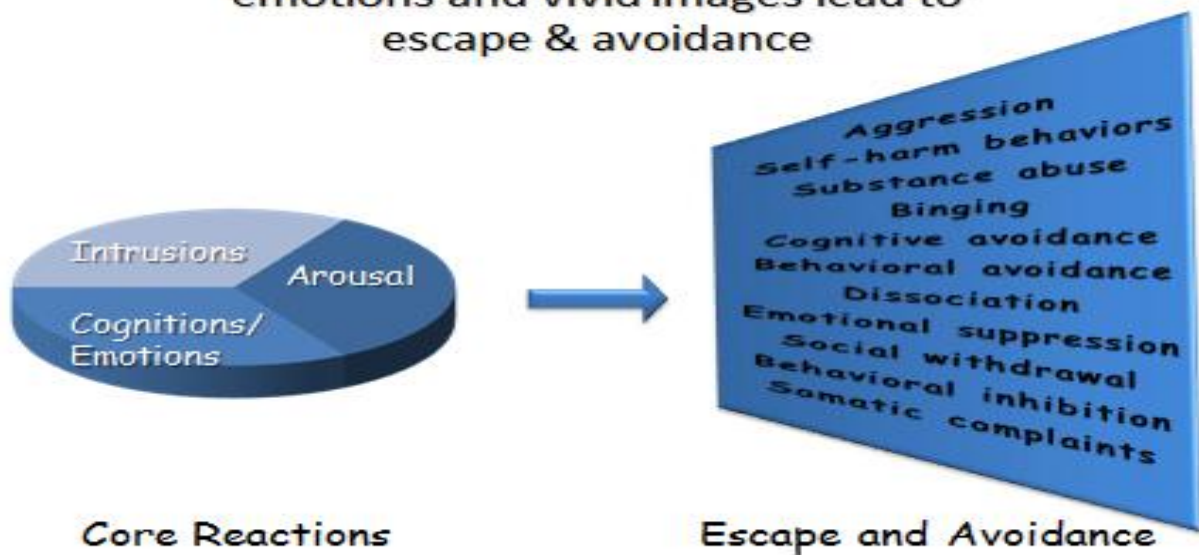
Stuck Points—What Are They?

Recovery or Non-recovery from PTSD Symptoms Following Traumatic Events

In normal recovery, intrusions and emotions decrease over time and no longer trigger each other



However, in those who don't recover, strong negative emotions and vivid images lead to escape & avoidance

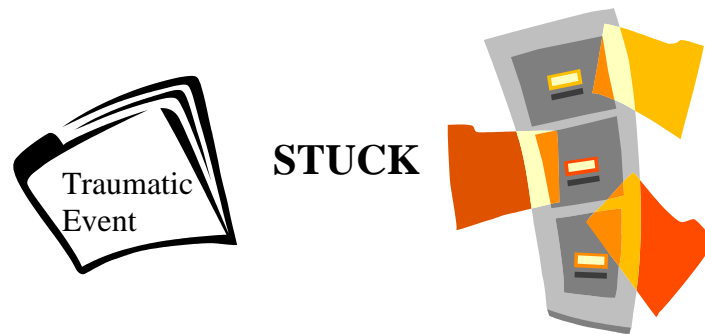


The avoidance prevents the processing of the trauma that is needed for recovery and works only temporarily

Stuck Points—What Are They?

Throughout the rest of therapy we will be talking about stuck points and helping you to identify what yours are. Basically, stuck points are conflicting beliefs or strong negative beliefs that create unpleasant emotions and problematic or unhealthy behavior. Stuck points can be formed in a couple of different ways:

1. Stuck points may be conflicts between prior beliefs and beliefs after a traumatic experience.



Prior Belief

I am able to protect myself in dangerous situations.

Harmed During Military Service

I was harmed during my military service, and I am to blame.

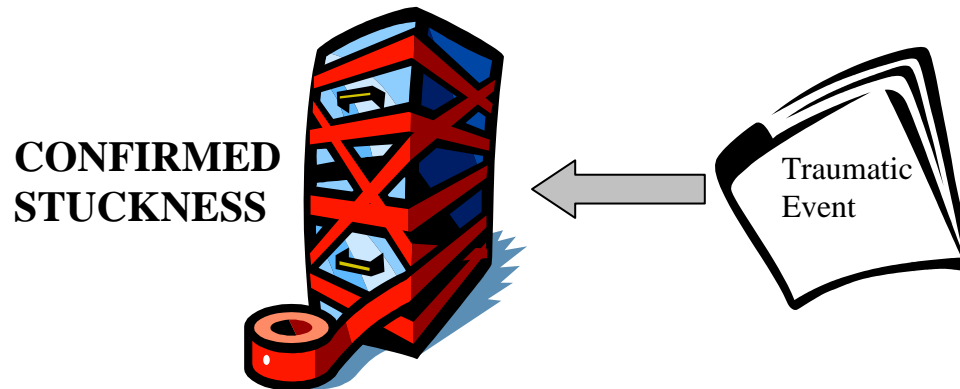
Results

- If you cannot change your previous beliefs to accept what happened to you (i.e., it is possible that I cannot protect myself in all situations), you may find yourself saying, “I deserved it because of my actions or inactions. I am responsible for what happened.”
- If you are questioning your role in the situation, you may be making sense of it by saying, “I misinterpreted what happened...I didn't make myself clear...I acted inappropriately...I must be crazy or I must have done something to have caused it ...”
- If you are stuck here, it may take some time until you are able to get your feelings out about the trauma.

Goal

- To help you change the prior belief to “You may *not* be able to protect yourself in all situations.” When you are able to do this, you are able to accept that it happened and move on from there.

2. Stuck points may also be formed if you have prior negative beliefs that seem to be confirmed or are reinforced by the event.



Prior Belief

Authority is not to be trusted.

Harmed During Military Service

I was harmed during my military service, and because of leadership.

Results

- If you see the trauma as further proof that authority (i.e., leadership) is not to be trusted, you believe this even more strongly.
- If you are stuck here, you may have strong emotional reactions that interfere with your ability to have successful relationships with authority. It may feel “safe” for you to assume all authority is untrustworthy, but this belief may keep you distressed, negatively impact your relationships, and possibly lead to legal, work, and social problems.

Goal

- To help you modify your beliefs so they are not so extreme. For example, “*Some* authority figures can be trusted in *some* ways and to *some* extent.”

Session 2: The Meaning of the Event

Practice Assignment:

Please complete the A-B-C Worksheets to become aware of the connection among events, your thoughts, feelings, and behavior. Complete at least one worksheet each day. Remember to fill out the form as soon after an event as possible and if you identify any new stuck points add them to your log. Complete at least one worksheet about the worst traumatic event. Also, please use the Identifying Emotions Handout to help you determine what emotions you are feeling.

Session 2 Handouts:

Stuck Point Log

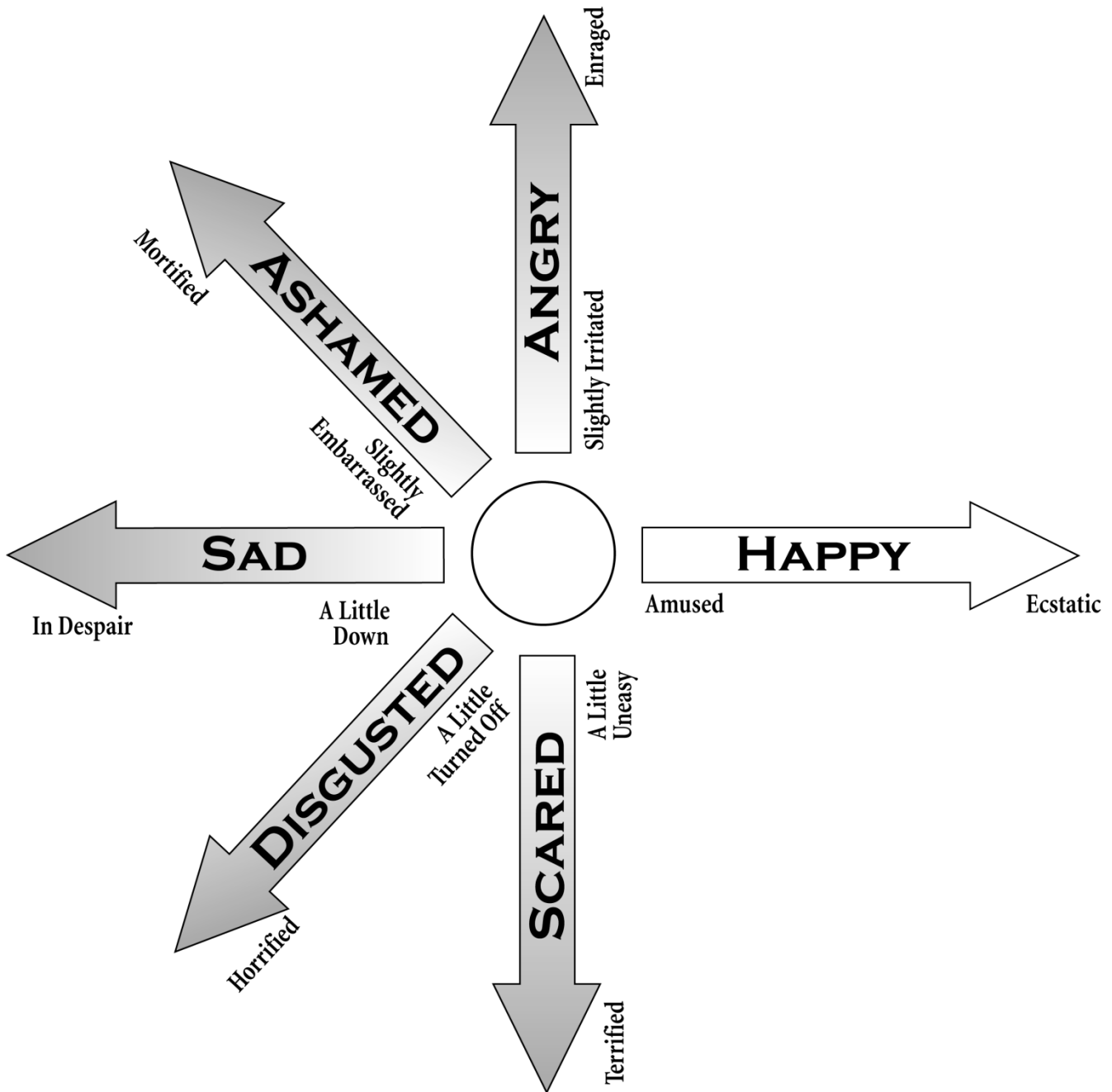
Identifying Emotions Handout

A-B-C Worksheet (six copies included)

Examples of completed A-B-C Worksheets

[illegible]

Identifying Emotions Handout



A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
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CONSEQUENCE

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"I feel something."

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Date: _____ Patient: _____

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BELIEF/STUCK POINT

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"I tell myself something."

CONSEQUENCE

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CONSEQUENCE

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"I feel something."

| | | |
|--|--|--|
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|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|---|--|---|
| <p><i>"I shot a Vietnamese woman while in combat."</i></p> | <p><i>"I am a bad person because I killed a helpless civilian."</i></p> | <p><i>"I feel guilty and angry with myself."</i></p> |
|---|--|---|

Are my thoughts above in "B" realistic? ***"No. One mistake does not make me a bad person. People make mistakes, and high stress situations, like combat zones, increase the probability of such mistakes."***

What can you tell yourself on such occasions in the future? ***"I may have made mistakes in my life, but that does not make me a bad person. I may have done things that I regret, but I have also done good things in my life."***

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|---|--|
| <p><i>“My commanding officer making orders that got us into crossfire.”</i></p> | <p><i>“People in authority cannot be trusted. He put us in harm’s way to protect himself.”</i></p> | <p><i>“I feel fearful and distrusting. I avoid people in authority or argue with them about their decisions when I have to interact with them.”</i></p> |
|--|---|--|

Are my thoughts above in “B” realistic? ***“No. Not all authority figures are necessarily like my commanding officer.”***

What can you tell yourself on such occasions in the future? ***“People in authority are individuals, and they do not all share the same strengths and weaknesses.”***

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|---|---|--|
| <p><i>"I build a porch and the railing comes loose."</i></p> | <p><i>"I can never do anything right."</i></p> | <p><i>"I get angry and kick the railing. I also feel down and sad because I can't do anything right."</i></p> |
|---|---|--|

Are my thoughts above in "B" realistic? ***"No. It wouldn't hold up in a court of law, because I do SOME things right."***

What can you tell yourself on such occasions in the future? ***"There are some things that I do all right. It is not true that I 'never' do anything right."***

Session 3: Identification of Thoughts and Feelings

Practice Assignment:

Please begin this assignment as soon as possible. Write a full account of the traumatic event and include as many sensory details (sights, sounds, smells, etc.) as possible. Also, include as many of your thoughts and feelings that you recall having during the event. Pick a time and place to write so you have privacy and enough time. Do not stop yourself from feeling your emotions. If you need to stop writing at some point, please draw a line on the paper where you stop. Begin writing again when you can, and continue to write the account even if it takes several occasions.

Read the whole account to yourself every day until the next session. Allow yourself to feel your feelings. Bring your account to the next session.

Also, continue to work with the A-B-C Worksheets every day and when you find stuck points add them to your log.

Session 3 Handouts:

A-B-C Worksheets (six copies included)

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in "B" *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in "B" *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in "B" *realistic*?

What can you tell yourself on such occasions in the future?

Session 4: Remembering the Traumatic Event

Practice Assignment:

Write the whole incident again as soon as possible. If you were unable to complete the assignment the first time, please write more than last time. Add more sensory details, and your thoughts and feelings during the incident. Also, this time write your current thoughts and feelings in parentheses (e.g., “*I’m feeling very angry*”).

Remember to read over the new account every day before the next session.

Also, continue to work with the A-B-C Worksheets every day.

Session 4 Handouts:

A-B-C Worksheets (six copies included)

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

Session 5: Second Trauma Account

Practice Assignment:

Please choose one stuck point each day and answer the questions on the Challenging Questions Worksheet with regard to each stuck point. There are extra copies of the Challenging Questions Worksheets provided, so you can work on multiple stuck points.

If you have not finished your account(s) of the traumatic event(s), please continue to work on them. Read them over before the next session and bring all your worksheets and Trauma Accounts to the next session.

Session 5 Handouts:

Challenging Questions Worksheet (six copies included)

Examples of completed Challenging Questions Worksheets

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
6. In what way is your stuck point focused on just one piece of the story?
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
8. How is your stuck point confusing something that is possible with something that is likely?
9. In what ways is your stuck point based on feelings rather than facts?
10. In what ways is this stuck point focused on unrelated parts of the story?

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
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7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
8. How is your stuck point confusing something that is possible with something that is likely?
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Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
6. In what way is your stuck point focused on just one piece of the story?
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
8. How is your stuck point confusing something that is possible with something that is likely?
9. In what ways is your stuck point based on feelings rather than facts?
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Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
6. In what way is your stuck point focused on just one piece of the story?
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
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Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
6. In what way is your stuck point focused on just one piece of the story?
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
8. How is your stuck point confusing something that is possible with something that is likely?
9. In what ways is your stuck point based on feelings rather than facts?
10. In what ways is this stuck point focused on unrelated parts of the story?

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

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Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *I let the accident happen.*

1. What is the evidence for and against this stuck point?

FOR: *I stood by and watched the accident happen.*

AGAINST: 1. *I wasn't the one who was assigned the duty*
2. *It wasn't my watch.*
3. *Others were there too—they did nothing.*

2. Is your stuck point a habit or based on facts?

We are what we speak and since I've spoken it for 39 years, I take it as a fact – but I suppose it is a habit. It's hard to change my belief after I've spoken it for so long.

3. In what ways is your stuck point not including all of the information?

I wasn't on duty, it wasn't in my power to do anything to prevent it.

4. Does your stuck point include all-or-none terms?

The fact that this happened and I could have prevented it is either black or white. I erred and a person paid the ultimate price. It was either stop him or let him go.

5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?

Yes; I can't believe I let this tragedy happen! Disappointment, hurt, mental angst, permanent, death, lost forever.

6. In what way is your stuck point focused on just one piece of the story?

I guess I'm looking at the bad—totally. I'm taking full responsibility for it without any thought given to the circumstance of others being there.

7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?

It came from me, I witnessed the accident and wish I could have stopped it.

8. How is your stuck point confusing something that is possible with something that is likely?

It is possible I let it happen, but there were other things that also contributed.

9. In what ways is your stuck point based on feelings rather than facts?

Feelings - I feel guilty, so I must have let it happen. I wish it didn't happen.

10. In what ways is this stuck point focused on unrelated parts of the story?

I have focused on what I didn't do, but I didn't focus on what I was able to do and the other people there.

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *I take antidepressants, so I must be screwed.*

1. What is the evidence for and against this stuck point?

FOR: *Other people's opinions*

AGAINST: *I feel better when I take them. It gives me time to make better decisions.*

2. Is your stuck point a habit or based on facts?

Habit—I listen to press/others and it seems like the whole world is on Prozac.

3. In what ways is your stuck point not including all of the information?

I'm not considering how helpful the medications are.

4. Does your stuck point include all-or-none terms?

I tell myself if I don't take it today then I'll lose it.

5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?

I use words like "screwed up."

6. In what way is your stuck point focused on just one piece of the story?

N/A

7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?

It's my belief. Professionals feel I need it. Other people tell me it's not worth a shit.

8. How is your stuck point confusing something that is possible with something that is likely?

I suppose it is not likely that I am screwed. The medications do help. I may not always need them.

9. In what ways is your stuck point based on feelings rather than facts?

Feelings, focused on how I feel when I hear others talk about medications.

10. In what ways is this stuck point focused on unrelated parts of the story?

It really helps me. The person putting the medication down probably need medication, too.

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *I am responsible for my mom's death.*

1. What is the evidence for and against this stuck point?
FOR: *There is what I believe is circumstantial evidence.*
AGAINST: *There is no concrete evidence to this belief.*
2. Is your stuck point a habit or based on facts?
It has become a habit.
3. In what ways is your stuck point not including all of the information?
I blame myself and don't give my mom the responsibility for the actions she took.
4. Does your stuck point include all-or-none terms?
Of course it was all or none; I felt responsible, guilty to the core. But now, I am processing the events, and it's not all my fault.
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
I am responsible. It's all my fault. I should have handled that night differently.
6. In what way is your stuck point focused on just one piece of the story?
I am leaving out the fact that my mom died from her actions.
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
I still feel as though I had some part of it.
8. How is your stuck point confusing something that is possible with something that is likely?
My mom was not an emotionally stable woman, it is not likely that I was entirely responsible for her death.
9. In what ways is your stuck point based on feelings rather than facts?
It is based on feelings I feel guilty, so then I have assumed I must be responsible.
10. In what ways is this stuck point focused on unrelated parts of the story?
Yes, I am focused more on me than her role.

Session 6: Challenging Questions

Practice Assignment:

Consider the stuck points you have identified thus far and find examples for each problematic thinking pattern listed on the worksheet in your day-to-day life (or over the course of the next week). Look for specific ways in which your reactions to the traumatic event may have been affected by these habitual patterns. Continue reading your accounts if you still have strong emotions about them.

Session 6 Handouts:

Patterns of Problematic Thinking Worksheet (six copies included)

Examples of completed Patterns of Problematic Thinking Worksheets

Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

1. **Jumping to conclusions** or predicting the future?
2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).
3. **Ignoring important parts** of a situation.
4. **Oversimplifying** things as good/bad or right/wrong.
5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).
6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).
7. **Emotional reasoning** (using your emotions as proof, e.g., "I feel fear so I must be in danger")

Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

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Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

1. **Jumping to conclusions** or predicting the future?
(Sexual assault victim/combat veteran) If a male is alone with a child, then the man will hurt the child.
2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).
I saw a dead body and riots but I didn't get hurt and others saw worse so my reaction to the situation was wrong. I am weak.
3. **Ignoring important parts** of a situation.
I keep forgetting the fact that the perpetrator had a knife, which is important information about how much control I had.
4. **Oversimplifying** things as good/bad or right/wrong.
It was wrong for me to run from the dead body or hide while in Cuba.
5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).
I was raped by my grandfather, so when I see old men that look like him, I think they must be like him.
6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).
My dad yells now, so I assume he must be angry. But it's not true a lot of the times, as he yells sometimes because he is deaf in one ear and going deaf in another. He yells because he doesn't know he is yelling.
7. **Emotional reasoning** (using your emotions as proof, e.g. "I feel fear so I must be in danger")
I cried and felt guilty when dad yelled at me when I got hurt, so I must have done something wrong.

Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

1. **Jumping to conclusions** or predicting the future?
(Combat veteran) I did a bad job. I didn't save my friend and other people also got killed in the battle. But, I did the best I could, and there was no way I could have saved everyone—that's not realistic. I contributed to the fight, and in doing so I may have saved some of my friends' lives. I saved myself too. I guess that's not evidence for doing a "bad" job. I guess that's evidence for doing my job, doing a good job.
2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).
I used to say that if I had not been asleep the ambush would not have happened and no one would have died. I would say now that I have minimized the severity and unpredictability of war.
3. **Ignoring important parts** of a situation.
I have always felt guilty because I killed people. I have felt bad about myself and have put myself down for years. It didn't occur to me to think about the reality of the situation; it was war. I had to kill. That is the nature of war. I may not agree with the war now, or believe in war, but the fact is that it was war and to survive I had to shoot. It was my duty to shoot back and defend our regiment. In feeling guilty and assuming I was bad, I was disregarding an important factor of the situation—I was disregarding the fact that it was a war.
4. **Oversimplifying** things as good/bad or right/wrong.
Not everyone is good or bad. I may have done some things in my life that were not that good, but that does not make me a bad person.
5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).
That ambush was just one event in the entire war, and one event in my life. Just because that was an awful event doesn't mean that I can't handle things. It doesn't mean I do everything wrong.
6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).
I have always assumed everyone thought I had let them down. I assumed they thought that I had blown it and allowed the ambush to happen. But now I realize I only imagined that—I didn't really know what they were thinking. Since then I have written to some of the guys and none of them ever thought it was my fault. Boy, I guess I was mind reading.
7. **Emotional reasoning** (using your emotions as proof, e.g. "I feel fear so I must be in danger")
Since I have always felt guilty I assumed I was guilty. But feeling something is very different from what is really true. I felt guilty because people got hurt, but that doesn't mean it was my fault they got hurt.

Session 7: Patterns of Problematic Thinking

Practice Assignment:

Use the Challenging Beliefs Worksheets to analyze and confront at least one of your stuck points each day. Please read over the module on safety and think about how your prior beliefs were affected by the [event]. If you have issues with self- or other-safety, complete at least one worksheet to confront those beliefs. Use the remaining sheets for other stuck points or for distressing events that have occurred recently.

Session 7 Handouts:

Challenging Beliefs Worksheets (six copies included)

Examples of completed Challenging Beliefs Worksheets

Safety Issues Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

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H. Emotion(s)

Now what do you feel? 0-100%

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Now what do you feel? 0-100%

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| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <i>I have to ride on a plane.</i> | <i>Air travel is dangerous.—75%</i> <div style="background-color: black; color: white; text-align: center; padding: 2px;">C. Emotion(s)</div> Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Afraid—100%</i> <i>Helpless—75%</i> <i>Anxious—75%</i> | Evidence For? <i>People have been killed.</i> Evidence Against? <i>Airport security has been increased.</i> Habit or fact? Not including all information? <i>The fact that planes fly every day and nothing happens to them.</i> All or none? Extreme or exaggerated? <i>Yes. I am exaggerating the risk.</i> Focused on just one piece? Source dependable? Confusing possible with likely? <i>Yes, I have been saying that it is likely that the plane will crash.</i> Based on feelings or facts? <i>I am letting myself believe this because I feel scared and not because it is realistic.</i> Focused on unrelated parts? | Jumping to conclusions: Exaggerating or minimizing: Ignoring important parts: Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: <i>I feel very small...that I will be hurt or killed flying—95%</i> | <i>The chances are very small that I will be killed or hurt while flying.—95%</i> <i>Even if the plane blew up, I could not do anything about it.—80%</i> <div style="background-color: black; color: white; text-align: center; padding: 2px;">G. Re-rate Old Thought/Stuck Point</div> Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 15% <div style="background-color: black; color: white; text-align: center; padding: 2px;">H. Emotion(s)</div> Now what do you feel? 0-100% <i>Afraid—40%</i> <i>Helpless—5%</i> <i>Anxious—10%</i> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|--|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <i>I led my company into an ambush, and many of my men were killed.</i> | <i>I should have prevented it—it is my fault that people were killed—100%</i> | Evidence For? <i>People were killed.</i> Evidence Against? <i>There was no way to know that there was going to be an ambush—that's the nature of an ambush. To think I should have known it was coming is to ignore the fact that it was an ambush.</i> Habit or fact? Not including all information? All or none? <i>No one else would have led their company into an ambush.</i> Extreme or exaggerated? Focused on just one piece? Source dependable? Confusing possible with likely? Based on feelings or facts? Focused on unrelated parts? | Jumping to conclusions: Exaggerating or minimizing: Ignoring important parts: <i>I haven't been paying attention to the fact that it was an ambush. There was no way I could have known.</i> Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: <i>Because I feel guilty, I AM guilty.</i> | <i>There was no way to see it coming at the time.—85%</i> <i>I did the best I could given the circumstances.—90%</i> <i>It's not my fault that people were killed in the ambush.—75%</i> |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Guilt—100%</i> <i>Helpless—100%</i> <i>Anxious—75%</i> | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% <i>10%</i> |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% <i>Guilt—40%</i> <i>Helpless—80%</i> <i>Anxious—40%</i> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| <i>I am putting off doing my therapy practice assignment.</i> | <i>If I let myself feel angry, I'll be out of control. – 50%</i> | Evidence For? <i>I have acted aggressively in the past when I felt angry.</i> Evidence Against? <i>I have never been really destructive when I was angry. It is my choice how I act when I feel angry, I can always take a break or leave the situation.</i> Habit or fact? <i>Habit</i> Not including all information? All or none? | Jumping to conclusions: <i>I am jumping to conclusions to assume that I will have no control if I feel my feelings</i> Exaggerating or minimizing: <i>I am equating anger with rage instead of what it is—unpleasant.</i> Ignoring important parts: <i>I am disregarding the times I have felt angry and maintained control.</i> Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: | <i>Anger can be expressed without aggression. – 60%</i> <i>Anger is an emotion like sadness. I let myself feel that and still maintain control over my behaviors. – 60%</i> |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Angry – 50%</i> <i>Fear – 95%</i> | Extreme or exaggerated? <i>It is exaggerated to say that I would be out of control, I have some control.</i> Focused on just one piece? Source dependable? Confusing possible with likely? Based on feelings or facts? Focused on unrelated parts? | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 20% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% <i>Angry – 30%</i> <i>Fear – 35%</i> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| <i>A friend wants to set me up for a date with someone she knows.</i> | <i>I can't get involved with anyone because since this assault I am too afraid to let anyone close enough to see how restricted my life has become.—75%</i> | <p>Evidence For? <i>One person I told about the assault while we were dating was very supportive at the time, but became more and more distant after that and finally stopped calling altogether.</i></p> <p>Evidence Against? <i>My friends and family have been supportive.</i></p> <p>Habit or fact?</p> <p>Not including all information?</p> <p>All or none? <i>Most healthy people would not run from a relationship.</i></p> <p>Extreme or exaggerated?</p> <p>Focused on just one piece?</p> <p>Source dependable? <i>Coming from past negative experience and from an unhealthy person.</i></p> <p>Confusing possible with likely?</p> <p>Based on feelings or facts?</p> <p>Focused on unrelated parts?</p> | <p>Jumping to conclusions:</p> <p>Exaggerating or minimizing: <i>Because 1 date may have had problems, doesn't mean others will.</i></p> <p>Ignoring important parts: <i>That person was not healthy or secure.</i></p> <p>Oversimplifying: <i>If I tell someone who can't deal with it, it is not necessarily bad because I could find out something important about the relationship.</i></p> <p>Over-generalizing:</p> <p>Mind reading:</p> <p>Emotional reasoning:</p> | <p><i>A date could tell me they don't want anything to do with me because I am dealing with having been assaulted.—60%</i></p> |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Fear—50%</i> <i>Sadness—80%</i> <i>Anger—50%</i> | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% <i>50%</i> |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% <i>Fear—25%</i> <i>Sadness—40%</i> <i>Anger—10%</i> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| <i>My mom letting her boyfriend beat me for something I didn't do when I was younger.</i> | <i>She never stood up for me or listened to my side of the story.—90%</i> | Evidence For? <i>There were so many occasions when he would come home drunk and beat me for just lying in my bed. My step-brothers got away with a lot and I took the blame.</i> Evidence Against? <i>She didn't let him beat me twice. But that was because the evidence was overwhelming it wasn't me.</i> Habit or fact? <i>Pretty close to fact, but it was not "never."</i> Not including all information? All or none? <i>Most healthy people would not run from a relationship.</i> | Jumping to conclusions: Exaggerating or minimizing: <i>Maybe a little, but I've been told to suck it up my whole life and she really didn't stick up for me most of the time.</i> Ignoring important parts: <i>My mom was so focused on herself and getting money for us that she couldn't or wouldn't see she was not taking care of me.</i> Oversimplifying: <i>Maybe, but I have a point!</i> Over-generalizing: <i>Maybe she didn't know what to do (food and a house vs. sticking up for me).</i> Mind reading: <i>Maybe she did hear me but didn't know what to say.</i> Emotional reasoning: <i>I know I felt ignored.</i> | <i>It sucks that we had to be in that situation and she couldn't pay more attention to me.—100%</i> |
| | | | | G. Re-rate Old Thought/Stuck Point |
| | | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 90% |
| | | | | H. Emotion(s) |
| | C. Emotion(s) Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Angry (at her)—100%</i> | Extreme or exaggerated? Focused on just one piece? <i>She didn't know what to do without someone supporting us financially.</i> Source dependable? Confusing possible with likely? Based on feelings or facts? <i>I guess both.</i> Focused on unrelated parts? <i>No</i> | | Now what do you feel? 0-100% <i>Sad (for me)—60%</i> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|--|--|---|--|--|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <p><i>My Lt. sent us down a road that he knew was filled with insurgents. Four friends were killed because of him.</i></p> | <p><i>He got them killed. —100%</i></p> <div style="background-color: black; color: white; text-align: center; padding: 2px;">C. Emotion(s)</div> <p>Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%</p> <p><i>Angry—100%</i></p> | <p>Evidence For? <i>They are dead!</i></p> <p>Evidence Against? <i>None.</i></p> <p>Habit or fact? <i>He didn't actually kill them.</i></p> <p>Not including all information? <i>Insurgents killed them.</i></p> <p>All or none? <i>Yes.</i></p> <p>Extreme or exaggerated? <i>I guess. The order didn't seem to make sense though—why did we have to go then? And, there was a pretty good chance we all could have made it.</i></p> <p>Focused on just one piece? <i>I guess I don't know if he had pressure (orders) to send us there right then.</i></p> <p>Source dependable?</p> <p>Confusing possible with likely? Based on feelings or facts? <i>Outrage at not understanding why he made that call.</i></p> <p>Focused on unrelated parts? <i>No</i></p> | <p>Jumping to conclusions: <i>I guess I don't know what he was thinking when he ordered us there.</i></p> <p>Exaggerating or minimizing: <i>Yes.</i></p> <p>Ignoring important parts: <i>I don't know why he made that call.</i></p> <p>Oversimplifying: <i>We had made the run before there even though it was really dangerous.</i></p> <p>Over-generalizing:</p> <p>Mind reading:.</p> <p>Emotional reasoning: <i>I was angry and blamed him.</i></p> | <p><i>I hate that my friends died and although it didn't seem critical to make that run, I don't know what the Lt. was thinking or responding to.</i></p> <p><i>It was really risky, but we had made it safely 4 times previously.—90%</i></p> <div style="background-color: black; color: white; text-align: center; padding: 2px;">G. Re-rate Old Thought/Stuck Point</div> <p>Re-rate how much you now believe the thought/stuck point in Column B from 0-100%</p> <p><i>40%</i></p> <div style="background-color: black; color: white; text-align: center; padding: 2px;">H. Emotion(s)</div> <p>Now what do you feel? 0-100%</p> <p><i>Relieved, not as angry—60%</i></p> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) | |
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| <i>My boss said that I did a good job.</i> | <i>She liked my work!—80%</i> | Evidence For? <i>She said she liked it and she has criticized my work in the past, so she's not just always being nice.</i> Evidence Against? <i>None.</i> Habit or fact? <i>Fact.</i> Not including all information? <i>All or none? Maybe she liked more than she disliked, but on the whole I think she liked it.</i> | Jumping to conclusions: <i>No.</i> Exaggerating or minimizing: <i>I don't think so.</i> Ignoring important parts: <i>She was smiling when she said it, so no.</i> Oversimplifying: Over-generalizing: | <i>She liked my work—90%</i> | |
| | C. Emotion(s) | Extreme or exaggerated? <i>I don't think so.</i> Focused on just one piece? <i>No.</i> Source dependable? <i>It was her.</i> Confusing possible with likely? Based on feelings or facts? <i>Facts.</i> Focused on unrelated parts? <i>None.</i> | Mind reading: <i>She actually said she liked my work.</i> Emotional reasoning: <i>I sort of think I didn't do as good of a job as I had wished, so I don't feel great about my job. I can see that I think that based on my feelings rather than what she actually said.</i> | G. Re-rate Old Thought/Stuck Point Re-rate how much you now believe the thought/stuck point in Column B from 0-100% <i>90%</i> | |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Happy—75%</i> | | | | H. Emotion(s) Now what do you feel? 0-100% <i>Happy—90%</i> |
| | | | | | |

Safety Issues Module

Beliefs Related to SELF: The belief that you can protect yourself from harm and have some control over events.

Prior Experience

| Negative | Positive |
|--|---|
| If you are repeatedly exposed to dangerous and uncontrollable life situations, you may develop negative beliefs about your ability to protect yourself from harm. The traumatic event serves to confirm those beliefs. | If you have positive prior experiences, you may develop the belief that you have control over most events and can protect yourself from harm. The traumatic event causes disruption in this belief. |

| Symptoms Associated With Negative Self-Safety Beliefs |
|--|
| <ul style="list-style-type: none"> ➤ Chronic and persistent anxiety ➤ Intrusive thoughts about themes of danger ➤ Irritability ➤ Startled responses or physical arousal ➤ Intense fears related to future victimization |

Resolution

| If you previously believed that... | Possible self-statements may be... |
|---|---|
| “It can’t happen to me,” you will need to resolve the conflict between this belief and the victimization experience. | “It is unlikely to happen again, but the possibility exists.” |
| “I can control what happens to me and can protect myself from any harm,” you will need to resolve the conflict between prior beliefs and the victimization experience. | “I do not have control over everything that happens to me, but I can take precautions to reduce the possibility of future traumatic events.” |
| ... you had no control over events and could not protect yourself, the traumatic event will confirm these beliefs. New beliefs must be developed that mirror reality and serve to increase your beliefs about your control and ability to protect yourself. | “I do have some control over events and I can take steps to protect myself from harm. I cannot control the behavior of other people, but I can take steps to reduce the possibility that I will be in a situation where my control is taken from me.” |

Beliefs Related to OTHERS: The belief about the dangerousness of other people and expectancies about the intent of others to cause harm, injury, or loss.

Prior Experience

| Negative | Positive |
|---|--|
| If you experienced people as dangerous in early life or you believed it as a cultural norm, the traumatic event will seem to confirm these beliefs. | If you experienced people as safe in early life, you may expect others to keep you safe and not cause harm, injury, or loss. The traumatic event causes a disruption in this belief. |

| Symptoms Associated With Negative Others-Safety Beliefs |
|---|
| <ul style="list-style-type: none"> ➤ Avoidant or phobic responses ➤ Social withdrawal |

Resolution

| If you previously believed that... | Possible self-statements may be... |
|---|---|
| “Others are out to harm me and can be expected to cause harm, injury, or loss,” you will need to adopt new beliefs in order to be able to continue to feel comfortable with people you know and to be able to enter into new relationships with others. | “There are some people out there who are dangerous, but not everyone is out to harm me in some way.” |
| “I will not be hurt by others,” you will need to resolve the conflict between this belief and the victimization. | “There may be some people who will harm others, but it is unrealistic to expect that everyone I meet will want to harm me.” |

Session 8: Safety Issues

Practice Assignment:

Please read the Trust Module and think about your beliefs before experiencing [event] and how the event changed or reinforced those beliefs. Use the Challenging Beliefs Worksheets to continue analyzing your stuck points. Focus some attention on issues of self- or other-trust, as well as safety, if these remain important stuck points for you.

Session 8 Handouts:

Challenging Beliefs Worksheets (six copies included)

Trust Issues Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

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| | | Habit or fact? | Ignoring important parts: | |
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Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

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| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

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Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

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| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | Source dependable? | | | |
| | Confusing possible with likely? | | | |
| | Based on feelings or facts? | | | |
| Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | Focused on unrelated parts? | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Trust Issues Module

Beliefs Related to SELF: The belief that one can trust or rely on one's own perceptions or judgments. This belief is an important part of self-concept and serves an important self-protection function.

Prior Experience

| Negative | Positive |
|---|--|
| If you had prior experiences where you were blamed for negative events, you may develop negative beliefs about your ability to make decisions or judgments about situations or people. The traumatic event serves to confirm these beliefs. | If you had prior experiences that led you to believe that you had great judgment, the traumatic event may disrupt this belief. |

| Symptoms Associated With Negative Self-Trust Beliefs |
|--|
| <ul style="list-style-type: none"> ➤ Feelings of self-betrayal ➤ Anxiety ➤ Confusion ➤ Overcaution ➤ Inability to make decisions ➤ Self-doubt and excessive self-criticism |

Resolution

| If you previously believed that... | A possible self-statement may be... |
|---|--|
| ...you could not rely on your own perceptions or judgments, the traumatic event may have reinforced your belief that "I cannot trust my judgment" or "I have bad judgment." To come to understand that the traumatic event was not your fault and that your judgments did not cause the traumatic event, you need to adopt more adaptive beliefs. | "I can still trust my good judgment even though it's not perfect." "Even if I misjudged this person or situation, I realize that I cannot always realistically predict what others will do or whether a situation may turn out as I expect it to." |
| ... you had perfect judgment, the traumatic event may shatter this belief. New beliefs need to reflect the possibility that you can make mistakes but still have good judgment. | "No one has perfect judgment. I did the best I could in an unpredictable situation, and I can still trust my ability to make decisions even though it's not perfect." |

Beliefs Related to OTHERS: Trust is the belief that the promises of other people or groups can be relied on with regard to future behavior. One of the earliest tasks of childhood development is trust versus mistrust. A person needs to learn a healthy balance of trust and mistrust and when each is appropriate.

Prior Experience

| Negative | Positive |
|--|--|
| If you were betrayed in early life, you may have developed the generalized belief that “no one can be trusted.” The traumatic event serves to confirm this belief, especially if you were hurt by an acquaintance. | If you had particularly good experiences growing up, you may have developed the belief that “All people can be trusted.” The traumatic event shatters this belief. |

Posttraumatic Event Experience

If the people you knew and trusted were blaming, distant, or unsupportive after the traumatic event, your belief in their trustworthiness may have been shattered.

Symptoms Associated With Negative Others-Trust Beliefs

- Pervasive sense of disillusionment and disappointment in others
- Fear of betrayal or abandonment
- Anger and rage at betrayers
- If repeatedly betrayed, negative beliefs may become so rigid that even people who are trustworthy may be viewed with suspicion
- Fear of close relationships, particularly when trust is beginning to develop, active anxiety and fear of being betrayed
- Fleeing from relationships

Resolution

| If you previously believed that... | Possible self-statements may be... |
|--|--|
| <p>If you grew up believing that “no one can be trusted,” which was confirmed by the traumatic event, you need to adopt new beliefs that will allow you to enter into new relationships with others instead of withdrawing because you believe others to be untrustworthy.</p> | <p>“Although I may find some people to be untrustworthy, I cannot assume that everyone is that way.” “Trust is not an all-or-none concept. Some may be more trustworthy than others.” “Trusting another involves some risk, but I can protect myself by developing trust slowly and including what I learn about that person as I get to know him or her.”</p> |
| <p>“Everyone can be trusted,” the traumatic event will shatter this belief. To avoid becoming suspicious of the trustworthiness of others, including those you used to trust, you will need to understand trust is not either/or.</p> | <p>“I may not be able to trust everyone, but that doesn’t mean I have to stop trusting the people I used to trust.”</p> |
| <p>If your beliefs about the trustworthiness of your support system were shattered, it will be necessary to address general issues before you assume that you can no longer trust the support system. Of central importance is to consider their reaction and the reasons why they may have reacted in an unsupportive fashion. Many people simply do not know how to respond and may be reacting out of ignorance. Some respond out of fear or denial because what has happened to you makes them feel vulnerable and may shatter their own beliefs. Practicing how to ask for what you need from them may be a step in assessing their trustworthiness.</p> | |
| <p>If your attempts to discuss the traumatic event with them leaves you feeling unsupported, you may use self-statements such as “There may be some people I cannot trust talking with about the traumatic event, but they can be trusted to support me in other areas.” If that person continues to blame you and make negative judgments about you, you may decide that this person is no longer trustworthy. It’s unfortunate, but sometimes you find out that some people you thought of as friends do not turn out to be true friends after a trauma. However, you may also be pleasantly surprised to find that some people have better reactions than you expected.</p> | |

Session 9: Trust Issues

Practice Assignment:

Use the Challenging Beliefs Worksheets to continue to address your stuck points. After reading the Power/Control Module and thinking about it, complete worksheets on this topic.

Session 9 Handouts:

Challenging Beliefs Worksheets (six copies included)
Power/Control Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
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| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
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| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

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H. Emotion(s)

Now what do you feel? 0-100%

Power/Control Issues Module

Beliefs Related to SELF: The belief/expectation that you can solve problems and meet challenges. Power is associated with your capacity for self-growth.

Prior Experience

| Negative | Positive |
|---|--|
| If you grew up experiencing inescapable, negative events, you may develop the belief that you cannot control events or solve problems even if they are controllable/solvable. This is called learned helplessness. Later traumatic events may seem to confirm prior beliefs about helplessness. | If you grew up believing that you had control over events and could solve problems (possibly unrealistically positive beliefs), the traumatic event may disrupt those beliefs. |

| Symptoms Associated With Negative Self-Power/Control Beliefs |
|--|
| <ul style="list-style-type: none"> ➤ Numbing of feelings ➤ Avoidance of emotions ➤ Chronic passivity ➤ Hopelessness and depression ➤ Self-destructive patterns ➤ Outrage when faced with events that are out of your control or people who do not behave as you would like |

Resolution

| If you previously believed that... | A possible self-statement may be... |
|---|---|
| ...Overcontrol—It is important to understand that no one can have complete control over his emotions or behavior at all times. While you may be able to influence external events, it is impossible to control all external events or the behavior of other people. Neither of these facts is a sign of weakness, but only an understanding that you are human and can admit that you are not in control of everything that happens to you or your reactions. | “I do not have total control over my reactions, other people, or events at all times. I am not powerless, however, to have some control over my reactions to events, or to influence the behavior of others or the outcome of some events.” |

| If you previously believed that... | A possible self-statement may be... |
|---|---|
| Helplessness or powerlessness—To regain a sense of control and decrease the accompanying symptoms of depression and loss of self-esteem that often go along with believing you are helpless, you will need to reconsider the ability to control events. | “I cannot control all events outside of myself, but I do have some control over what happens to me and my reactions to events.” |

Beliefs Related to OTHERS: The belief that you can control future outcomes in interpersonal relationships or that you have some power, even in relation to powerful others.

Prior Experience

| Negative | Positive |
|--|---|
| If you had prior experiences with others that led you to believe that you had no control in your relationships with others, or that you had no power in relation to powerful others, the traumatic event will seem to confirm those beliefs. | If you had prior positive experiences in your relationships with others and in relation to powerful others, you may have come to believe that you could influence others. The traumatic event may shatter this belief because you were unable to exert enough control, despite your best efforts, to prevent the event. |

| Symptoms Associated With Negative Others-Power/Control Beliefs |
|---|
| <ul style="list-style-type: none"> ➤ Passivity ➤ Submissiveness ➤ Lack of assertiveness that can generalize to all relationships ➤ Inability to maintain relationships because you do not allow the person to exert any control in the relationships (including becoming enraged if the other person tries to exert even a minimal amount of control) |

Resolution

| If you previously believed that ... | Possible self-statements may be ... |
|--|--|
| ...Powerlessness—For you to avoid being abused in relationships because you do not exert any control, you will need to learn adaptive, balanced beliefs about your influence on other people. | “Even though I cannot always get everything I want in a relationship, I do have the ability to influence others by standing up for my rights to ask for what I want.” |
| ...Overcontrol—It is important to realize that healthy relationships involve sharing power and control. Relationships in which one person has all the power tend to be abusive (even if you are the one with all the power). | “Even though I may not get everything I want or need out of a relationship, I can assert myself and ask for it. A good relationship is one in which power is balanced between both people. If I am not allowed any control, I can exert my control in this relationship by ending it, if necessary.” |

Session 10: Power/Control Issues

Practice Assignment:

After reading the Esteem Module, use the worksheets to confront stuck points about self- and other-esteem.

In addition to the worksheets, practice giving and receiving compliments during the week, and do at least one nice thing for yourself each day (without having to earn it). Write down on this sheet what you did for yourself and whom you complimented.

Session 10 Handouts:

Challenging Beliefs Worksheets (six copies included)

Ways of Giving and Taking Power

Esteem Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | | Source dependable? | | |
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C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

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Now what do you feel? 0-100%

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| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
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| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Ways of Giving and Taking Power

| | GIVING POWER | TAKING POWER |
|-----------------|--|--|
| POSITIVE | <ul style="list-style-type: none"> • Being altruistic (helping others without expecting anything in return) • Helping others in need or crisis • Sharing yourself with another person as part of the give and take in relationships <p>Example: You are on your way to the store when a friend asks for a ride to the doctor, and you decide to take her.</p> | <ul style="list-style-type: none"> • Being assertive • Setting limits and boundaries with others • Being honest with yourself and others <p>Example: Telling someone you cannot help her now, but you schedule a time to meet later when it fits into your schedule.</p> |
| NEGATIVE | <ul style="list-style-type: none"> • Basing your actions or behaviors solely on the reactions you expect from others • Always placing the needs of others above your own • Allowing others to easily access your “buttons” to get you emotionally upset <p>Example: Having a strong negative reaction to someone who is clearly manipulating you to feel that way.</p> | <ul style="list-style-type: none"> • Giving ultimatums • Testing limits • Intentionally upsetting others for personal gain • Behaving aggressively <p>Example: Telling your partner you will not have sex with him until he does what you want.</p> |

Esteem Issues Module

Beliefs Related to SELF: Self-esteem is the belief in your own worth, which is a basic human need. Being understood, respected, and taken seriously is basic to the development of self-esteem.

Prior Experience

| Negative | Positive |
|---|---|
| <p>If you had prior experiences that represented a violation of your own sense of self, you are likely to develop negative beliefs about your self-worth. The traumatic event may seem to confirm these beliefs. Prior life experiences that are associated with negative beliefs about the self are likely to be caused by:</p> <ul style="list-style-type: none">- Believing other people's negative attitude about you- An absence of empathy and responsiveness by others- The experience of being devalued, criticized, or blamed by others- The belief that you had violated your own ideals or values | <p>If you had prior experiences that served to enhance your beliefs about your self-worth, then the traumatic event may disrupt those beliefs (your self-esteem).</p> |

Examples of Negative Self-Esteem (Self-Worth) Beliefs

- I am bad, destructive, or evil
- I am responsible for bad, destructive, or evil acts
- I am basically damaged or flawed
- I am worthless and deserving of unhappiness and suffering

Symptoms Associated With Negative Self-Esteem (Self-Worth) Beliefs

- Depression
- Guilt
- Shame
- Possible self-destructive behavior

Resolution

| If you previously believed that... | A possible self-statement may be... |
|---|--|
| <p>...you were worthless (or any of the beliefs listed above) because of prior experiences, the traumatic event may seem to confirm this belief. This can also occur if you received poor social support after the event. To improve your self-esteem and reduce the symptoms that often go along with it, you will need to reevaluate your beliefs about your self-worth and be able to replace maladaptive beliefs with more realistic, positive ones.</p> | <p>“Sometimes bad things happen to good people. Just because someone says something bad about me, that does not make it true. No one deserves this, and that includes me. Even if I have made mistakes in the past, that does not make me a bad person deserving of unhappiness or suffering (including the traumatic event).”</p> |
| <p>If you had positive beliefs about your self-worth before the traumatic event, you may have believed that “nothing bad will happen to me because I am a good person.” The event may disrupt such beliefs, and you may or what you did to deserve it (i.e., “Maybe I was being punished for something I had done, or because I am a bad person.”) To regain your prior positive beliefs about your self-worth, you will need to make some adjustments, so that your sense of worth is not disrupted every time something unexpected and bad happens to you. When you can accept that bad things might happen to you (as they happen to everybody from time to time), you let go of blaming yourself for events that you did not cause.</p> | <p>“Sometimes bad things happen to good people. If something bad happens to me, it is not necessarily because I did something to cause it or because I deserved it. Sometimes there is not a good explanation for why bad things happen.”</p> |

Beliefs Related to OTHERS: These are beliefs about how much you value other people. In addition, a realistic view of others is important to psychological health. In less psychologically healthy people, these beliefs are stereotyped, rigid, and relatively unchanged by new information.

Prior Experience

| Negative | Positive |
|--|--|
| <p>If you had many bad experiences with people in the past or had difficulty taking in new information about people you knew (particularly negative information), you may have found yourself surprised, hurt, and betrayed.</p> | <p>If your prior experiences with people had been positive, and if negative events in the world did not seem to apply to your life, the event was probably a belief-shattering event. Prior beliefs in the basic goodness of other people may be</p> |

| Negative | Positive |
|---|--|
| You may have concluded that other people are not good or not to be respected. You may have generalized this belief to everyone (even those who are basically good and to be respected). The traumatic event may seem to confirm these beliefs about people. | particularly disrupted if people, who were assumed to be supportive, were not there for you after the event. |

| Examples of Negative Others-Esteem Beliefs |
|---|
| <ul style="list-style-type: none"> ➤ The belief that people are basically uncaring, indifferent, and only out for themselves ➤ The belief that people are bad, evil, or malicious ➤ The belief that the entire human race is bad, evil, or malicious |

| Symptoms Associated With Negative Others-Esteem Beliefs |
|--|
| <ul style="list-style-type: none"> ➤ Chronic anger ➤ Contempt ➤ Bitterness ➤ Cynicism ➤ Disbelief when treated with genuine caring compassion (“What do they really want?”) ➤ Isolation or withdrawal from others ➤ Antisocial behavior justified by the belief that people are only out for themselves |

Resolution

| If you previously believed that... | Possible self-statements may be... |
|--|------------------------------------|
| It will be important for you to reconsider the automatic assumption that people are no good, and consider how that belief has affected your behavior and social life in general. | |
| When you first meet someone, it is important that you do not form snap judgments because these tend to be based on stereotypes, which are not generally true for the majority of people you will meet. It is all right to adopt a “wait and see” attitude, which allows you flexibility in developing your perceptions | |

| If you previously believed that... | Possible self-statements may be... |
|--|---|
| about the other person and does not penalize the person whom you are trying to get to know. | |
| <p>If, over time, this person makes you uncomfortable, or does things that you do not approve of, you are free to stop trying to develop the relationship and end it. Be aware, however, that all people make mistakes, and consider your ground rules for friendships or intimate relationships. If you confront the person with something that makes you uncomfortable, you can use that person's reaction to your request in making a decision about what you want from that person in the future (i.e., if the person is apologetic and makes a genuine effort to avoid making the same mistake, then you might want to continue getting to know this person. If the person is insensitive to your request or belittles you in some other way, then you may want to get out of this relationship.) The important point is, like trust, you need time to get to know people and form an opinion of them. It is important that you adopt a view of others that is balanced and allows for changes.</p> | <p>“Although there are people I do not respect and do not wish to know, I cannot assume this about everyone I meet. I may come to this conclusion later, but it will be after I have learned more about this person.”</p> |
| <p>If those you expected support from let you down, don't drop these people altogether at first. Talk to them about how you feel and what you want from them. Use their reactions to your request as a way of evaluating where you want these relationships to go.</p> | <p>“People sometimes make mistakes. I will try to find out whether they understand it was a mistake or whether it reflects a negative characteristic of that person, which may end the relationship for me if it is something I cannot accept.”</p> |

Session 11: Esteem Issues

Practice Assignment:

Use the Intimacy Module and Challenging Beliefs Worksheets to confront stuck points about self- and other-intimacy. Continue completing worksheets on previous topics that are still problematic.

Please write at least one page on what you think **now** about why this traumatic event occurred. Also, consider what you believe now about yourself, others, and the world in the following areas: safety, trust, power/control, esteem, and intimacy.

Session 11 Handouts:

Challenging Beliefs Worksheets (six copies included)

Intimacy Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | C. Emotion(s) | Focused on just one piece? | Over-generalizing: | G. Re-rate Old Thought/ Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | Source dependable? | Mind reading: | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | | Confusing possible with likely? | | H. Emotion(s) |
| | | Based on feelings or facts? | Emotional reasoning: | Now what do you feel? 0-100% |
| | Focused on unrelated parts? | | | |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|--|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
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Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|--|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
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Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | | | | G. Re-rate Old Thought/Stuck Point |
| | C. Emotion(s) | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|--|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
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Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
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| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
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C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Intimacy Issues Module

Beliefs Related to SELF: An important function for stability is the ability to soothe and calm oneself. This self-intimacy is reflected in the ability to be alone without feeling lonely or empty. When a trauma occurs, people react differently depending on their expectancy of how well they will cope.

Prior Experience

| Negative | Positive |
|---|---|
| If you had prior experiences (or poor role models) that led you to believe that you are unable to cope with negative life events, you may have reacted to the traumatic event with negative beliefs that you were unable to soothe, comfort, or nurture yourself. | A person with stable and positive self-intimacy may experience the traumatic event as less traumatic because of the expectancy and ability of drawing support from internal resources. However, if the event is in conflict with earlier self-intimacy belief, the person may feel overwhelmed or flooded by anxiety. |

Symptoms Associated With Negative Self-Intimacy Beliefs

- Inability to comfort and soothe self
- Fear of being alone
- Experience of inner emptiness or deadness
- Periods of great anxiety or panic if reminded of trauma when alone
- May look to external sources of comfort—food, drugs, alcohol, medications, spending money, or sex
- Needy or demanding relationships

Resolution

| New beliefs | A possible self-statement may be... |
|--|--|
| Understanding the typical reactions to trauma may help you feel less panicky about what you are experiencing. Most people cannot recover from such a major traumatic event without the support of others. External sources of comfort, such as alcohol or food, are just crutches that, instead of helping you to recover, may in fact prolong your reactions. They may comfort you in the short run because you use them to avoid and suppress your feelings. The feelings do not | “I will not suffer forever. I can soothe myself and use the skills I have learned to cope with these negative feelings. I may need help in dealing with my reactions, but that is normal. Even though my feelings are quite strong and unpleasant to experience, I know they are temporary and will fade over time. The skills and abilities I am developing now will help me to cope better with other stressful situations in the future.” |

| New beliefs | A possible self-statement may be... |
|---|-------------------------------------|
| go away, however, and you then have to deal with the consequences of the excess food, spending, alcohol, etc., which compounds the problem. | |

Beliefs Related to OTHERS: The longing for intimacy, connection, and closeness is one of the most basic human needs. The capacity to be intimately connected with other people is fragile. It can easily be damaged or destroyed through insensitive, hurtful, or unempathic responses from others.

Prior Experience

| Negative | Positive |
|---|---|
| Negative beliefs may result from traumatic loss of intimate connections. The event may seem to confirm your belief in your inability to be close to another person. | If you had previously had satisfying intimate relationships with others, you may find that the event (especially if committed by an acquaintance) may leave you believing that you could never be intimate with anyone again. |

| Posttraumatic Experience |
|---|
| You may also experience a disruption in your belief about your ability to intimate with others if you were blamed or rejected by those who you thought would be supportive. |

| Symptoms Associated With Negative Others-Esteem Beliefs |
|--|
| <ul style="list-style-type: none"> ➤ Pervasive loneliness ➤ Emptiness or isolation ➤ Failure to experience connectedness with others even in relationships that are genuinely loving and intimate |

Resolution

| New beliefs | Possible self-statements about [] may be ... |
|---|---|
| <p>For you to again have intimate relationships with others, you will need to adopt new, more adaptive beliefs about intimacy. Intimate relationships take time to develop and involved effort from both people. You are not solely responsible for the failure of prior relationships. The development of relationships involves risk taking, and it is possible that you may be hurt again. Staying away from relationships for this reason alone, however, is likely to leave you feeling empty and alone.</p> | <p>[New relationships] “Even though a former relationship did not work out, it does not mean that I cannot have satisfying intimate relationships in the future. I cannot continue to believe and behave as though everyone will betray me. I will need to take risks in developing relationships in the future, but if I take it slow, I will have a better chance of telling whether this person can be trusted.”</p> |
| <p>Attempt to resolve your issues with the people who let you down and hurt you by asking them for what you need and letting them know how you feel about what they said or did. If they are unable to adjust to your requests and are unable to give you what you need, you may decide that you can no longer be close to those people. You may find, however, that they responded as they did out of ignorance or fear. As a result of your efforts, communication may improve and you may end up feeling closer to them than you did before the traumatic event.</p> | <p>[Existing relationships] “I can still be close to people, but I may not be able (or want) to be intimate with everyone I meet. I may lose prior or future intimate relationships with others who cannot meet me half-way, but this is not my fault or due to the fact that I did not try.”</p> |

Session 12: Intimacy Issues and Meaning of the Event

Practice Assignment:

Assign continued use of worksheets

Session 12 Handouts:

Patterns of Problematic Thinking Worksheet

Challenging Questions Worksheet

Challenging Beliefs Worksheet

Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

1. **Jumping to conclusions** or predicting the future?

2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).

3. **Ignoring important parts** of a situation.

4. **Oversimplifying** things as good/bad or right/wrong.

5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).

6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).

7. **Emotional reasoning** (using your emotions as proof, e.g. "I feel fear so I must be in danger")

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
6. In what way is your stuck point focused on just one piece of the story?
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
8. How is your stuck point confusing something that is possible with something that is likely?
9. In what ways is your stuck point based on feelings rather than facts?
10. In what ways is this stuck point focused on unrelated parts of the story?

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? Evidence Against? Habit or fact? Not including all information? All or none? Extreme or exaggerated? Focused on just one piece? Source dependable? Confusing possible with likely? Based on feelings or facts? Focused on unrelated parts? | Jumping to conclusions: Exaggerating or minimizing: Ignoring important parts: Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% H. Emotion(s) Now what do you feel? 0-100% |

**The following are examples of worksheets on
Military Sexual Trauma**

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|---|--|---|
| <i>"I was raped by a fellow soldier."</i> | <i>"I should have known better than to be alone with him."</i> | <i>"I feel depressed and ashamed because I think it was my fault. I second guess all my decisions now."</i> |
|---|--|---|

Are my thoughts above in "B" realistic? *"Most of the time I think it does, but sometimes I wonder."*

What can you tell yourself on such occasions in the future? *"Maybe that I couldn't have known? I had known this guy for a while and it had never happened before."*

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *It's my fault I was raped.*

1. What is the evidence for and against this stuck point?
FOR: *I feel like I should have been able to see it coming or stop it, but I can't see how I could have known. There's no evidence for this belief.*
AGAINST: *There's no evidence in favor of this belief. It was my friend's fault, not mine. Just because I froze at the time doesn't mean I wasn't clearly saying 'no' in other ways.*
2. Is your stuck point a habit or based on facts?
I've been saying this to myself for so long that it's become habit. I have no facts to support it.
3. In what ways is your stuck point not including all of the information?
Yes. I blame myself, but when I look at what actually happened, I can't come up with things that were my fault.
4. Does your stuck point include all-or-none terms?
Yes, I feel like it's completely my fault. What about the blame my friend deserves?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
Implicitly, I'm kind of saying it's all my fault.
6. In what way is your stuck point focused on just one piece of the story?
I'm focusing on the fact that I froze while it was happening, which ignores that I force for a good reason—I couldn't believe my friend was raping me.
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
I've been saying it's my fault and it has become a habit, but no one else has ever said it was my fault.
8. How is your stuck point confusing something that is possible with something that is likely?
I am when I tell myself that I wouldn't have been raped if I had only done this or that. I don't know that thing.
9. In what ways is your stuck point based on feelings rather than facts?
Feelings.
10. In what ways is this stuck point focused on unrelated parts of the story?
Yes, it really doesn't matter what I did at the time—my friend knew I didn't want to have sex with him, but he went ahead anyway.

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|---|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <i>I was sexually harassed while in the military and have struggled emotionally since then.</i> | Get over it—you had to know going in that some of this stuff would happen. It's not like you were raped or anything. –95% | Evidence For? <i>It could have been worse. I wasn't physically injured.</i> Evidence Against? <i>I got really depressed and had trouble working after it happened. It <u>was</u> a big deal.</i> Habit or fact? <i>Habit to tell myself that it should be no big deal.</i> Not including all information? <i>Yes, I'm forgetting what it felt like to be in that situation.</i> All or none? <i>Yes.</i> Extreme or exaggerated? <i>Yes.</i> Focused on just one piece? <i>I'm ignoring how awful the things they said and did really were.</i> Source dependable? | Jumping to conclusions: <i>Just because it could have been worse doesn't mean it was no big deal.</i> Exaggerating or minimizing: <i>Definitely minimizing.</i> Ignoring important parts: <i>It was a bad situation—there was no one to help me and I had to see these guys every day.</i> Oversimplifying: <i>Yes—it was a pretty bad situation to be in, not easy to deal with.</i> Over-generalizing: <i>Doesn't apply.</i> Mind reading: <i>Sometimes I think other people might be thinking this. It's why I didn't report it at the time.</i> Emotional reasoning: <i>I feel ashamed so I think I must be weak to be letting this bother me still.</i> | <i>This was a really stressful and difficult event. Of course it has taken me a while to get over it. –40%</i> |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Shame—100%</i> <i>Depressed/sad—100%</i> <i>Helpless/sad—75%</i> | Confusing possible with likely? <i>Doesn't apply.</i> Based on feelings or facts? <i>Feelings.</i> Focused on unrelated parts? <i>Why is comparing my experience to those of others relevant to how this affected me.</i> | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 20% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% <i>Shame—20%</i> <i>Depressed/sad—35%</i> <i>Helpless—35%</i> |

Part II: Patient Materials

Section D CPT-C Patient Workbook

Cognitive Processing Therapy Veteran/Military Version:

CPT-C PATIENT WORKBOOK

Patricia A. Resick, Ph.D. and Candice M. Monson, Ph.D.

Duke University

Ryerson University

&

Kathleen M. Chard, Ph.D.

Cincinnati VA Medical Center and University of Cincinnati

April 2014

CPT-C Session 1: Introduction and Education Phase

Practice Assignment:

Please write at least one page on why you think this traumatic event occurred. You are *not* being asked to write specifics about the traumatic event. Write about what you have been thinking about the cause of the worst event.

Also, consider the effects this traumatic event has had on your beliefs about yourself, others, and the world in the following areas: safety, trust, power/control, esteem, and intimacy. Bring this with you to the next session.

Also, please read over the handout I have given you on stuck points so that you understand the concept we are talking about.

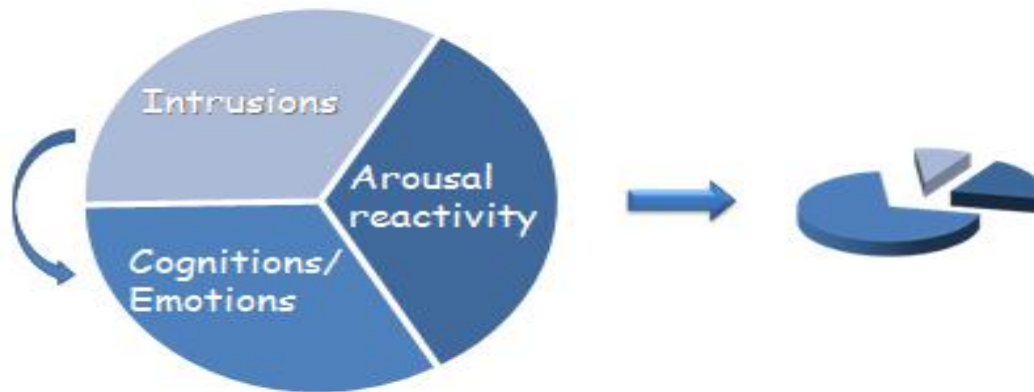
Session 1 Handouts:

Posttrauma Reactions

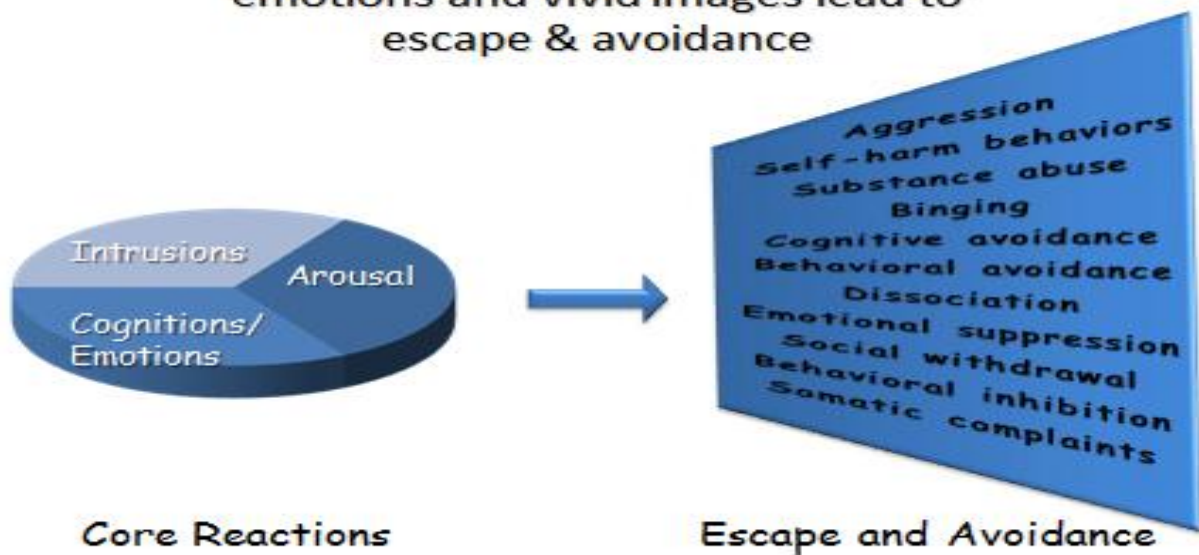
Stuck Points—What Are They?

Recovery or Non-recovery from PTSD Symptoms Following Traumatic Events

In normal recovery, intrusions and emotions decrease over time and no longer trigger each other



However, in those who don't recover, strong negative emotions and vivid images lead to escape & avoidance

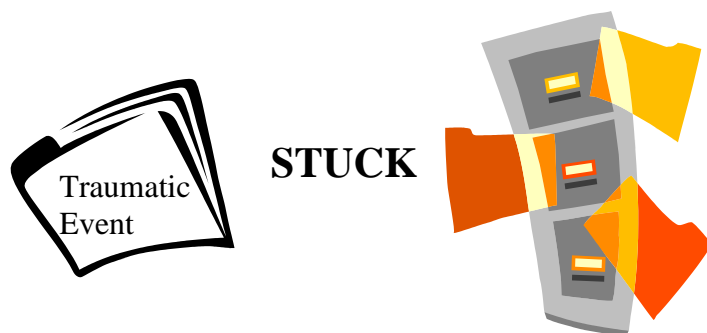


The avoidance prevents the processing of the trauma that is needed for recovery and works only temporarily

Stuck Points—What Are They?

Throughout the rest of therapy we will be talking about stuck points and helping you to identify what yours are. Basically, stuck points are conflicting beliefs or strong negative beliefs that create unpleasant emotions and problematic or unhealthy behavior. Stuck points can be formed in a couple of different ways:

1. Stuck points may be conflicts between prior beliefs and beliefs after a traumatic experience.



Prior Belief

I am able to protect myself in dangerous situations.

Harmed During Military Service

I was harmed during my military service, and I am to blame.

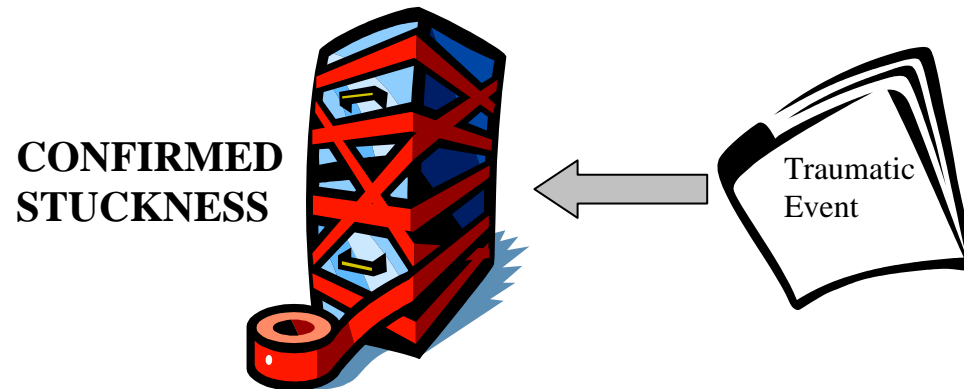
Results

- If you cannot change your previous beliefs to accept what happened to you (i.e., it is possible that I cannot protect myself in all situations), you may find yourself saying, “I deserved it because of my actions or inactions. I am responsible for what happened.”
- If you are questioning your role in the situation, you may be making sense of it by saying, “I misinterpreted what happened...I didn't make myself clear...I acted inappropriately...I must be crazy or I must have done something to have caused it ...”
- If you are stuck here, it may take some time until you are able to get your feelings out about the trauma.

Goal

- To help you change the prior belief to “You may *not* be able to protect yourself in all situations.” When you are able to do this, you are able to accept that it happened and move on from there.

2. **Stuck points may also be formed if you have prior negative beliefs that seem to be confirmed or are reinforced by the event.**



Prior Belief

Authority is not to be trusted.

Harmed During Military Service

I was harmed during my military service, and because of leadership.

Results

- If you see the trauma as further proof that authority (i.e., leadership) is not to be trusted, you believe this even more strongly.
- If you are stuck here, you may have strong emotional reactions that interfere with your ability to have successful relationships with authority. It may feel “safe” for you to assume all authority is untrustworthy, but this belief may keep you distressed, negatively impact your relationships, and possibly lead to legal, work, and social problems.

Goal

- To help you modify your beliefs so they are not so extreme. For example, “*Some* authority figures can be trusted in *some* ways and to *some* extent.”

CPT-C Session 2: The Meaning of the Event

Practice Assignment:

Please complete the A-B-C Worksheets to become aware of the connection among events, your thoughts, feelings, and behavior. Complete at least one worksheet each day. Remember to fill out the form as soon after an event as possible. Complete at least one worksheet about the worst traumatic event. Also, please use the Identifying Emotions Handout to help you determine what emotions you are feeling.

Session 2 Handouts:

Stuck Point Log

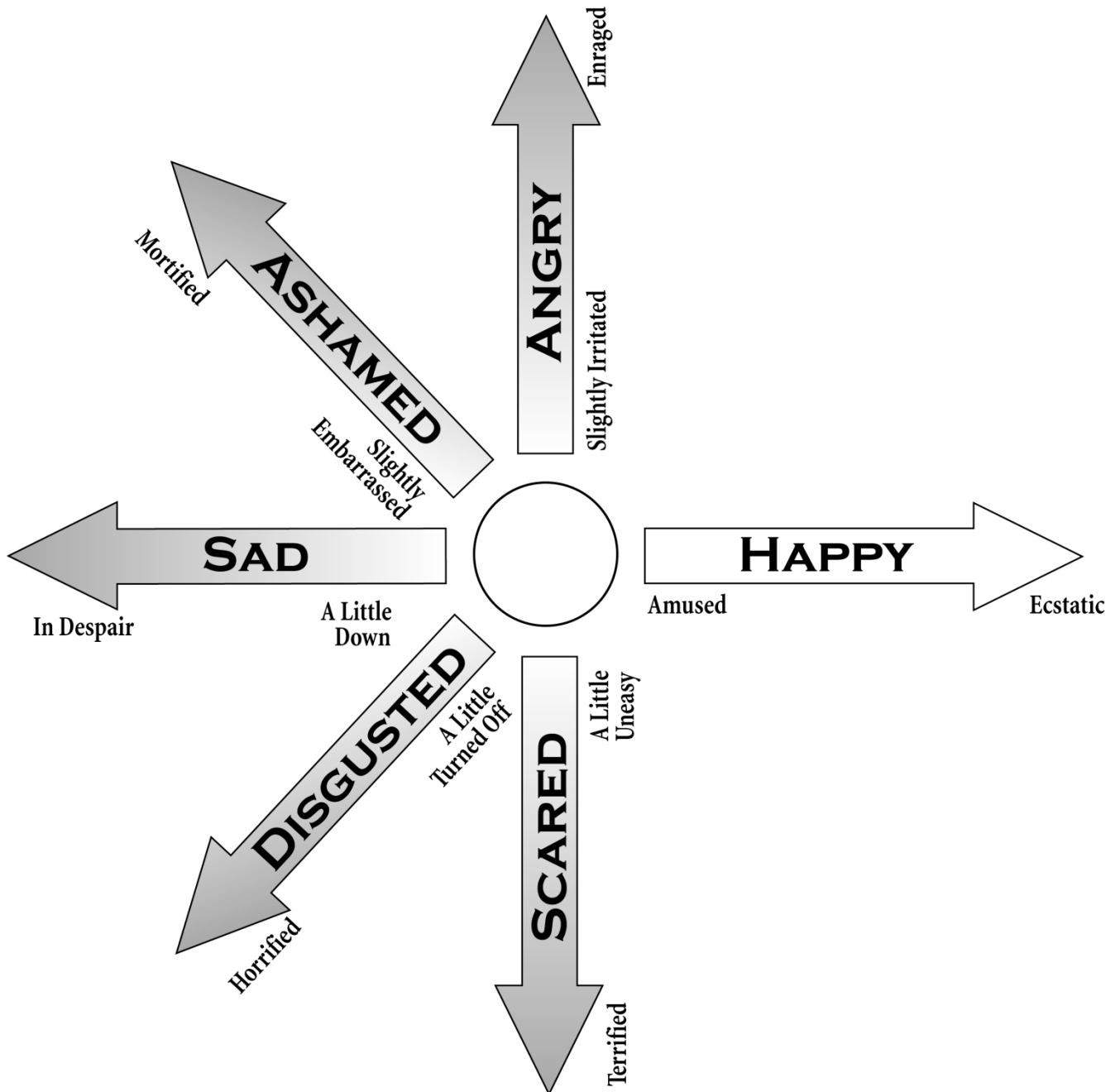
Identifying Emotions Handout

A-B-C Worksheet (six copies included)

Examples of completed A-B-C Worksheets

[illegible]

Identifying Emotions Handout



A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
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Date: _____ Patient: _____

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A-B-C Worksheet

Date: _____ Patient: _____

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BELIEF/STUCK POINT

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Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

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What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

| ACTIVATING EVENT A "Something happens." | BELIEF/STUCK POINT B "I tell myself something." | CONSEQUENCE C "I feel something." |
|---|--|---|
| <i>"I shot a Vietnamese woman while in combat."</i> | <i>"I am a bad person because I killed a helpless civilian."</i> | <i>"I feel guilty and angry with myself."</i> |

Are my thoughts above in "B" realistic? **"No. One mistake does not make me a bad person. People make mistakes, and high stress situations, like combat zones, increase the probability of such mistakes."**

What can you tell yourself on such occasions in the future? **"I may have made mistakes in my life, but that does not make me a bad person. I may have done things that I regret, but I have also done good things in my life."**

A-B-C Worksheet

Date: _____ Patient: _____

| ACTIVATING EVENT A "Something happens." | BELIEF/STUCK POINT B "I tell myself something." | CONSEQUENCE C "I feel something." |
|--|---|--|
| <i>"My commanding officer making orders that got us into crossfire."</i> | <i>"People in authority cannot be trusted. He put us in harm's way to protect himself."</i> | <i>"I feel fearful and distrusting. I avoid people in authority or argue with them about their decisions when I have to interact with them."</i> |

Are my thoughts above in "B" realistic? *"No. Not all authority figures are necessarily like my commanding officer."*

What can you tell yourself on such occasions in the future? *"People in authority are individuals, and they do not all share the same strengths and weaknesses."*

A-B-C Worksheet

Date: _____ Patient: _____

| ACTIVATING EVENT A "Something happens." | BELIEF/STUCK POINT B "I tell myself something." | CONSEQUENCE C "I feel something." |
|---|---|--|
| <i>"I build a porch and the railing comes loose."</i> | <i>"I can never do anything right."</i> | <i>"I get angry and kick the railing. I also feel down and sad because I can't do anything right."</i> |

Are my thoughts above in "B" realistic? *"No. It wouldn't hold up in a court of law, because I do SOME things right."*

What can you tell yourself on such occasions in the future? *"There are some things that I do all right. It is not true that I 'never' do anything right."*

CPT-C Session 3: Identification of Thoughts and Feelings

Practice Assignment:

Please continue working on the A-B-C Worksheets to become aware of the connection among events, your thoughts, feelings, and behavior. Complete at least one worksheet each day.

Remember to fill out the form as soon after an event as possible. Complete at least one worksheet about the worst traumatic event. Also, please use the Identifying Emotions Handout to help you determine what emotions you are feeling.

Session 3 Handouts:

A-B-C Worksheet (six copies included)

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

A-B-C Worksheet

Date: _____ Patient: _____

ACTIVATING EVENT

A

"Something happens."

BELIEF/STUCK POINT

B

"I tell myself something."

CONSEQUENCE

C

"I feel something."

| | | |
|--|--|--|
| | | |
|--|--|--|

Are my thoughts above in “B” *realistic*?

What can you tell yourself on such occasions in the future?

CPT-C Session 4: Identification of Stuck Points

Practice Assignment:

Please choose one stuck point each day and answer the questions on the Challenging Questions Worksheet with regard to each stuck point. There are extra copies of the Challenging Questions Worksheets provided, so you can work on multiple stuck points.

Bring all your worksheets to the next session.

Session 4 Handouts:

Challenging Questions Worksheet (six copies included)

Examples of completed Challenging Questions Worksheets

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
6. In what way is your stuck point focused on just one piece of the story?
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
8. How is your stuck point confusing something that is possible with something that is likely?
9. In what ways is your stuck point based on feelings rather than facts?
10. In what ways is this stuck point focused on unrelated parts of the story?

Challenging Questions Worksheet

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FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
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AGAINST:

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5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
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AGAINST:

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7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
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AGAINST:

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AGAINST:

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3. In what ways is your stuck point not including all of the information?
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5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
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10. In what ways is this stuck point focused on unrelated parts of the story?

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *I let the accident happen.*

1. What is the evidence for and against this stuck point?

FOR: *I stood by and watched the accident happen.*

AGAINST: 1. *I wasn't the one who was assigned the duty*
2. *It wasn't my watch.*
3. *Others were there too—they did nothing.*

2. Is your stuck point a habit or based on facts?

We are what we speak and since I've spoken it for 39 years, I take it as a fact – but I suppose it is a habit. It's hard to change my belief after I've spoken it for so long.

3. In what ways is your stuck point not including all of the information?

I wasn't on duty, it wasn't in my power to do anything to prevent it.

4. Does your stuck point include all-or-none terms?

The fact that this happened and I could have prevented it is either black or white. I erred and a person paid the ultimate price. It was either stop him or let him go.

5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?

Yes; I can't believe I let this tragedy happen! Disappointment, hurt, mental angst, permanent, death, lost forever.

6. In what way is your stuck point focused on just one piece of the story?

I guess I'm looking at the bad—totally. I'm taking full responsibility for it without any thought given to the circumstance of others being there.

7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?

It came from me, I witnessed the accident and wish I could have stopped it.

8. How is your stuck point confusing something that is possible with something that is likely?

It is possible I let it happen, but there were other things that also contributed.

9. In what ways is your stuck point based on feelings rather than facts?

Feelings - I feel guilty, so I must have let it happen. I wish it didn't happen.

10. In what ways is this stuck point focused on unrelated parts of the story?

I have focused on what I didn't do, but I didn't focus on what I was able to do and the other people there.

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *I take antidepressants, so I must be screwed.*

1. What is the evidence for and against this stuck point?
FOR: *Other people's opinions*
AGAINST: *I feel better when I take them. It gives me time to make better decisions.*
2. Is your stuck point a habit or based on facts?
Habit—I listen to press/others and it seems like the whole world is on Prozac.
3. In what ways is your stuck point not including all of the information?
I'm not considering how helpful the medications are.
4. Does your stuck point include all-or-none terms?
I tell myself if I don't take it today then I'll lose it.
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
I use words like "screwed up."
6. In what way is your stuck point focused on just one piece of the story?
N/A
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
It's my belief. Professionals feel I need it. Other people tell me it's not worth a shit.
8. How is your stuck point confusing something that is possible with something that is likely?
I suppose it is not likely that I am screwed. The medications do help. I may not always need them.
9. In what ways is your stuck point based on feelings rather than facts?
Feelings, focused on how I feel when I hear others talk about medications.
10. In what ways is this stuck point focused on unrelated parts of the story?
It really helps me. The person putting the medication down probably need medication, too.

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *I am responsible for my mom's death.*

1. What is the evidence for and against this stuck point?
FOR: *There is what I believe is circumstantial evidence.*
AGAINST: *There is no concrete evidence to this belief.*
2. Is your stuck point a habit or based on facts?
It has become a habit.
3. In what ways is your stuck point not including all of the information?
I blame myself and don't give my mom the responsibility for the actions she took.
4. Does your stuck point include all-or-none terms?
Of course it was all or none; I felt responsible, guilty to the core. But now, I am processing the events, and it's not all my fault.
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
I am responsible. It's all my fault. I should have handled that night differently.
6. In what way is your stuck point focused on just one piece of the story?
I am leaving out the fact that my mom died from her actions.
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
I still feel as though I had some part of it.
8. How is your stuck point confusing something that is possible with something that is likely?
My mom was not an emotionally stable woman, it is not likely that I was entirely responsible for her death.
9. In what ways is your stuck point based on feelings rather than facts?
It is based on feelings I feel guilty, so then I have assumed I must be responsible.
10. In what ways is this stuck point focused on unrelated parts of the story?
Yes, I am focused more on me than her role.

CPT- C Session 5: Challenging Questions

Practice Assignment:

Consider the stuck points you have identified thus far and find examples for each problematic thinking pattern listed on the worksheet in your day-to-day life (or over the course of the next week). Look for specific ways in which your reactions to the traumatic event may have been affected by these habitual patterns.

Session 5 Handouts:

Patterns of Problematic Thinking Worksheet (six copies included)

Examples of completed Patterns of Problematic Thinking Worksheets

Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

1. **Jumping to conclusions** or predicting the future?

2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).

3. **Ignoring important parts** of a situation.

4. **Oversimplifying** things as good/bad or right/wrong.

5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).

6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).

7. **Emotional reasoning** (using your emotions as proof, e.g. "I feel fear so I must be in danger")

Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

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Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

1. **Jumping to conclusions** or predicting the future?
(Sexual assault victim/combat veteran) If a male is alone with a child, then the man will hurt the child.
2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).
I saw a dead body and riots but I didn't get hurt and others saw worse so my reaction to the situation was wrong. I am weak.
3. **Ignoring important parts** of a situation.
I keep forgetting the fact that the perpetrator had a knife, which is important information about how much control I had.
4. **Oversimplifying** things as good/bad or right/wrong.
It was wrong for me to run from the dead body or hide while in Cuba.
5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).
I was raped by my grandfather, so when I see old men that look like him, I think they must be like him.
6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).
My dad yells now, so I assume he must be angry. But it's not true a lot of the times, as he yells sometimes because he is deaf in one ear and going deaf in another. He yells because he doesn't know he is yelling.
7. **Emotional reasoning** (using your emotions as proof, e.g. "I feel fear so I must be in danger")
I cried and felt guilty when dad yelled at me when I got hurt, so I must have done something wrong.

Patterns of Problematic Thinking Worksheet

1. **Jumping to conclusions** or predicting the future?
(Combat veteran) I did a bad job. I didn't save my friend and other people also got killed in the battle. But, I did the best I could, and there was no way I could have saved everyone—that's not realistic. I contributed to the fight, and in doing so I may have saved some of my friends' lives. I saved myself too. I guess that's not evidence for doing a "bad" job. I guess that's evidence for doing my job, doing a good job.
2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).
I used to say that if I had not been asleep the ambush would not have happened and no one would have died. I would say now that I have minimized the severity and unpredictability of war.
3. **Ignoring important parts** of a situation.
I have always felt guilty because I killed people. I have felt bad about myself and have put myself down for years. It didn't occur to me to think about the reality of the situation; it was war. I had to kill. That is the nature of war. I may not agree with the war now, or believe in war, but the fact is that it was war and to survive I had to shoot. It was my duty to shoot back and defend our regiment. In feeling guilty and assuming I was bad, I was disregarding an important factor of the situation—I was disregarding the fact that it was a war.
4. **Oversimplifying** things as good/bad or right/wrong.
Not everyone is good or bad. I may have done some things in my life that were not that good, but that does not make me a bad person.
5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).
That ambush was just one event in the entire war, and one event in my life. Just because that was an awful event doesn't mean that I can't handle things. It doesn't mean I do everything wrong.
6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).
I have always assumed everyone thought I had let them down. I assumed they thought that I had blown it and allowed the ambush to happen. But now I realize I only imagined that—I didn't really know what they were thinking. Since then I have written to some of the guys and none of them ever thought it was my fault. Boy, I guess I was mind reading.
7. **Emotional reasoning** (using your emotions as proof, e.g. "I feel fear so I must be in danger")
Since I have always felt guilty I assumed I was guilty. But feeling something is very different from what is really true. I felt guilty because people got hurt, but that doesn't mean it was my fault they got hurt.

CPT-C Session 6: Patterns of Problematic Thinking

Practice Assignment:

Use the Challenging Beliefs Worksheets to analyze and confront at least one of your stuck points each day.

Session 6 Handouts:

Challenging Beliefs Worksheets (six copies included)

Examples of completed Challenging Beliefs Worksheets

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Challenging Beliefs Worksheet

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C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

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| | | Evidence For? Evidence Against? Habit or fact? Not including all information? All or none? Extreme or exaggerated? Focused on just one piece? Source dependable? Confusing possible with likely? Based on feelings or facts? Focused on unrelated parts? | Jumping to conclusions: Exaggerating or minimizing: Ignoring important parts: Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: | <div> G. Re-rate Old Thought/ Stuck Point Re-rate how much you now believe the thought/stuck point in Column B from 0-100% </div> <div> H. Emotion(s) Now what do you feel? 0-100% </div> |

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| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

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| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Challenging Beliefs Worksheet

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| <i>I have to ride on a plane.</i> | <i>Air travel is dangerous.—75%</i> <div style="background-color: black; color: white; text-align: center; padding: 2px;">C. Emotion(s)</div> Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Afraid—100%</i> <i>Helpless—75%</i> <i>Anxious—75%</i> | Evidence For? <i>People have been killed.</i> Evidence Against? <i>Airport security has been increased.</i> Habit or fact? Not including all information? <i>The fact that planes fly every day and nothing happens to them.</i> All or none? Extreme or exaggerated? <i>Yes. I am exaggerating the risk.</i> Focused on just one piece? Source dependable? Confusing possible with likely? <i>Yes, I have been saying that it is likely that the plane will crash.</i> Based on feelings or facts? <i>I am letting myself believe this because I feel scared and not because it is realistic.</i> Focused on unrelated parts? | Jumping to conclusions: Exaggerating or minimizing: Ignoring important parts: Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: <i>I feel very small...that I will be hurt or killed flying—95%</i> | <i>The chances are very small that I will be killed or hurt while flying.—95%</i> <i>Even if the plane blew up, I could not do anything about it.—80%</i> <div style="background-color: black; color: white; text-align: center; padding: 2px;">G. Re-rate Old Thought/Stuck Point</div> Re-rate how much you now believe the thought/stuck point in Column B from 0-100% <i>15%</i> <div style="background-color: black; color: white; text-align: center; padding: 2px;">H. Emotion(s)</div> Now what do you feel? 0-100% <i>Afraid—40%</i> <i>Helpless—5%</i> <i>Anxious—10%</i> |

Challenging Beliefs Worksheet

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| <i>I led my company into an ambush, and many of my men were killed.</i> | <i>I should have prevented it—it is my fault that people were killed—100%</i> | Evidence For? <i>People were killed.</i> Evidence Against? <i>There was no way to know that there was going to be an ambush—that's the nature of an ambush. To think I should have known it was coming is to ignore the fact that it was an ambush.</i> Habit or fact? Not including all information? All or none? <i>No one else would have led their company into an ambush.</i> Extreme or exaggerated? | Jumping to conclusions: Exaggerating or minimizing: Ignoring important parts: <i>I haven't been paying attention to the fact that it was an ambush. There was no way I could have known.</i> Oversimplifying: | <i>There was no way to see it coming at the time.—85%</i> <i>I did the best I could given the circumstances.—90%</i> <i>It's not my fault that people were killed in the ambush.—75%</i> |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Guilt—100%</i> <i>Helpless—100%</i> <i>Anxious—75%</i> | Focused on just one piece? Source dependable? Confusing possible with likely? Based on feelings or facts? Focused on unrelated parts? | Over-generalizing: Mind reading: Emotional reasoning: <i>Because I feel guilty, I AM guilty.</i> | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 10% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% <i>Guilt—40%</i> <i>Helpless—80%</i> <i>Anxious—40%</i> |

Challenging Beliefs Worksheet

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| <i>I am putting off doing my therapy practice assignment.</i> | <i>If I let myself feel angry, I'll be out of control. – 50%</i> | Evidence For? <i>I have acted aggressively in the past when I felt angry.</i> | Jumping to conclusions: <i>I am jumping to conclusions to assume that I will have no control if I feel my feelings</i> Exaggerating or minimizing: <i>I am equating anger with rage instead of what it is—unpleasant.</i> Ignoring important parts: <i>I am disregarding the times I have felt angry and maintained control.</i> Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: | Anger can be expressed without aggression. – 60% Anger is an emotion like sadness. I let myself feel that and still maintain control over my behaviors. – 60% |
| | | Evidence Against? <i>I have never been really destructive when I was angry. It is my choice how I act when I feel angry, I can always take a break or leave the situation.</i> Habit or fact? <i>Habit</i> Not including all information? All or none? | | G. Re-rate Old Thought/Stuck Point |
| | | Extreme or exaggerated? <i>It is exaggerated to say that I would be out of control, I have some control.</i> Focused on just one piece? Source dependable? Confusing possible with likely? Based on feelings or facts? Focused on unrelated parts? | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 20% |
| | | C. Emotion(s) | | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Angry – 50%</i> <i>Fear – 95%</i> |
| | | | | Now what do you feel? 0-100% <i>Angry – 30%</i> <i>Fear – 35%</i> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|--|---|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <i>A friend wants to set me up for a date with someone she knows.</i> | <i>I can't get involved with anyone because since this assault I am too afraid to let anyone close enough to see how restricted my life has become.—75%</i> | Evidence For? <i>One person I told about the assault while we were dating was very supportive at the time, but became more and more distant after that and finally stopped calling altogether.</i> | Jumping to conclusions: | <i>A date could tell me they don't want anything to do with me because I am dealing with having been assaulted.—60%</i> |
| | | Evidence Against? <i>My friends and family have been supportive.</i> | Exaggerating or minimizing: <i>Because 1 date may have had problems, doesn't mean others will.</i> | |
| | | Habit or fact? | Ignoring important parts: <i>That person was not healthy or secure.</i> | G. Re-rate Old Thought/Stuck Point Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 50% |
| | | Not including all information? | Oversimplifying: <i>If I tell someone who can't deal with it, it is not necessarily bad because I could find out something important about the relationship.</i> | |
| C. Emotion(s) Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Fear—50%</i> <i>Sadness—80%</i> <i>Anger—50%</i> | | All or none? <i>Most healthy people would not run from a relationship.</i> | Over-generalizing: | H. Emotion(s) Now what do you feel? 0-100% <i>Fear—25%</i> <i>Sadness—40%</i> <i>Anger—10%</i> |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? <i>Coming from past negative experience and from an unhealthy person.</i> | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|---|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <i>My mom letting her boyfriend beat me for something I didn't do when I was younger.</i> | <i>She never stood up for me or listened to my side of the story.—90%</i> | Evidence For? <i>There were so many occasions when he would come home drunk and beat me for just lying in my bed. My step-brothers got away with a lot and I took the blame.</i> Evidence Against? <i>She didn't let him beat me twice. But that was because the evidence was overwhelming it wasn't me.</i> Habit or fact? <i>Pretty close to fact, but it was not "never."</i> Not including all information? All or none? <i>Most healthy people would not run from a relationship.</i> | Jumping to conclusions: Exaggerating or minimizing: <i>Maybe a little, but I've been told to suck it up my whole life and she really didn't stick up for me most of the time.</i> Ignoring important parts: <i>My mom was so focused on herself and getting money for us that she couldn't or wouldn't see she was not taking care of me.</i> Oversimplifying: <i>Maybe, but I have a point!</i> Over-generalizing: <i>Maybe she didn't know what to do (food and a house vs. sticking up for me).</i> Mind reading: <i>Maybe she did hear me but didn't know what to say.</i> Emotional reasoning: <i>I know I felt ignored.</i> | <i>It sucks that we had to be in that situation and she couldn't pay more attention to me.—100%</i> |
| | C. Emotion(s) | Extreme or exaggerated? Focused on just one piece? <i>She didn't know what to do without someone supporting us financially.</i> Source dependable? Confusing possible with likely? Based on feelings or facts? <i>I guess both.</i> Focused on unrelated parts? <i>No</i> | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Angry (at her)—100%</i> | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% <i>90%</i> |
| | H. Emotion(s) | | | Now what do you feel? 0-100% <i>Sad (for me)—60%</i> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|--|--|---|--|--|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <p><i>My Lt. sent us down a road that he knew was filled with insurgents. Four friends were killed because of him.</i></p> | <p><i>He got them killed. —100%</i></p> <div style="background-color: black; color: white; text-align: center; padding: 5px; margin-top: 10px;">C. Emotion(s)</div> <p>Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%</p> <p><i>Angry—100%</i></p> | <p>Evidence For? <i>They are dead!</i></p> <p>Evidence Against? <i>None.</i></p> <p>Habit or fact? <i>He didn't actually kill them.</i></p> <p>Not including all information? <i>Insurgents killed them.</i></p> <p>All or none? <i>Yes.</i></p> <p>Extreme or exaggerated? <i>I guess. The order didn't seem to make sense though—why did we have to go then? And, there was a pretty good chance we all could have made it.</i></p> <p>Focused on just one piece? <i>I guess I don't know if he had pressure (orders) to send us there right then.</i></p> <p>Source dependable?</p> <p>Confusing possible with likely? Based on feelings or facts? <i>Outrage at not understanding why he made that call.</i></p> <p>Focused on unrelated parts? <i>No</i></p> | <p>Jumping to conclusions: <i>I guess I don't know what he was thinking when he ordered us there.</i></p> <p>Exaggerating or minimizing: <i>Yes.</i></p> <p>Ignoring important parts: <i>I don't know why he made that call.</i></p> <p>Oversimplifying: <i>We had made the run before there even though it was really dangerous.</i></p> <p>Over-generalizing:</p> <p>Mind reading:.</p> <p>Emotional reasoning: <i>I was angry and blamed him.</i></p> | <p><i>I hate that my friends died and although it didn't seem critical to make that run, I don't know what the Lt. was thinking or responding to.</i></p> <p><i>It was really risky, but we had made it safely 4 times previously.—90%</i></p> <div style="background-color: black; color: white; text-align: center; padding: 5px; margin-top: 10px;">G. Re-rate Old Thought/Stuck Point</div> <p>Re-rate how much you now believe the thought/stuck point in Column B from 0-100%</p> <p><i>40%</i></p> <div style="background-color: black; color: white; text-align: center; padding: 5px; margin-top: 10px;">H. Emotion(s)</div> <p>Now what do you feel? 0-100%</p> <p><i>Relieved, not as angry—60%</i></p> |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|---|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <i>My boss said that I did a good job.</i> | <i>She liked my work!—80%</i> | Evidence For? <i>She said she liked it and she has criticized my work in the past, so she's not just always being nice.</i> | Jumping to conclusions: <i>No.</i> | <i>She liked my work—90%</i> |
| | | Evidence Against? <i>None.</i> | Exaggerating or minimizing: <i>I don't think so.</i> | |
| | | Habit or fact? <i>Fact.</i> | Ignoring important parts: <i>She was smiling when she said it, so no.</i> | G. Re-rate Old Thought/Stuck Point |
| | | Not including all information? <i>All or none? Maybe she liked more than she disliked, but on the whole I think she liked it.</i> | Oversimplifying: Over-generalizing: | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% <i>90%</i> |
| | C. Emotion(s) Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Happy—75%</i> | Extreme or exaggerated? <i>I don't think so.</i> Focused on just one piece? <i>No.</i> Source dependable? <i>It was her.</i> Confusing possible with likely? Based on feelings or facts? <i>Facts.</i> Focused on unrelated parts? <i>None.</i> | Mind reading: <i>She actually said she liked my work.</i> Emotional reasoning: <i>I sort of think I didn't do as good of a job as I had wished, so I don't feel great about my job. I can see that I think that based on my feelings rather than what she actually said.</i> | H. Emotion(s) Now what do you feel? 0-100% <i>Happy—90%</i> |

CPT-C Session 7: Challenging Beliefs

Practice Assignment:

Use the Challenging Beliefs Worksheets to analyze and confront at least one of your stuck points each day. Please read over the module on safety and think about how your prior beliefs were affected by the [event]. If you have issues with self- or other-safety, complete at least one worksheet to confront those beliefs. Use the remaining sheets for other stuck points or for distressing events that have occurred recently.

Session 7 Handouts:

Challenging Beliefs Worksheets (six copies included)

Safety Issues Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
| | | | | |

Challenging Beliefs Worksheet

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| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
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| | | Focused on unrelated parts? | | |
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| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
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Challenging Beliefs Worksheet

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| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
| | | | | |

Safety Issues Module

Beliefs Related to SELF: The belief that you can protect yourself from harm and have some control over events.

Prior Experience

| Negative | Positive |
|--|---|
| If you are repeatedly exposed to dangerous and uncontrollable life situations, you may develop negative beliefs about your ability to protect yourself from harm. The traumatic event serves to confirm those beliefs. | If you have positive prior experiences, you may develop the belief that you have control over most events and can protect yourself from harm. The traumatic event causes disruption in this belief. |

| Symptoms Associated With Negative Self-Safety Beliefs |
|--|
| <ul style="list-style-type: none">➤ Chronic and persistent anxiety➤ Intrusive thoughts about themes of danger➤ Irritability➤ Startled responses or physical arousal➤ Intense fears related to future victimization |

Resolution

| If you previously believed that... | Possible self-statements may be... |
|---|---|
| "It can't happen to me," you will need to resolve the conflict between this belief and the victimization experience. | "It is unlikely to happen again, but the possibility exists." |
| "I can control what happens to me and can protect myself from any harm," you will need to resolve the conflict between prior beliefs and the victimization experience. | "I do not have control over everything that happens to me, but I can take precautions to reduce the possibility of future traumatic events." |
| ... you had no control over events and could not protect yourself, the traumatic event will confirm these beliefs. New beliefs must be developed that mirror reality and serve to increase your beliefs about your control and ability to protect yourself. | "I do have some control over events and I can take steps to protect myself from harm. I cannot control the behavior of other people, but I can take steps to reduce the possibility that I will be in a situation where my control is taken from me." |

Beliefs Related to OTHERS: The belief about the dangerousness of other people and expectancies about the intent of others to cause harm, injury, or loss.

Prior Experience

| Negative | Positive |
|---|--|
| If you experienced people as dangerous in early life or you believed it as a cultural norm, the traumatic event will seem to confirm these beliefs. | If you experienced people as safe in early life, you may expect others to keep you safe and not cause harm, injury, or loss. The traumatic event causes a disruption in this belief. |

| Symptoms Associated With Negative Others-Safety Beliefs |
|---|
| <ul style="list-style-type: none"> ➤ Avoidant or phobic responses ➤ Social withdrawal |

Resolution

| If you previously believed that... | Possible self-statements may be... |
|---|---|
| “Others are out to harm me and can be expected to cause harm, injury, or loss,” you will need to adopt new beliefs in order to be able to continue to feel comfortable with people you know and to be able to enter into new relationships with others. | “There are some people out there who are dangerous, but not everyone is out to harm me in some way.” |
| “I will not be hurt by others,” you will need to resolve the conflict between this belief and the victimization. | “There may be some people who will harm others, but it is unrealistic to expect that everyone I meet will want to harm me.” |

CPT- C Session 8: Safety Issues

Practice Assignment:

Please read the Trust Module and think about your beliefs before experiencing [event] and how the event changed or reinforced those beliefs. Use the Challenging Beliefs Worksheets to continue analyzing your stuck points. Focus some attention on issues of self- or other-trust, as well as safety, if these remain important stuck points for you.

Session 8 Handouts:

Challenging Beliefs Worksheets (six copies included)

Trust Issues Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
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| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
| | | | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Trust Issues Module

Beliefs Related to SELF: The belief that one can trust or rely on one's own perceptions or judgments. This belief is an important part of self-concept and serves an important self-protection function.

Prior Experience

| Negative | Positive |
|---|--|
| If you had prior experiences where you were blamed for negative events, you may develop negative beliefs about your ability to make decisions or judgments about situations or people. The traumatic event serves to confirm these beliefs. | If you had prior experiences that led you to believe that you had great judgment, the traumatic event may disrupt this belief. |

| Symptoms Associated With Negative Self-Trust Beliefs |
|---|
| <ul style="list-style-type: none">➤ Feelings of self-betrayal➤ Anxiety➤ Confusion➤ Overcaution➤ Inability to make decisions➤ Self-doubt and excessive self-criticism |

Resolution

| If you previously believed that... | A possible self-statement may be... |
|---|--|
| ...you could not rely on your own perceptions or judgments, the traumatic event may have reinforced your belief that "I cannot trust my judgment" or "I have bad judgment." To come to understand that the traumatic event was not your fault and that your judgments did not cause the traumatic event, you need to adopt more adaptive beliefs. | "I can still trust my good judgment even though it's not perfect." "Even if I misjudged this person or situation, I realize that I cannot always realistically predict what others will do or whether a situation may turn out as I expect it to." |
| ... you had perfect judgment, the traumatic event may shatter this belief. New beliefs need to reflect the possibility that you can make mistakes but still have good judgment. | "No one has perfect judgment. I did the best I could in an unpredictable situation, and I can still trust my ability to make decisions even though it's not perfect." |

Beliefs Related to OTHERS: Trust is the belief that the promises of other people or groups can be relied on with regard to future behavior. One of the earliest tasks of childhood development is trust versus mistrust. A person needs to learn a healthy balance of trust and mistrust and when each is appropriate.

Prior Experience

| Negative | Positive |
|--|--|
| If you were betrayed in early life, you may have developed the generalized belief that “no one can be trusted.” The traumatic event serves to confirm this belief, especially if you were hurt by an acquaintance. | If you had particularly good experiences growing up, you may have developed the belief that “All people can be trusted.” The traumatic event shatters this belief. |

Posttraumatic Event Experience

If the people you knew and trusted were blaming, distant, or unsupportive after the traumatic event, your belief in their trustworthiness may have been shattered.

Symptoms Associated With Negative Others-Trust Beliefs

- Pervasive sense of disillusionment and disappointment in others
- Fear of betrayal or abandonment
- Anger and rage at betrayers
- If repeatedly betrayed, negative beliefs may become so rigid that even people who are trustworthy may be viewed with suspicion
- Fear of close relationships, particularly when trust is beginning to develop, active anxiety and fear of being betrayed
- Fleeing from relationships

Resolution

| If you previously believed that... | Possible self-statements may be... |
|--|---|
| <p>If you grew up believing that “no one can be trusted,” which was confirmed by the traumatic event, you need to adopt new beliefs that will allow you to enter into new relationships with others instead of withdrawing because you believe others to be untrustworthy.</p> | <p>“Although I may find some people to be untrustworthy, I cannot assume that everyone is that way.” “Trust is not an all-or-none concept. Some may be more trustworthy than others.” “Trusting another involves some risk, but I can protect myself by developing trust slowly and including what I learn about that person as I get to know him or her.”</p> |
| <p>“Everyone can be trusted,” the traumatic event will shatter this belief. To avoid becoming suspicious of the trustworthiness of others, including those you used to trust, you will need to understand trust is not either/or.</p> | <p>“I may not be able to trust everyone, but that doesn’t mean I have to stop trusting the people I used to trust.”</p> |
| <p>If your beliefs about the trustworthiness of your support system were shattered, it will be necessary to address general issues before you assume that you can no longer trust the support system. Of central importance is to consider their reaction and the reasons why they may have reacted in an unsupportive fashion. Many people simply do not know how to respond and may be reacting out of ignorance. Some respond out of fear or denial because what has happened to you makes them feel vulnerable and may shatter their own beliefs. Practicing how to ask for what you need from them may be a step in assessing their trustworthiness.</p> | |
| <p>If your attempts to discuss the traumatic event with them leaves you feeling unsupported, you may use self-statements such as “There may be some people I cannot trust talking with about the traumatic event, but they can be trusted to support me in other areas.” If that person continues to blame you and make negative judgments about you, you may decide that this person is no longer trustworthy. It’s unfortunate, but sometimes you find out that some people you thought of as friends do not turn out to be true friends after a trauma. However, you may also be pleasantly surprised to find that some people have better reactions than you expected.</p> | |

CPT-C Session 9: Trust Issues

Practice Assignment:

Use the Challenging Beliefs Worksheets to continue to address your stuck points. After reading the Power/Control Module and thinking about it, complete worksheets on this topic.

Session 9 Handouts:

Challenging Beliefs Worksheets (six copies included)

Power/Control Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
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| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
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| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | | | | H. Emotion(s) |
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H. Emotion(s)

Now what do you feel? 0-100%

Power/Control Issues Module

Beliefs Related to SELF: The belief/expectation that you can solve problems and meet challenges. Power is associated with your capacity for self-growth.

Prior Experience

| Negative | Positive |
|---|--|
| If you grew up experiencing inescapable, negative events, you may develop the belief that you cannot control events or solve problems even if they are controllable/solvable. This is called learned helplessness. Later traumatic events may seem to confirm prior beliefs about helplessness. | If you grew up believing that you had control over events and could solve problems (possibly unrealistically positive beliefs), the traumatic event may disrupt those beliefs. |

| Symptoms Associated With Negative Self-Power/Control Beliefs |
|---|
| <ul style="list-style-type: none">➤ Numbing of feelings➤ Avoidance of emotions➤ Chronic passivity➤ Hopelessness and depression➤ Self-destructive patterns➤ Outrage when faced with events that are out of your control or people who do not behave as you would like |

Resolution

| If you previously believed that... | A possible self-statement may be... |
|---|---|
| ...Overcontrol—It is important to understand that no one can have complete control over his emotions or behavior at all times. While you may be able to influence external events, it is impossible to control all external events or the behavior of other people. Neither of these facts is a sign of weakness, but only an understanding that you are human and can admit that you are not in control of everything that happens to you or your reactions. | “I do not have total control over my reactions, other people, or events at all times. I am not powerless, however, to have some control over my reactions to events, or to influence the behavior of others or the outcome of some events.” |

| If you previously believed that... | A possible self-statement may be... |
|---|---|
| Helplessness or powerlessness—To regain a sense of control and decrease the accompanying symptoms of depression and loss of self-esteem that often go along with believing you are helpless, you will need to reconsider the ability to control events. | “I cannot control all events outside of myself, but I do have some control over what happens to me and my reactions to events.” |

Beliefs Related to OTHERS: The belief that you can control future outcomes in interpersonal relationships or that you have some power, even in relation to powerful others.

Prior Experience

| Negative | Positive |
|--|---|
| If you had prior experiences with others that led you to believe that you had no control in your relationships with others, or that you had no power in relation to powerful others, the traumatic event will seem to confirm those beliefs. | If you had prior positive experiences in your relationships with others and in relation to powerful others, you may have come to believe that you could influence others. The traumatic event may shatter this belief because you were unable to exert enough control, despite your best efforts, to prevent the event. |

| Symptoms Associated With Negative Others-Power/Control Beliefs |
|---|
| <ul style="list-style-type: none"> ➤ Passivity ➤ Submissiveness ➤ Lack of assertiveness that can generalize to all relationships ➤ Inability to maintain relationships because you do not allow the person to exert any control in the relationships (including becoming enraged if the other person tries to exert even a minimal amount of control) |

Resolution

| If you previously believed that ... | Possible self-statements may be ... |
|--|--|
| ...Powerlessness—In order for you to avoid being abused in relationships because you do not exert any control, you will need to learn adaptive, balanced beliefs about your influence on other people. | “Even though I cannot always get everything I want in a relationship, I do have the ability to influence others by standing up for my rights to ask for what I want.” |
| ...Overcontrol—It is important to realize that healthy relationships involve sharing power and control. Relationships in which one person has all the power tend to be abusive (even if you are the one with all the power). | “Even though I may not get everything I want or need out of a relationship, I can assert myself and ask for it. A good relationship is one in which power is balanced between both people. If I am not allowed any control, I can exert my control in this relationship by ending it, if necessary.” |

CPT-C Session 10: Power/Control Issues

Practice Assignment:

After reading the Esteem Module, use the worksheets to confront stuck points about self- and other-esteem.

In addition to the worksheets, practice giving and receiving compliments during the week, and do at least one nice thing for yourself each day (without having to earn it). Write down on this sheet what you did for yourself and whom you complimented.

Session 10 Handouts:

Challenging Beliefs Worksheets (six copies included)

Ways of Giving and Taking Power

Esteem Module

Challenging Beliefs Worksheet

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| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |
| | C. Emotion(s) | | | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% | | | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% |
| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
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C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

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| | | | | Now what do you feel? 0-100% |

Challenging Beliefs Worksheet

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| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Ways of Giving and Taking Power

| | GIVING POWER | TAKING POWER |
|-----------------|--|--|
| POSITIVE | <ul style="list-style-type: none"> • Being altruistic (helping others without expecting anything in return) • Helping others in need or crisis • Sharing yourself with another person as part of the give and take in relationships <p>Example: You are on your way to the store when a friend asks for a ride to the doctor, and you decide to take her.</p> | <ul style="list-style-type: none"> • Being assertive • Setting limits and boundaries with others • Being honest with yourself and others <p>Example: Telling someone you cannot help her now, but you schedule a time to meet later when it fits into your schedule.</p> |
| NEGATIVE | <ul style="list-style-type: none"> • Basing your actions or behaviors solely on the reactions you expect from others • Always placing the needs of others above your own • Allowing others to easily access your “buttons” to get you emotionally upset <p>Example: Having a strong negative reaction to someone who is clearly manipulating you to feel that way.</p> | <ul style="list-style-type: none"> • Giving ultimatums • Testing limits • Intentionally upsetting others for personal gain • Behaving aggressively <p>Example: Telling your partner you will not have sex with him until he does what you want.</p> |

Esteem Issues Module

Beliefs Related to SELF: Self-esteem is the belief in your own worth, which is a basic human need. Being understood, respected, and taken seriously is basic to the development of self-esteem.

Prior Experience

| Negative | Positive |
|---|---|
| <p>If you had prior experiences that represented a violation of your own sense of self, you are likely to develop negative beliefs about your self-worth. The traumatic event may seem to confirm these beliefs. Prior life experiences that are associated with negative beliefs about the self are likely to be caused by:</p> <ul style="list-style-type: none">- Believing other people's negative attitude about you- An absence of empathy and responsiveness by others- The experience of being devalued, criticized, or blamed by others- The belief that you had violated your own ideals or values | <p>If you had prior experiences that served to enhance your beliefs about your self-worth, then the traumatic event may disrupt those beliefs (your self-esteem).</p> |

Examples of Negative Self-Esteem (Self-Worth) Beliefs

- I am bad, destructive, or evil
- I am responsible for bad, destructive, or evil acts
- I am basically damaged or flawed
- I am worthless and deserving of unhappiness and suffering

Symptoms Associated with Negative Self-Esteem (Self-Worth) Beliefs

- Depression
- Guilt
- Shame
- Possible self-destructive behavior

Resolution

| If you previously believed that... | A possible self-statement may be... |
|---|--|
| <p>...you were worthless (or any of the beliefs listed above) because of prior experiences, the traumatic event may seem to confirm this belief. This can also occur if you received poor social support after the event. To improve your self-esteem and reduce the symptoms that often go along with it, you will need to reevaluate your beliefs about your self-worth and be able to replace maladaptive beliefs with more realistic, positive ones.</p> | <p>“Sometimes bad things happen to good people. Just because someone says something bad about me, that does not make it true. No one deserves this, and that includes me. Even if I have made mistakes in the past, that does not make me a bad person deserving of unhappiness or suffering (including the traumatic event).”</p> |
| <p>If you had positive beliefs about your self-worth before the traumatic event, you may have believed that “nothing bad will happen to me because I am a good person.” The event may disrupt such beliefs, and you may or what you did to deserve it (i.e., “Maybe I was being punished for something I had done, or because I am a bad person.”) To regain your prior positive beliefs about your self-worth, you will need to make some adjustments, so that your sense of worth is not disrupted every time something unexpected and bad happens to you. When you can accept that bad things might happen to you (as they happen to everybody from time to time), you let go of blaming yourself for events that you did not cause.</p> | <p>“Sometimes bad things happen to good people. If something bad happens to me, it is not necessarily because I did something to cause it or because I deserved it. Sometimes there is not a good explanation for why bad things happen.”</p> |

Beliefs Related to OTHERS: These are beliefs about how much you value other people. In addition, a realistic view of others is important to psychological health. In less psychologically healthy people, these beliefs are stereotyped, rigid, and relatively unchanged by new information.

Prior Experience

| Negative | Positive |
|--|--|
| <p>If you had many bad experiences with people in the past or had difficulty taking in new information about people you knew (particularly negative information), you may have found yourself surprised, hurt, and betrayed.</p> | <p>If your prior experiences with people had been positive, and if negative events in the world did not seem to apply to your life, the event was probably a belief-shattering event. Prior beliefs in the basic goodness of other people may be</p> |

| Negative | Positive |
|---|--|
| You may have concluded that other people are not good or not to be respected. You may have generalized this belief to everyone (even those who are basically good and to be respected). The traumatic event may seem to confirm these beliefs about people. | particularly disrupted if people, who were assumed to be supportive, were not there for you after the event. |

| Examples of Negative Others-Esteem Beliefs |
|---|
| <ul style="list-style-type: none"> ➤ The belief that people are basically uncaring, indifferent, and only out for themselves ➤ The belief that people are bad, evil, or malicious ➤ The belief that the entire human race is bad, evil, or malicious |

| Symptoms Associated With Negative Others-Esteem Beliefs |
|--|
| <ul style="list-style-type: none"> ➤ Chronic anger ➤ Contempt ➤ Bitterness ➤ Cynicism ➤ Disbelief when treated with genuine caring compassion (“What do they really want?”) ➤ Isolation or withdrawal from others ➤ Antisocial behavior justified by the belief that people are only out for themselves |

Resolution

| If you previously believed that... | Possible self-statements may be... |
|---|------------------------------------|
| It will be important for you to reconsider the automatic assumption that people are no good, and consider how that belief has affected your behavior and social life in general. | |
| When you first meet someone, it is important that you do not form snap judgments because these tend to be based on stereotypes, which are not generally true for the majority of people you will meet. It is all right to adopt a “wait and see” attitude, which allows you flexibility in developing your perceptions about the other person and does not penalize | |

| If you previously believed that... | Possible self-statements may be... |
|--|---|
| the person whom you are trying to get to know. | |
| <p>If, over time, this person makes you uncomfortable, or does things that you do not approve of, you are free to stop trying to develop the relationship and end it. Be aware, however, that all people make mistakes, and consider your ground rules for friendships or intimate relationships. If you confront the person with something that makes you uncomfortable, you can use that person's reaction to your request in making a decision about what you want from that person in the future (i.e., if the person is apologetic and makes a genuine effort to avoid making the same mistake, then you might want to continue getting to know this person. If the person is insensitive to your request or belittles you in some other way, then you may want to get out of this relationship.) The important point is, like trust, you need time to get to know people and form an opinion of them. It is important that you adopt a view of others that is balanced and allows for changes.</p> | <p>“Although there are people I do not respect and do not wish to know, I cannot assume this about everyone I meet. I may come to this conclusion later, but it will be after I have learned more about this person.”</p> |
| <p>If those you expected support from let you down, don't drop these people altogether at first. Talk to them about how you feel and what you want from them. Use their reactions to your request as a way of evaluating where you want these relationships to go.</p> | <p>“People sometimes make mistakes. I will try to find out whether they understand it was a mistake or whether it reflects a negative characteristic of that person, which may end the relationship for me if it is something I cannot accept.”</p> |

CPT- C Session 11: Esteem Issues

Practice Assignment:

Use the Intimacy Module and Challenging Beliefs Worksheets to confront stuck points about self- and other-intimacy. Continue completing worksheets on previous topics that are still problematic.

Please write at least one page on what you think **now** about why this traumatic event occurred. Also, consider what you believe now about yourself, others, and the world in the following areas: safety, trust, power/control, esteem, and intimacy.

Session 11 Handouts:

Challenging Beliefs Worksheets (six copies included)

Intimacy Module

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
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Challenging Beliefs Worksheet

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Challenging Beliefs Worksheet

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| | | Evidence For? Evidence Against? Habit or fact? Not including all information? All or none? Extreme or exaggerated? Focused on just one piece? Source dependable? Confusing possible with likely? Based on feelings or facts? Focused on unrelated parts? | Jumping to conclusions: Exaggerating or minimizing: Ignoring important parts: Oversimplifying: Over-generalizing: Mind reading: Emotional reasoning: | <div></div> <div> G. Re-rate Old Thought/Stuck Point Re-rate how much you now believe the thought/stuck point in Column B from 0-100% </div> <div> H. Emotion(s) Now what do you feel? 0-100% </div> |

Challenging Beliefs Worksheet

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Challenging Beliefs Worksheet

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| | | | | H. Emotion(s) |
| | | | | Now what do you feel? 0-100% |

Intimacy Issues Module

Beliefs Related to SELF: An important function for stability is the ability to soothe and calm oneself. This self-intimacy is reflected in the ability to be alone without feeling lonely or empty. When a trauma occurs, people react differently depending on their expectancy of how well they will cope.

Prior Experience

| Negative | Positive |
|---|---|
| If you had prior experiences (or poor role models) that led you to believe that you are unable to cope with negative life events, you may have reacted to the traumatic event with negative beliefs that you were unable to soothe, comfort, or nurture yourself. | A person with stable and positive self-intimacy may experience the traumatic event as less traumatic because of the expectancy and ability of drawing support from internal resources. However, if the event is in conflict with earlier self-intimacy belief, the person may feel overwhelmed or flooded by anxiety. |

Symptoms Associated With Negative Self-Intimacy Beliefs

- Inability to comfort and soothe self
- Fear of being alone
- Experience of inner emptiness or deadness
- Periods of great anxiety or panic if reminded of trauma when alone
- May look to external sources of comfort—food, drugs, alcohol, medications, spending money, or sex
- Needy or demanding relationships

Resolution

| New beliefs | A possible self-statement may be ... |
|--|--|
| Understanding the typical reactions to trauma may help you feel less panicky about what you are experiencing. Most people cannot recover from such a major traumatic event without the support of others. External sources of comfort, such as alcohol or food, are just crutches that, instead of helping you to recover, may in fact prolong your reactions. They may comfort you in the short run because you use them to avoid and suppress your feelings. The feelings do not | “I will not suffer forever. I can soothe myself and use the skills I have learned to cope with these negative feelings. I may need help in dealing with my reactions, but that is normal. Even though my feelings are quite strong and unpleasant to experience, I know they are temporary and will fade over time. The skills and abilities I am developing now will help me to cope better with other stressful situations in the future.” |

| New beliefs | A possible self-statement may be ... |
|---|--------------------------------------|
| go away, however, and you then have to deal with the consequences of the excess food, spending, alcohol, etc., which compounds the problem. | |

Beliefs Related to OTHERS: The longing for intimacy, connection, and closeness is one of the most basic human needs. The capacity to be intimately connected with other people is fragile. It can easily be damaged or destroyed through insensitive, hurtful, or unempathic responses from others.

Prior Experience

| Negative | Positive |
|---|---|
| Negative beliefs may result from traumatic loss of intimate connections. The event may seem to confirm your belief in your inability to be close to another person. | If you had previously had satisfying intimate relationships with others, you may find that the event (especially if committed by an acquaintance) may leave you believing that you could never be intimate with anyone again. |

| Posttraumatic Experience |
|---|
| You may also experience a disruption in your belief about your ability to intimate with others if you were blamed or rejected by those who you thought would be supportive. |

| Symptoms Associated With Negative Others-Esteem Beliefs |
|--|
| <ul style="list-style-type: none"> ➤ Pervasive loneliness ➤ Emptiness or isolation ➤ Failure to experience connectedness with others even in relationships that are genuinely loving and intimate |

Resolution

| New beliefs | Possible self-statements about [] may be ... |
|---|---|
| <p>For you to again have intimate relationships with others, you will need to adopt new, more adaptive beliefs about intimacy. Intimate relationships take time to develop and involved effort from both people. You are not solely responsible for the failure of prior relationships. The development of relationships involves risk taking, and it is possible that you may be hurt again. Staying away from relationships for this reason alone, however, is likely to leave you feeling empty and alone.</p> | <p>[New relationships] “Even though a former relationship did not work out, it does not mean that I cannot have satisfying intimate relationships in the future. I cannot continue to believe and behave as though everyone will betray me. I will need to take risks in developing relationships in the future, but if I take it slow, I will have a better chance of telling whether this person can be trusted.”</p> |
| <p>Attempt to resolve your issues with the people who let you down and hurt you by asking them for what you need and letting them know how you feel about what they said or did. If they are unable to adjust to your requests and are unable to give you what you need, you may decide that you can no longer be close to those people. You may find, however, that they responded as they did out of ignorance or fear. As a result of your efforts, communication may improve and you may end up feeling closer to them than you did before the traumatic event.</p> | <p>[Existing relationships] “I can still be close to people, but I may not be able (or want) to be intimate with everyone I meet. I may lose prior or future intimate relationships with others who cannot meet me half-way, but this is not my fault or due to the fact that I did not try.”</p> |

CPT-C Session 12: Intimacy Issues and Meaning of the Event

Practice Assignment:

Assign continued use of worksheets

Session 12 Handouts:

Patterns of Problematic Thinking Worksheet

Challenging Questions Worksheet

Challenging Beliefs Worksheet

Patterns of Problematic Thinking Worksheet

Listed below are several types of patterns of problematic thinking that people use in different life situations. These patterns often become automatic, habitual thoughts that cause us to engage in self-defeating behavior. Considering your own stuck points, find examples for each of these patterns. Write in the stuck point under the appropriate pattern and describe how it fits that pattern. Think about how that pattern affects you.

1. **Jumping to conclusions** or predicting the future?
2. **Exaggerating or minimizing** a situation (blowing things way out of proportion or shrinking their importance inappropriately).
3. **Ignoring important parts** of a situation.
4. **Oversimplifying** things as good/bad or right/wrong.
5. **Over-generalizing** from a single incident (a negative event is seen as a never-ending pattern).
6. **Mind reading** (you assume people are thinking negatively of you when there is no definite evidence for this).
7. **Emotional reasoning** (using your emotions as proof, e.g. "I feel fear so I must be in danger")

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: _____

1. What is the evidence for and against this stuck point?

FOR:

AGAINST:

2. Is your stuck point a habit or based on facts?
3. In what ways is your stuck point not including all of the information?
4. Does your stuck point include all-or-none terms?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
6. In what way is your stuck point focused on just one piece of the story?
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
8. How is your stuck point confusing something that is possible with something that is likely?
9. In what ways is your stuck point based on feelings rather than facts?
10. In what ways is this stuck point focused on unrelated parts of the story?

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|--|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| | | Evidence For? | Jumping to conclusions: | |
| | | Evidence Against? | Exaggerating or minimizing: | |
| | | Habit or fact? | Ignoring important parts: | |
| | | Not including all information? | Oversimplifying: | |
| | | All or none? | Over-generalizing: | |
| | | Extreme or exaggerated? | Mind reading: | |
| | | Focused on just one piece? | Emotional reasoning: | |
| | | Source dependable? | | |
| | | Confusing possible with likely? | | |
| | | Based on feelings or facts? | | |
| | | Focused on unrelated parts? | | |

C. Emotion(s)

Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100%

G. Re-rate Old Thought/Stuck Point

Re-rate how much you now believe the thought/stuck point in Column B from 0-100%

H. Emotion(s)

Now what do you feel? 0-100%

**The following are examples of worksheets on
Military Sexual Trauma**

A-B-C Worksheet

Date: _____ Patient: _____

| ACTIVATING EVENT A "Something happens." | BELIEF/STUCK POINT B "I tell myself something." | CONSEQUENCE C "I feel something." |
|---|---|---|
| <i>"I was raped by a fellow soldier."</i> | <i>"I should have known better than to be alone with him."</i> | <i>"I feel depressed and ashamed because I think it was my fault. I second guess all my decisions now."</i> |

Are my thoughts above in "B" realistic? *"Most of the time I think it does, but sometimes I wonder."*

What can you tell yourself on such occasions in the future? *"Maybe that I couldn't have known? I had known this guy for a while and it had never happened before."*

Challenging Questions Worksheet

Below is a list of questions to be used in helping you challenge your maladaptive or problematic beliefs/stuck points. Not all questions will be appropriate for the belief/stuck point you choose to challenge. Answer as many questions as you can for the belief/stuck point you have chosen to challenge below.

Belief/Stuck Point: *It's my fault I was raped.*

1. What is the evidence for and against this stuck point?
FOR: *I feel like I should have been able to see it coming or stop it, but I can't see how I could have known. There's no evidence for this belief.*
AGAINST: *There's no evidence in favor of this belief. It was my friend's fault, not mine. Just because I froze at the time doesn't mean I wasn't clearly saying 'no' in other ways.*
2. Is your stuck point a habit or based on facts?
I've been saying this to myself for so long that it's become habit. I have no facts to support it.
3. In what ways is your stuck point not including all of the information?
Yes. I blame myself, but when I look at what actually happened, I can't come up with things that were my fault.
4. Does your stuck point include all-or-none terms?
Yes, I feel like it's completely my fault. What about the blame my friend deserves?
5. Does the stuck point include words or phrases that are extreme or exaggerated (i.e., always, forever, never, need, should, must, can't, and every time)?
Implicitly, I'm kind of saying it's all my fault.
6. In what way is your stuck point focused on just one piece of the story?
I'm focusing on the fact that I froze while it was happening, which ignores that I force for a good reason—I couldn't believe my friend was raping me.
7. Where did this stuck point come from? Is this a dependable source of information on this stuck point?
I've been saying it's my fault and it has become a habit, but no one else has ever said it was my fault.
8. How is your stuck point confusing something that is possible with something that is likely?
I am when I tell myself that I wouldn't have been raped if I had only done this or that. I don't know that thing.
9. In what ways is your stuck point based on feelings rather than facts?
Feelings.
10. In what ways is this stuck point focused on unrelated parts of the story?
Yes, it really doesn't matter what I did at the time—my friend knew I didn't want to have sex with him, but he went ahead anyway.

Challenging Beliefs Worksheet

| A. Situation | B. Thought/Stuck Point | D. Challenging Thoughts | E. Problematic Patterns | F. Alternative Thought(s) |
|---|--|---|--|---|
| Describe the event, thought or belief leading to the unpleasant emotion(s). | Write thought/stuck point related to Column A. Rate belief in each thought/stuck point below from 0-100% (How much do you believe this thought?) | Use Challenging Questions to examine your automatic thought from Column B. Consider if the thought is balanced and factual or extreme. | Use the Patterns of Problematic Thinking Worksheet to decide if this is one of your problematic patterns of thinking. | What else can I say instead of Column B? How else can I interpret the event instead of Column B? Rate belief in alternative thought(s) from 0-100% |
| <i>I was sexually harassed while in the military and have struggled emotionally since then.</i> | Get over it—you had to know going in that some of this stuff would happen. It's not like you were raped or anything. —95% | Evidence For? <i>It could have been worse. I wasn't physically injured.</i> Evidence Against? <i>I got really depressed and had trouble working after it happened. It <u>was</u> a big deal.</i> Habit or fact? <i>Habit to tell myself that it should be no big deal.</i> Not including all information? <i>Yes, I'm forgetting what it felt like to be in that situation.</i> All or none? <i>Yes.</i> Extreme or exaggerated? <i>Yes.</i> Focused on just one piece? <i>I'm ignoring how awful the things they said and did really were.</i> | Jumping to conclusions: <i>Just because it could have been worse doesn't mean it was no big deal.</i> Exaggerating or minimizing: <i>Definitely minimizing.</i> Ignoring important parts: <i>It was a bad situation—there was no one to help me and I had to see these guys every day.</i> Oversimplifying: <i>Yes—it was a pretty bad situation to be in, not easy to deal with.</i> Over-generalizing: <i>Doesn't apply.</i> | <i>This was a really stressful and difficult event. Of course it has taken me a while to get over it. —40%</i> |
| | C. Emotion(s) | | Source dependable? Confusing possible with likely? <i>Doesn't apply.</i> Based on feelings or facts? <i>Feelings.</i> Focused on unrelated parts? <i>Why is comparing my experience to those of others relevant to how this affected me.</i> | G. Re-rate Old Thought/Stuck Point |
| | Specify sad, angry, etc., and rate how strongly you feel each emotion from 0-100% <i>Shame—100%</i> <i>Depressed/sad—100%</i> <i>Helpless/sad—75%</i> | Mind reading: <i>Sometimes I think other people might be thinking this. It's why I didn't report it at the time.</i> Emotional reasoning: <i>I feel ashamed so I think I must be weak to be letting this bother me still.</i> | Re-rate how much you now believe the thought/stuck point in Column B from 0-100% 20% | |
| | H. Emotion(s) | | Now what do you feel? 0-100% <i>Shame—20%</i> <i>Depressed/sad—35%</i> <i>Helpless—35%</i> | |