

# Mood Toolbox

## Student Workbook



**University of California Santa Cruz  
Counseling and Psychological Services (CAPS)  
(831) 459-2628**

**<https://caps.ucsc.edu>**

**Adapted from:  
Cal Poly Counseling Services (Getting Unstuck)**

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# Welcome!

Welcome to Mood Toolbox, a fast-paced, 3-session seminar intended to help increase your understanding and knowledge about depression. The goal is to provide you with some skills to recognize and manage symptoms you may be experiencing. We hope you find it helpful.

The seminar will provide you with life-long tools you can use while facing depressive symptoms. By the end of this workshop, you will have received a lot of information that at times may feel overwhelming. Remember that like any skill (e.g., learning to ride a bike), the skills you will learn in Mood Toolbox take time and practice to master. At times, you may encounter obstacles and/or find it difficult to integrate these skills into your daily life. That's okay, it is how change works, and as with all change, it's important to practice as much as you can, even after encountering setbacks.

These skills are a form of “mental health hygiene.” At the outset, it may seem tedious and you may question why you need to practice these skills so often. Think of it like dental hygiene—you brush your teeth multiple times a day to prevent the buildup of plaque and ultimately to prevent cavities. Similar to brushing your teeth, daily practice can minimize and prevent the symptoms of depression long-term. The more you practice and use these skills as part of your daily routine, the better you will feel, the more energy you will have, the more you will do, and on and on...

Should you wish to focus more in depth on any of your depression-related concerns, you may debrief with a therapist following completion of Mood Toolbox to discuss your options.

If at any time you feel that you need additional support, please let your Mood Toolbox leader know or contact Counseling Services at (831) 459-2628. You may also find additional resources online at <http://caps.ucsc.edu>

## Frequently Asked Questions (FAQ)

### **What is the Mood Toolbox?**

A fast-paced, three-session seminar specifically designed to help people who struggle with a variety of depression-related concerns. The goal is to provide education on depression and to teach coping skills for managing symptoms.

### **Why does the workshop use a 3-session model?**

Engaging in three sessions allows you sufficient time to learn the concepts with time to practice between sessions. Keeping it to three 60-minute sessions allows you to find time in your busy schedule to learn these skills.

### **What if I need more than 3 sessions to learn the model?**

You are not alone. The skills are difficult and take time to build. If you need more resources, we encourage you to follow-up with your referring clinician.

### **What if I don't feel comfortable in groups (Live Workshops Only)?**

Many people feel a little anxious about participating in a group. This workshop is structured and curriculum-driven, like a class. **You are not required to speak if you do not feel comfortable doing so.** The facilitators respect each participant's right to share only what they are comfortable sharing and never require you to share sensitive or potentially embarrassing information.

### **What if I have an urgent need to see a counselor during the seminar?**

Simply let the facilitator or Counseling Services' front desk staff know and they will facilitate you getting the help you need.

### **Why do I have to do the independent practice?**

The focus of this workshop is on building skills to cope with depression; in order to achieve that goal, regular practice is essential. You will not be required to provide your responses out loud at any time. However, it is important to bring your responses with you each session as you may be asked to look back or elaborate on a prior assignment during the workshop.

### **What if I didn't do my independent practice?**

We encourage you to come to group regardless. If you forget your workbook, we can provide you a new one. We can also assist you in working on examples when the independent practice is reviewed.

# **IN SESSION WORKSHEETS**

# SESSION 1: DEPRESSION 101

## Common Depressive Symptoms

<b>Behaviors</b>	<b>Thoughts</b>	<b>Emotions</b>	<b>Physical Sensations</b>
Increased or reduced sleep	Reduced focus/ concentration	Low Mood or persistent sadness	Fatigue or low energy
Withdrawing from friends, family, pets	Suicidal thoughts or preoccupation with death	Loss of Pleasure for things you used to enjoy	Unexplained aches and pains
"self-medicating" with alcohol or other drugs	Self-criticism	Anger or irritability	"heaviness" in the body
Changes in eating or weight	Worry about something awful happening	Guilt	Appetite disruption
Suicide attempts	Fear of rejection	Numbness or feelings of emptiness	Gastrointestinal problems
Agitation and irritability	Inability to make decisions	Hopelessness	Changes to sex drive
Poor hygiene	Negative thoughts about self, others, or the future.	Feeling Worthless	Weight gain or weight loss
Crying Spells		Mood swings	Physical restlessness or agitation

## CBT Model Worksheet

**Situation** (*When? Where? What? With whom?*)

**I have a group assignment due for my class. I asked a fellow classmate to be my partner, but she declined.**

**Physical** (*When depressed, what physical sensations did you experience? What did you notice in your body?*)

**Upset stomach, tired, lost my appetite, got really hot**

**Emotional** (*What emotions came up for you when you felt depressed?*)

**Sad, ashamed, embarrassed, rejected, lonely, irritable**

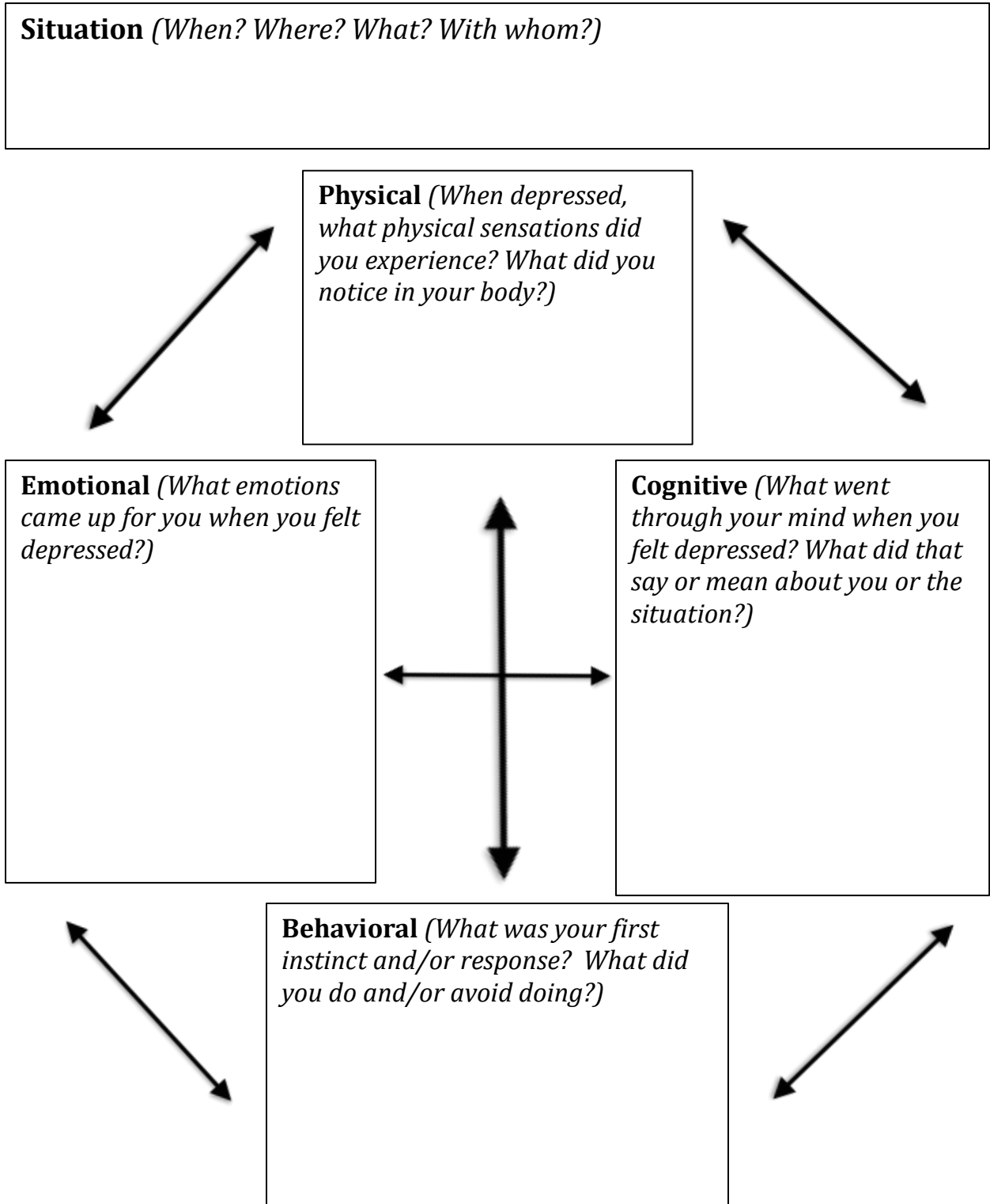
**Cognitive** (*What went through your mind when you felt depressed? What did that say or mean about you or the situation?*)

**I knew I shouldn't have asked her; she's way smarter than me and she knows it. If we had worked together, I only would have brought down the grade. I'm so stupid. She must hate me.**

**Behavioral** (*What was your first instinct and/or response? What did you do and/or avoid doing?*)

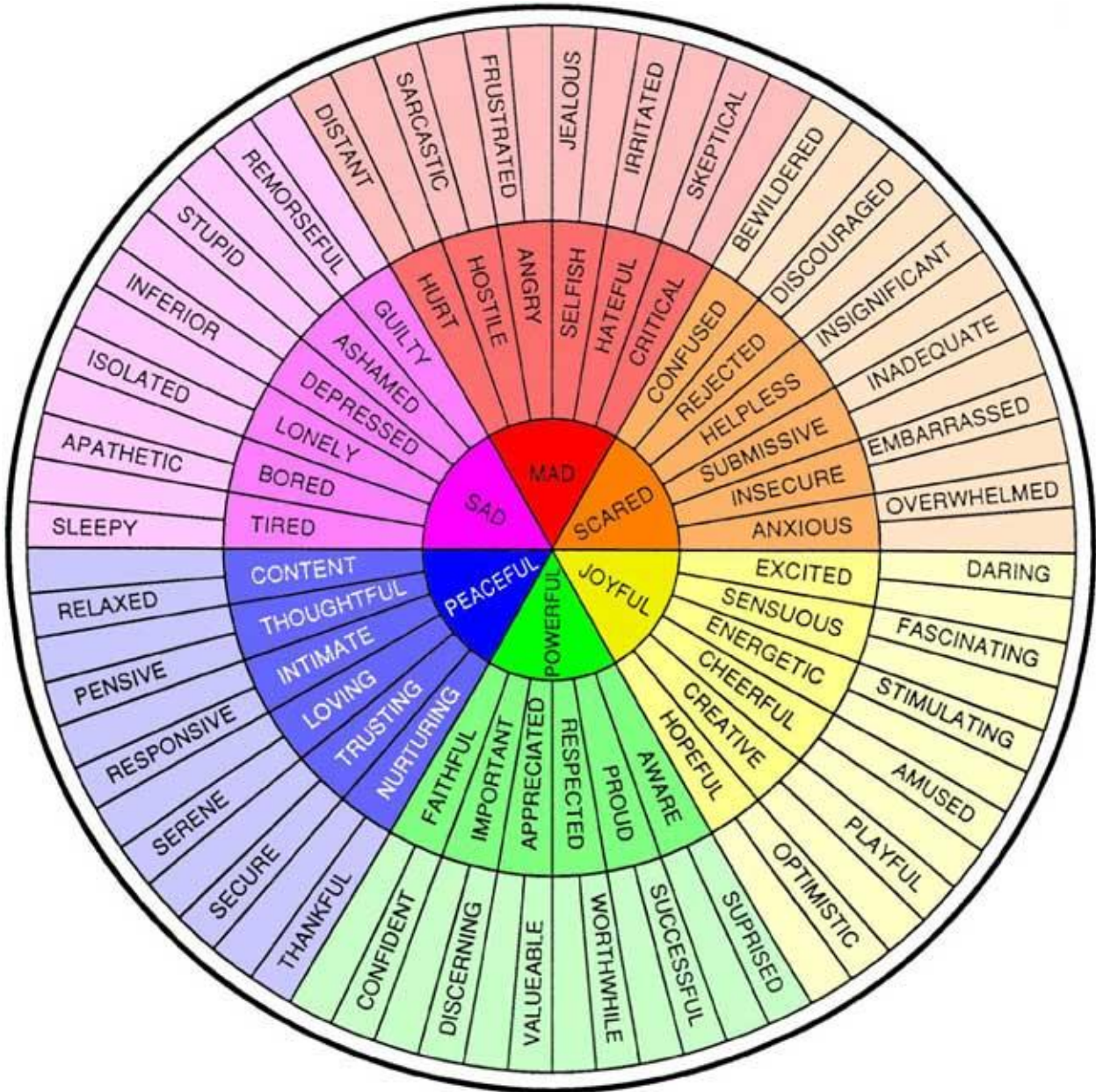
**I want to avoid asking anyone else in case they say no. I left class early and haven't found a partner to work with. I'll avoid talking to her in the future.**

# CBT Model Worksheet





# Feelings Wheel



*The Feelings Wheel. Wilcox, G. (1982)*

# Sleep Hygiene

1. **Get regular.** Set a sleep and wake time that stays consistent, even on weekends and days off!
2. **Get up and try again.** Try to wait to go to bed until you are tired. If after 30 minutes you still can't sleep, get up and do a calming task (such as reading) until you feel sleepy again.
3. **Avoid caffeine and nicotine.** Stop all caffeine (coffee, tea, soda, chocolate) or nicotine (cigarettes) intake at least 4-6 hours before bedtime. Research has shown that stimulants interfere with ability to fall asleep.
4. **Avoid alcohol.** Stop alcohol consumption at least 4-6 hours before bedtime, as it can impact quality of sleep.
5. **Bed is for sleeping.** We want our bodies to associate bed with sleep, so avoid using the bed for anything by sleep or sex.



6. **Electronics curfew.** The artificial lights in back-lit electronics interfere with our body's neurological sleep processes. Stop using electronics 60 minutes before bed.
7. **The right space.** Create a quiet and comforting sleep environment by using an eye mask and/or earplugs.
8. **No naps.** Naps for longer than 20 minutes or after 3pm can reset your circadian rhythm. Avoid naps, if possible.
9. **Sleep rituals.** We want to train our bodies to prepare for sleep. Creating a ritual (e.g., bedtime stretches, warm tea) can help.
10. **No clock-watching.** Watching the clock and counting the hours of sleep can increase anxiety when you're restless, and prevent you from adequate rest.
11. **Keep daytime routine the same.** Sleeping in on a morning after poor sleep can make things worse. Try to keep your daytime routine as planned so that you can be more tired at bedtime.



# Exercise Tips

1. **Find an enjoyable activity.** Exercise doesn't have to be boring. Choose a pleasurable activity, like playing badminton or doing yoga. Aim for fun, not more work.
2. **Start small.** Commit to 10 minutes of exercise a day or add exercise to your daily routine (like walking to school or doing push-ups in your room).
3. **Get outside.** The sun provides a mood "pick me up" of its own, producing serotonin in the brain. Take a walk outside or go swimming.
4. **Schedule it in.** It's easy to skip exercise when we don't plan. Put it in your phone as part of your daily to-do's and celebrate when you check it off.
5. **Mix it up.** To avoid feeling bored with exercise, try a number of different activities.



6. **Team up.** Depression can be isolating. Ask others to do team activities or find an exercise buddy for accountability and to increase social interaction.
7. **Minimize equipment.** Equipment can be expensive. Identify activities that don't require you to have equipment or facilities, like walking, running, or dancing.
8. **Follow your energy.** If your energy fluctuates throughout the day, try to plan to exercise when your energy is at its peak. Alternatively, exercise when feeling sluggish for an energy boost.
9. **Set goals.** Achieving goals improves mood and self-esteem. Set specific achievable exercise goals and reward yourself when you accomplish them.

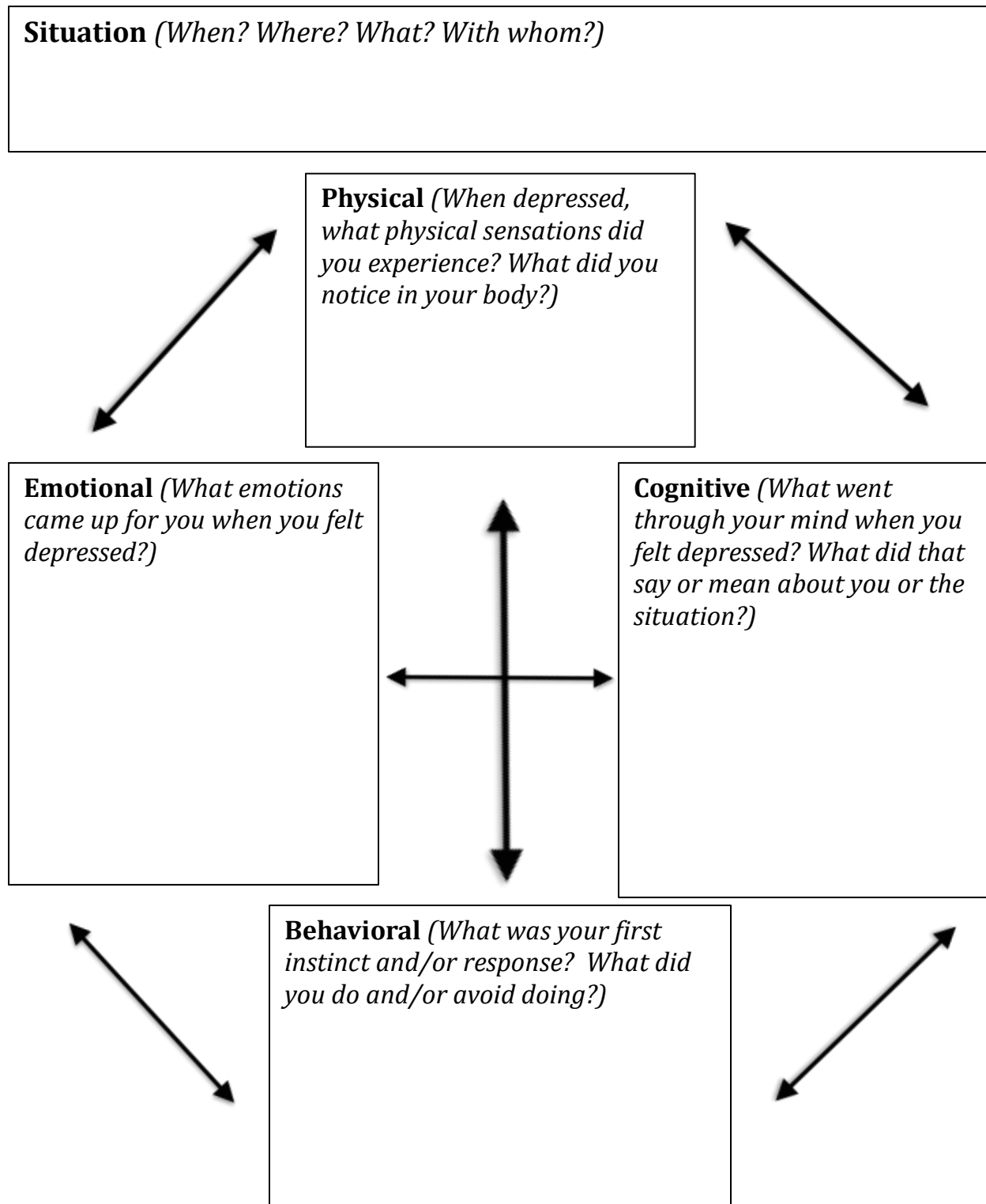


## **Session 1 Independent Practice Assignments**

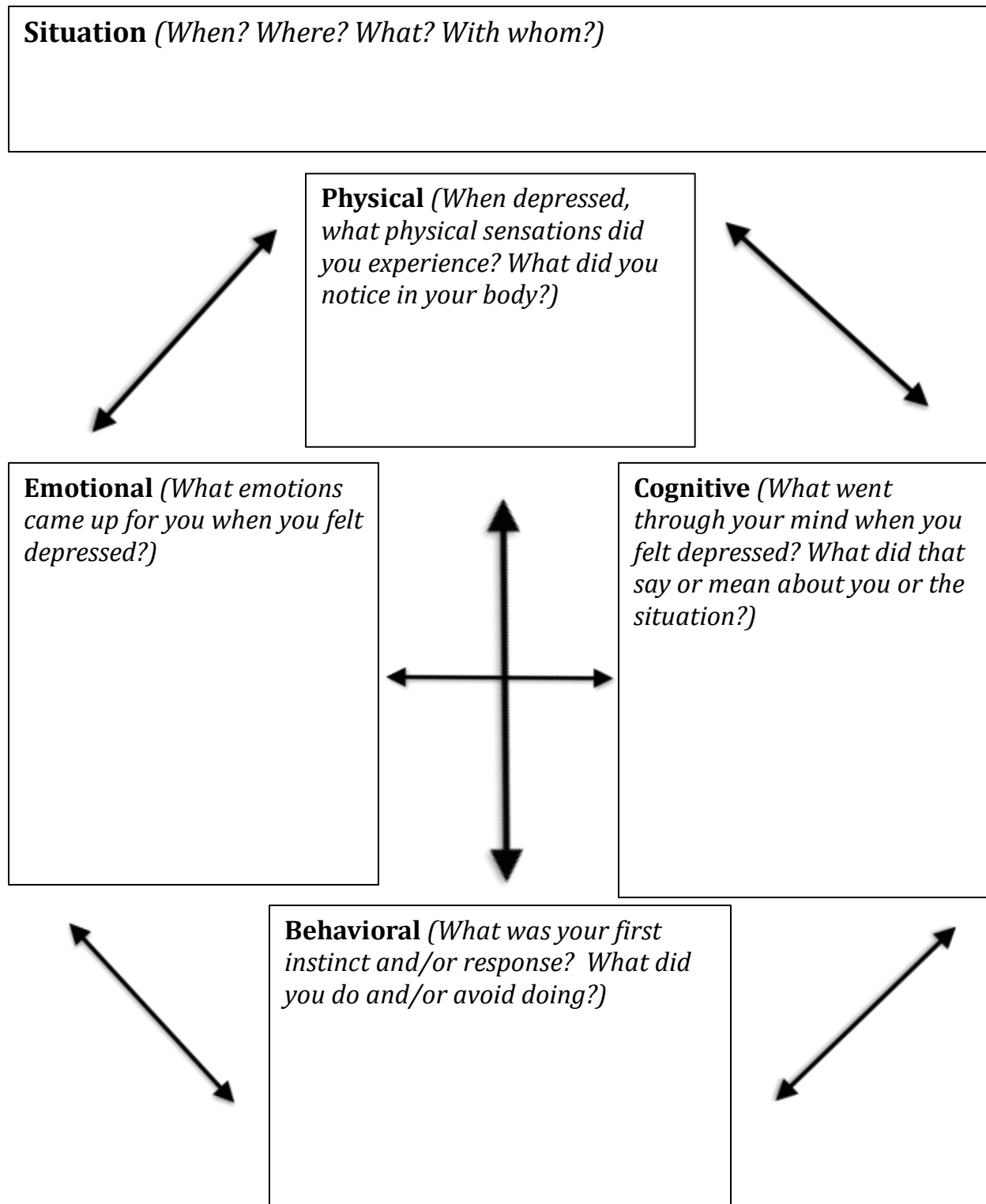
Practice1: Complete at least one CBT Model Worksheet for review during the next session (multiple blank copies provided starting on page 12).

Practice 2: Implement one sleep hygiene and one exercise tip before the next session.

## CBT Model Worksheet



## CBT Model Worksheet



## CBT Model Worksheet

<p><b>Situation</b> (<i>When? Where? What? With whom?</i>)</p>	
	<p><b>Physical</b> (<i>When depressed, what physical sensations did you experience? What did you notice in your body?</i>)</p>
<p><b>Emotional</b> (<i>What emotions came up for you when you felt depressed?</i>)</p>	<p><b>Cognitive</b> (<i>What went through your mind when you felt depressed? What did that say or mean about you or the situation?</i>)</p>
	<p><b>Behavioral</b> (<i>What was your first instinct and/or response? What did you do and/or avoid doing?</i>)</p>

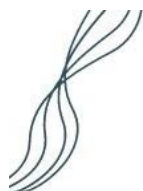
## CBT Model Worksheet

<b>Situation</b> ( <i>When? Where? What? With whom?</i> )	
	<p><b>Physical</b> (<i>When depressed, what physical sensations did you experience? What did you notice in your body?</i>)</p>
<p><b>Emotional</b> (<i>What emotions came up for you when you felt depressed?</i>)</p>	<p><b>Cognitive</b> (<i>What went through your mind when you felt depressed? What did that say or mean about you or the situation?</i>)</p>
	<p><b>Behavioral</b> (<i>What was your first instinct and/or response? What did you do and/or avoid doing?</i>)</p>

**SESSION 2:  
UNHELPFUL  
THOUGHTS AND  
BEHAVIORS**



## Getting “Stuck” in Depression



### *Depression* WHAT MAKES IT WORSE?

**LACK OF MOVEMENT**

**EXCESSIVE SOCIAL MEDIA OR TV**

**ISOLATION FROM LOVED ONES**

**NOT ASKING/REFUSING HELP**

**ALCOHOL + DRUGS**

**EXCESSIVE/NOT ENOUGH SLEEP**



# Unhelpful Thinking Styles

## All or Nothing

Seeing things in extremes (e.g., "If I'm not perfect, I'm a failure")



## Selective Evidence

Only noticing things that confirm what we already believe



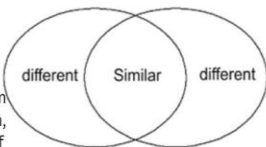
## Jumping to Conclusions

Inaccurate belief that we know what others are thinking/feeling



## Overgeneralizing

Drawing broad conclusions from a single event ("I failed my exam, I'll probably have to drop out of college")



## Disqualifying the Positive

Discounting or dismissing good things that happen to us (e.g., "My boss said I did great, but they were just being nice")



## Magnification + Minimization

Blowing things out of proportion or inappropriately minimizing their importance



## Rigid Thinking

Using critical words like "should" or "must" that contribute to shame



## Emotional Reasoning

Believing our feelings are facts



## Labeling

Understanding our character and that of others based on one instance (e.g., "I hurt my friend, I'm such a bad person")



## Personalization

Blaming ourselves inappropriately or taking things personally

## Unhelpful Behaviors

Get up at different times every morning	Go to bed at different times every night	Miss class	Don't do a homework assignment	Wait until the last minute to get something done	Stop washing your hair
Stop brushing your teeth	Skip a test	Stop going to team or club meeting	Ignore or decline invites to hang out	Skip a meal	Over eat
Eat lots of junk food	Drink alcohol regularly or Binge drink	Smoke cigarettes or Vape	Stop talking to/actively avoid your friends	Stop talking to/actively avoid your family	Don't seek help when you are struggling
Stay inside all the time	Play video games for hours	Constantly monitor social media	Stay in your bed	Stay in your room; don't leave	Stop talking to your roommate
Stop completing tasks	Stop going to work	Stop exercising	Watch a lot of TV	Only eat one meal a day	Argue with other people
Stop doing your hobbies	Only focus on the negative	Skip your therapy or psychiatry appointment	Use recreational drugs	Sleep all day	Don't move
Only listen to music that makes you sad, angry or upset	Stop smiling and laughing	Stop going to church, meditating or praying	Let your room get really disorganized	Self-harm	Smoke marijuana

## **Session 2 Independent Practice**

Practice1: Complete “Maintaining Depressed Mood” worksheet (page 21)

Practice 2: Complete at least one CBT Model Worksheet for review during the next session (multiple blank copies provided starting on page 22)

## Maintaining Depressed Mood

Your task is to be a curious investigator or scientist in the study of you for at least two days this week. What are your thought and behavior patterns that perpetuate feeling depressed? What perpetuates feeling okay or good? What is not working and what is working?

### **Things I think and do that maintain my depressed mood:**

Examples of thoughts: Magnification, disqualifying the positive, emotional reasoning

Examples of behaviors: Skip meals, stop exercising, stay up late, stop showering, miss class, avoid friends

Day	Thoughts	Behaviors
1		
2 (Sat or Sun)		

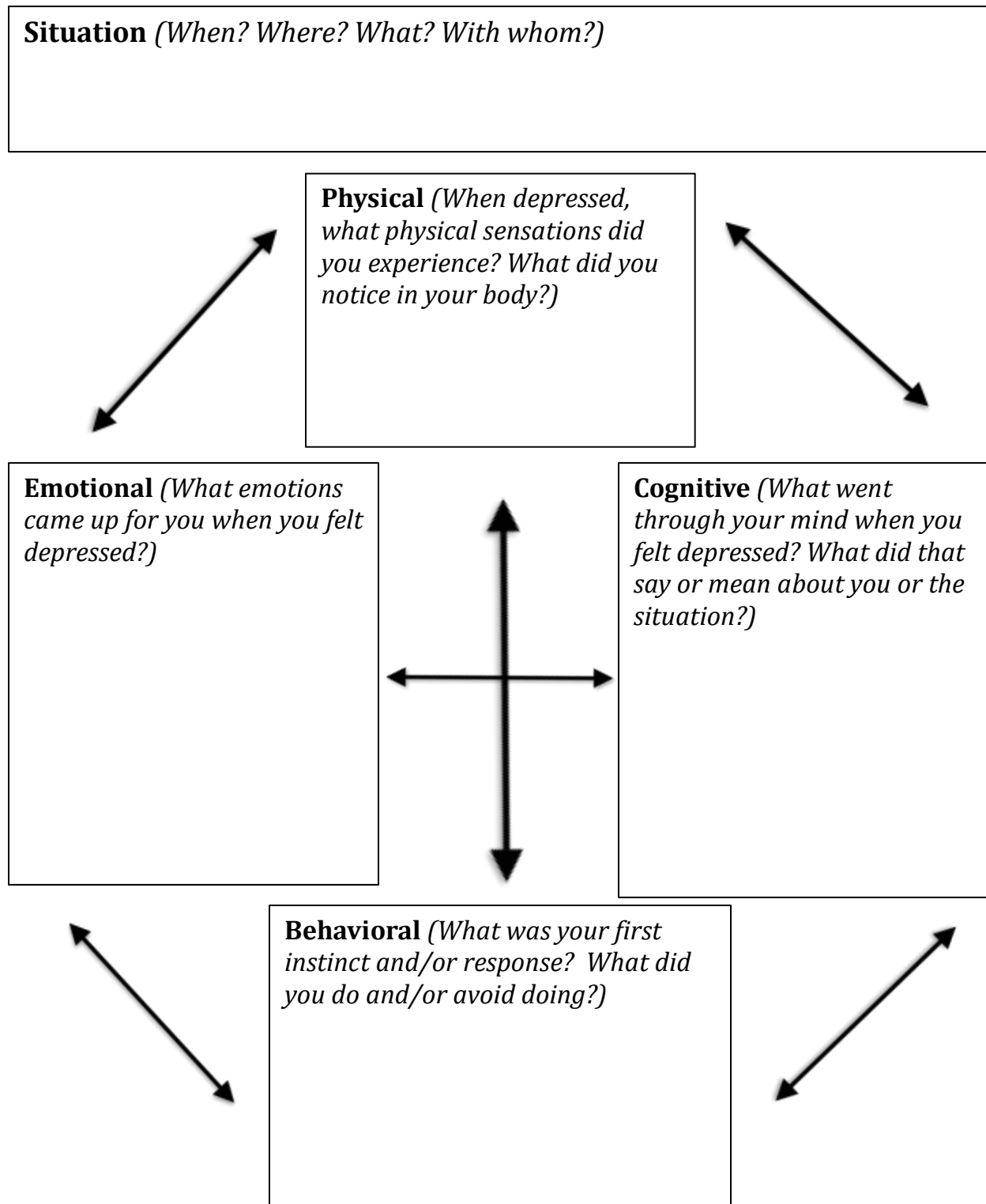
### **Things I think and do that help me feel okay, good, and/or accomplished:**

Examples of thoughts: Compliment yourself, give yourself credit for doing something, talk back to your negative thoughts, remind yourself to be gentle to yourself, think about a good memory

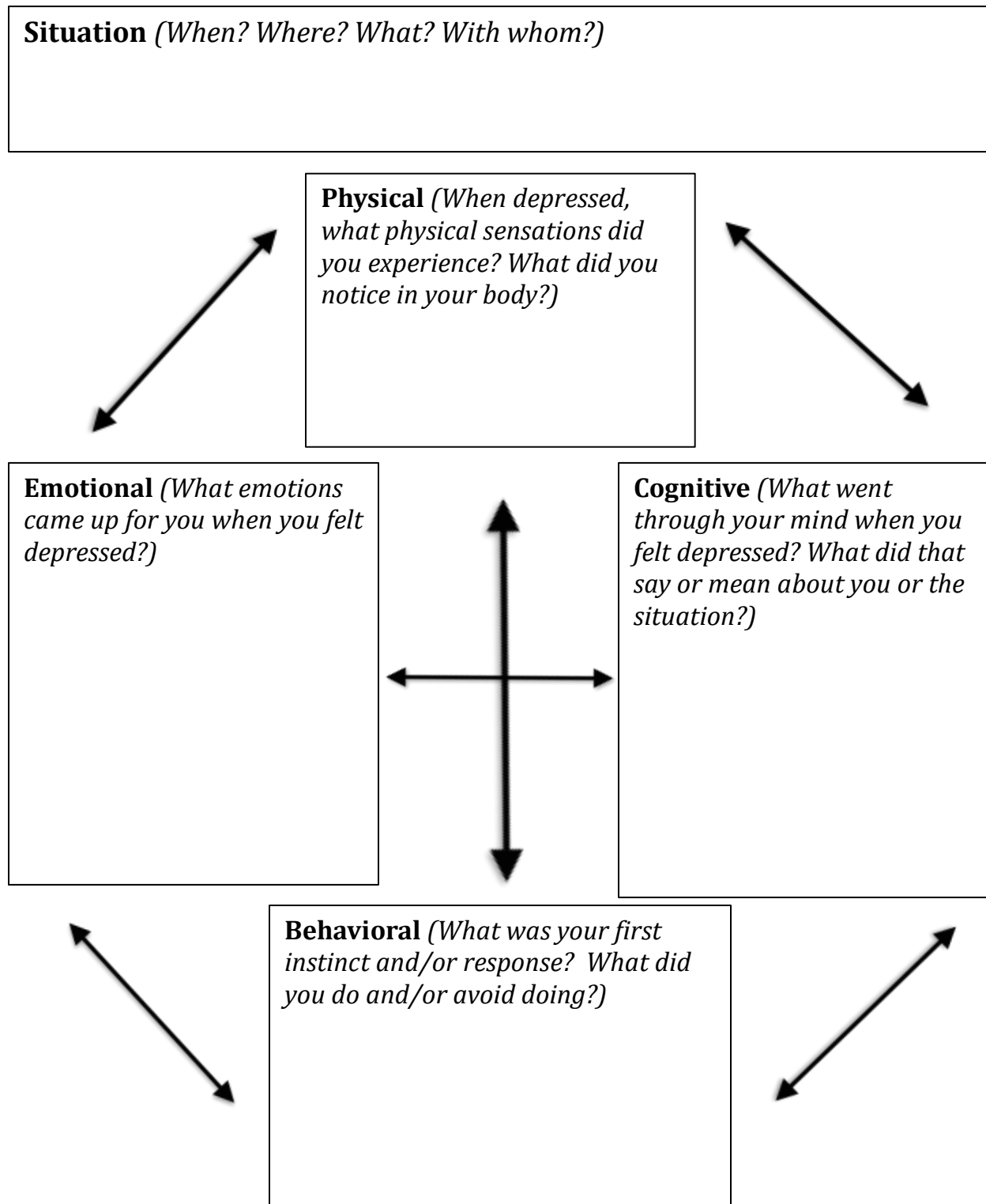
Examples of behaviors: Read a book for fun, go to a club meeting, brush my teeth at night, go to the library to study, clean/organize my room, eat breakfast, take vitamins, call a friend, go to a coffee shop, do a chore

Day	Thoughts	Behaviors
1		
2 (Sat or Sun)		

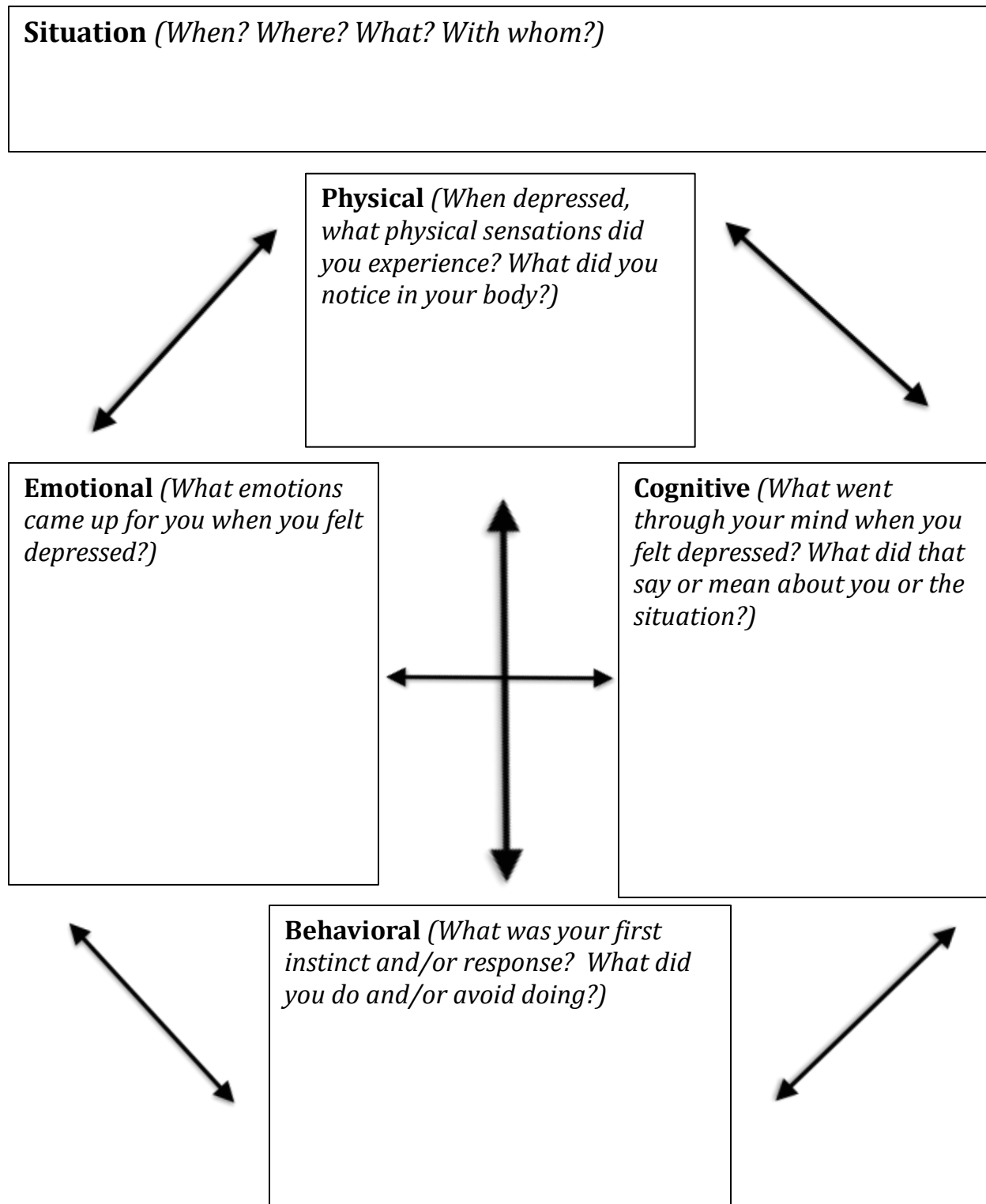
## CBT Model Worksheet



## CBT Model Worksheet

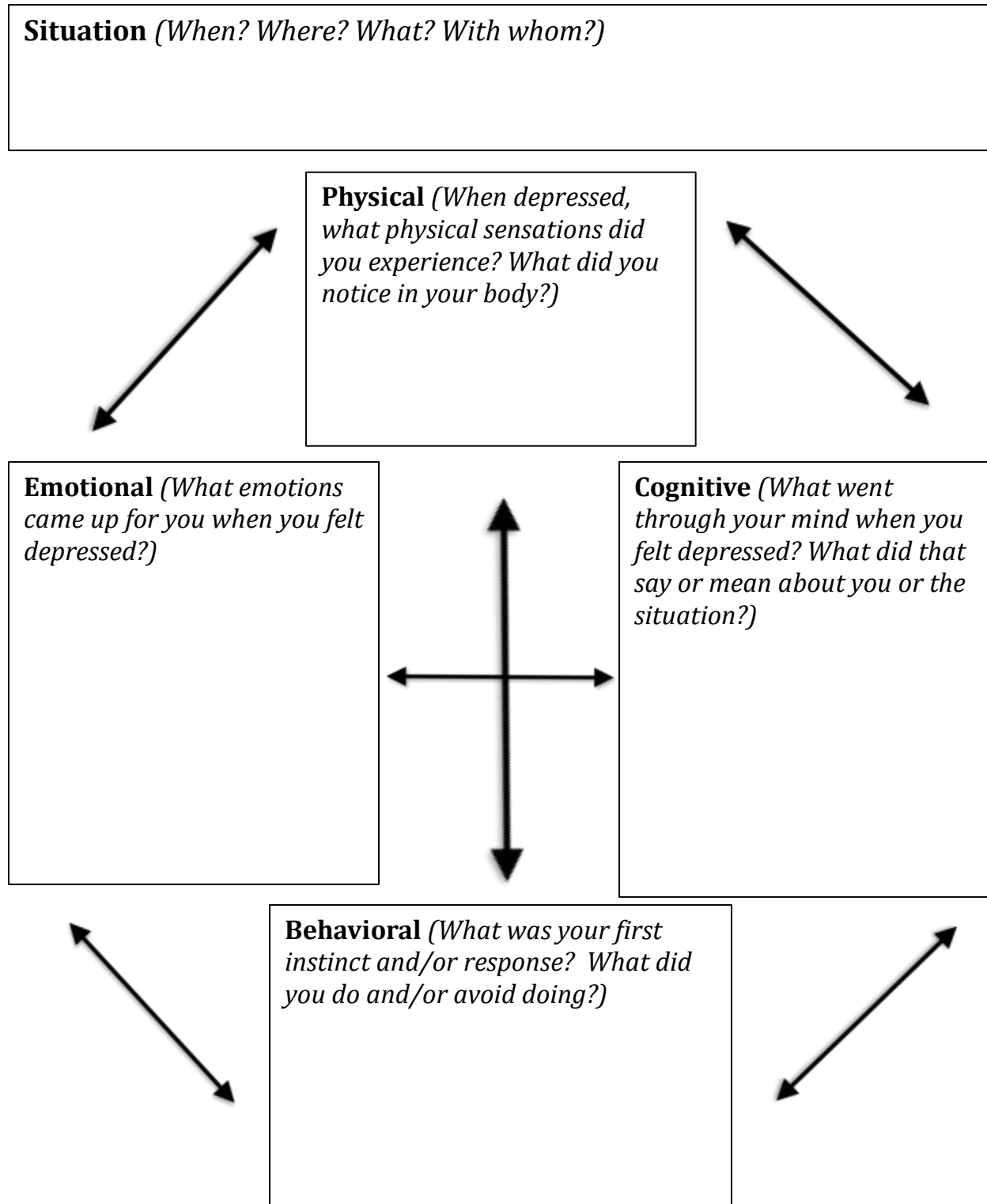


## CBT Model Worksheet





## CBT Model Worksheet



# **SESSION 3: MODIFYING THOUGHTS AND BEHAVIORS**

## Self-Affirmations

This cheat sheet should help you create self-affirmations that are effective and personalized. Affirmations can focus on several categories, including character traits, physical attributes, and skills and/or accomplishments.

1. Start your affirmations with “I am” (e.g., “I am a good friend”)
2. Keep them short (we don’t need a novel)
3. Keep them positive (avoid saying “not”)
4. Use feeling words when you can (e.g., “I am proud of myself”)
5. Keep them focused on you (after all, they are **self**-affirmations)

Examples: “I am proud that I am hard-working” or “I am thankful for my strong legs”

### My Self-Affirmations:

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**Feeling stuck?** Ask yourself questions like these:

- When was a time that you felt proud of yourself and why?
- Think of a time when you helped someone.
- Have you ever received a compliment that you agree with?
- What would your best friend or a loved one say about you?

**Feeling Guilty?** Consider this:

- We are socialized to ignore or minimize our positive characteristics.
- Unfortunately, we then just dwell on our “negatives.”
- Practicing self-affirmations helps bring balance and improve mood.

## Alternative Thoughts Worksheet

**Situation:** (*When? Where? What? With whom? What did you feel depressed about?*)

***I have a group assignment due for my class. I asked a fellow classmate to be my partner, but she declined.***

### Things to Ask Myself:

1. *What are other ways of looking at this situation?*
2. *Am I looking at the whole picture?*
3. *Are the depressed thoughts 100% true/accurate, 100% of the time?*
4. *What might be a more helpful way of thinking about this situation?*
5. *What unhelpful thinking styles might I be using here?*
6. *What evidence do I have that my thoughts are true? Or **not** true?*
7. *What is the probability that my thoughts will happen? What are some other things that could happen that are equally, if not more, probable?*
8. *Have I had any experiences in the past that suggests that this thought might not be COMPLETELY true ALL of the time?*
9. *Can I really predict the future? Is it helpful to try? What is more helpful?*
10. *Am I exaggerating how bad the result might be? What is more realistic?*
11. *Can I read people's minds? What else might they be thinking?*
12. *If a friend or loved one were in this situation and had this thought, what would I tell them?*
13. *Are these thoughts helpful?*

### Alternative Thoughts and Images:

*She might already have a partner.*

*I've done well in this class so far, so it's unlikely that I am stupid.*

*Not everyone is going to like me and that is okay.*

*There's no evidence that she hates me. She just might like working alone.*

*I can always ask someone else to be my partner.*

## Alternative Thoughts Worksheet

**Situation:** *(When? Where? What? With whom? What did you feel depressed about?)*

### Things to Ask Myself:

1. *What are other ways of looking at this situation?*
2. *Am I looking at the whole picture?*
3. *Are the depressed thoughts 100% true/accurate, 100% of the time?*
4. *What might be a more helpful way of thinking about this situation?*
5. *What unhelpful thinking styles might I be using here?*
6. *What evidence do I have that my thoughts are true? Or **not** true?*
7. *What is the probability that my thoughts will happen? What are some other things that could happen that are equally, if not more, probable?*
8. *Have I had any experiences in the past that suggests that this thought might not be COMPLETELY true ALL of the time?*
9. *Can I really predict the future? Is it helpful to try? What is more helpful?*
10. *Am I exaggerating how bad the result might be? What is more realistic?*
11. *Can I read people's minds? What else might they be thinking?*
12. *If a friend or loved one were in this situation and had this thought, what would I tell them?*
13. *Are these thoughts helpful?*

### Alternative Thoughts and Images:

# Challenging Unhelpful Thinking Styles

## All or Nothing

Things are rarely black and white- life is complex and full of nuance.



## Selective Evidence

What if I approached this situation from a different perspective? Is the way I am thinking just confirming what I usually believe?



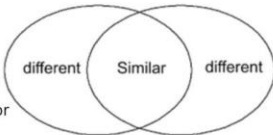
## Jumping to Conclusions

Am I making any assumptions here? Am I assuming I know what others are thinking?



## Overgeneralizing

Is this always true, or just true sometimes? Is there evidence for what I am seeing here?



## Disqualifying the Positive

Am I dismissing myself? Am I only noticing the bad? Where can I celebrate myself?



## Magnification + Minimization

I may be thinking of the worst possible scenario and projecting that onto this situation. What is most likely to happen?



## Rigid Thinking

Do I have unrealistic expectations? Am I putting pressure on myself unnecessarily?



## Emotional Reasoning

My feelings are a response to my thoughts, and my thoughts aren't always completely true or accurate. I don't have to be attached to my thoughts.



## Labeling

Would I believe this to be true about someone I care about? Is this fair and reasonable?



## Personalization

Am I actually fully responsible for this situation? What else could be happening here?

## Other Helpful Thought Tips

1. **Stopping.** Interrupt a thought as it begins. Use a strong image or a word to interrupt the thought. Strongly state it, either internally or aloud.



2. **Distracting.** Redirect your mind to something else internally or externally, preferably something pleasant and engaging.

3. **Mindful Observing.** Watch, label, or log your thoughts. Use the language “I am thinking ...” or “My mind is having the thought that...” to distance yourself from the thought.



4. **Understanding.** Begin to understand where thoughts come from by asking a number of questions, including: What is the purpose of this thought? Does it tie to a specific schema?

5. **Mindfully Letting Go.** Use imagery or words to visualize thoughts passing by. Good examples are clouds in the sky or leaves on a stream.



6. **Gratitude.** Try to focus on something that you are grateful for from the past, present, or future.

## **Helpful Behavioral Tips**

The following lists of ideas are meant to get you thinking about possibilities for helpful behaviors. The activities do not have to be huge commitments; focus on small baby steps. Choose activities that are do-able for you when you are feeling down. The more success you have in doing the little things, the more likely you will be motivated to try more things.

### **Ideas for Socializing**

- |   |   |
|---|---|
| <input type="checkbox"/> Watch a movie with a friend                    | <input type="checkbox"/> Go to a gym class, dance class, martial arts class, etc. |
| <input type="checkbox"/> Go to an intramural or CP game                 | <input type="checkbox"/> Go eat free samples at Farmer's Market                   |
| <input type="checkbox"/> Go to the library, UU, or dorm lounge to study | <input type="checkbox"/> Plan to eat a meal with a roommate/friend                |
| <input type="checkbox"/> _____  | <input type="checkbox"/> _____  |

### **Ideas for Pleasant Activities**

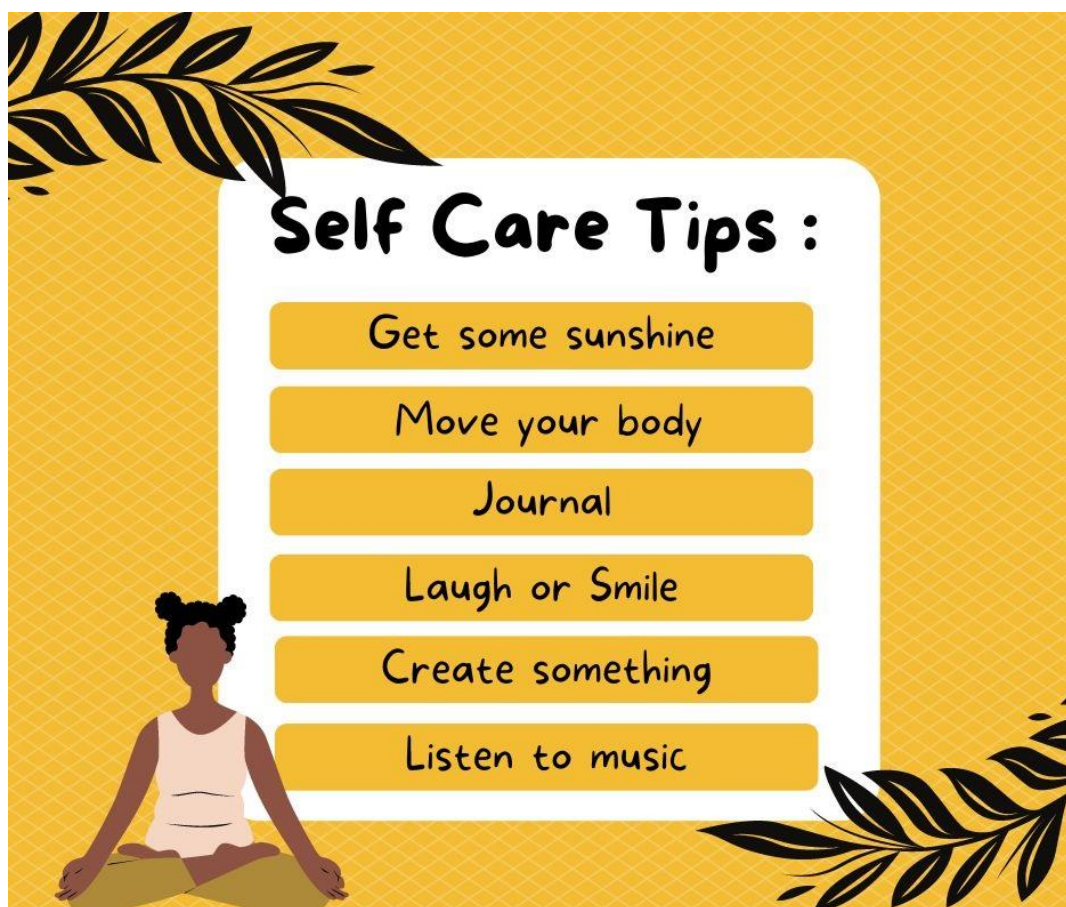
- |   |   |
|---|---|
| <input type="checkbox"/> Play with a pet                | <input type="checkbox"/> Color/Paint/Draw/Sculpt            |
| <input type="checkbox"/> Go shopping or window shopping | <input type="checkbox"/> Write a poem, music, play, story   |
| <input type="checkbox"/> Fix/tinker with something      | <input type="checkbox"/> Read for fun                       |
| <input type="checkbox"/> Listen to music                | <input type="checkbox"/> Watch the sunset/rise at the beach |
| <input type="checkbox"/> _____                          | <input type="checkbox"/> _____                              |

### **Ideas for Mastery Activities**

- |   |   |
|---|---|
| <input type="checkbox"/> Wash a dish or two (even if they aren't yours) | <input type="checkbox"/> Read a chapter or a page of your homework assignment |
| <input type="checkbox"/> Do laundry                                     | <input type="checkbox"/> Take out the trash                                   |
| <input type="checkbox"/> Return a phone call                            | <input type="checkbox"/> Pay a bill   |
| <input type="checkbox"/> Write that email to your professor             | <input type="checkbox"/> _____  |



## Other Helpful Behavioral Tips for Managing Depression



**Getting Sunlight:** Try to get at least 5 to 15 minutes of direct sunshine each day. Sunlight increases our serotonin levels (as well as necessary Vitamin D!), which is associated with mood improvements.

**Body Movement:** Finding time each day to move your body by practicing yoga, walking, stretching, dancing, or other forms of exercise is critical to improving your mood. Moving your body increases dopamine and stimulates the release of serotonin, and can make you feel more confident. Try a yoga pose that opens your chest to increase positive emotions!

**Smile or Laugh:** Did you know that your brain cannot distinguish between a real or fake smile, or real or fake laughter? If your brain receives signals from your body that you feel happy, then you're more likely to experience feelings of happiness.

**Journal:** Writing down your emotions and your story is powerful, and can help you to organize your thoughts and process what you are feeling. It is also a way to validate your experience and your emotions!

## Alternative Response Worksheet

**Situation:** (*When? Where? What? With whom? What did you feel depressed about?*)

***I have a group assignment due for my class. I asked a fellow classmate to be my partner, but she declined.***

<p><b>Alternative Thoughts and Images:</b> (<i>Are these thoughts helpful? Are the depressed thoughts 100% true/accurate, 100% of the time? What are other ways of looking at this? What is the bigger picture?</i>)</p> <p><b><i>She might already have a partner.</i></b></p> <p><b><i>I've done well in this class so far, so it's unlikely that I am stupid.</i></b></p> <p><b><i>Not everyone is going to like me and that is okay.</i></b></p>	<p><b>Alternative Behaviors:</b> (<i>What could you do that would be more helpful for you, others, &amp;/or the situation? What are coping strategies that might be helpful?</i>)</p> <p><b>Coping Strategies that I Can Use:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Deep breathing</i></li> <li><input type="checkbox"/> <i>Distract myself</i></li> <li><input type="checkbox"/> <i>Seek support from a friend/ family member</i></li> <li><input type="checkbox"/> <i>Do a pleasurable activity</i></li> <li><input type="checkbox"/> <i>Use alternative response worksheet</i></li> <li><input type="checkbox"/> <i>Other _____</i></li> <li><input type="checkbox"/> <i>Other _____</i></li> </ul>	<p><b>Alternative Feelings:</b> (<i>What are feelings that are more helpful? What if you acted and thought differently about the situation? How might these changes help you feel differently?</i>)</p> <p><b><i>Optimistic</i></b></p> <p><b><i>Confident</i></b></p> <p><b><i>Relaxed</i></b></p> <p><b><i>Neutral</i></b></p>
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**Outcome:** (*What was the original outcome? Using these new alternatives, what would you like the outcome to be in the future?*)

***Original outcome: I left class early and e-mailed my professor to assign me a partner. Next time: I would like to say, "thanks anyway" and will ask a person with whom I have worked well in the past.***

## Alternative Response Worksheet

**Situation** (*When? Where? What? With whom? What did you feel depressed about?*)

**Alternative Thoughts and Images:** (*Are these thoughts helpful? Are the depressed thoughts 100% true/accurate, 100% of the time? What are other ways of looking at this? What is the bigger picture? )*

**Alternative Behaviors:** (*What could you do that would be more helpful for you, others, &/or the situation? What are coping strategies that might be helpful?*)

**Coping Strategies that I Can Use:**

- Deep breathing
- Distract myself
- Seek support from a friend/ family member
- Do a pleasurable activity
- 
- Other \_\_\_\_\_
- Other \_\_\_\_\_

**Alternative Feelings:** (*What are feelings that are more helpful? What if you acted and thought differently about the situation? How might these changes help you feel differently?*)

**Outcome:** (*What was the original outcome? Using these new alternatives, what would you like the outcome to be in the future?*)

## **If you're having trouble, ask yourself these questions:**

### *Alternative THOUGHTS:*

1. What are other ways of looking at this situation?
2. Am I looking at the whole picture?
3. What might be a more helpful way of thinking about this situation?
4. What unhelpful thinking styles might I be using here?
5. What is the evidence that my thoughts are true? Is there an alternative way of thinking about this situation that is more accurate?
6. What is the probability that my thoughts will happen? What are some other things that could happen that are equally, if not more, probable?
7. Have I had any experiences in the past that suggests that this thought might not be COMPLETELY true ALL of the time?
8. Can I really predict the future? Is it helpful to try? What is more helpful?
9. Am I exaggerating how bad the result might be? What is more realistic?
10. Can I read people's minds? What else might they be thinking?
11. If a friend or loved one were in this situation and had this thought, what would I tell them?

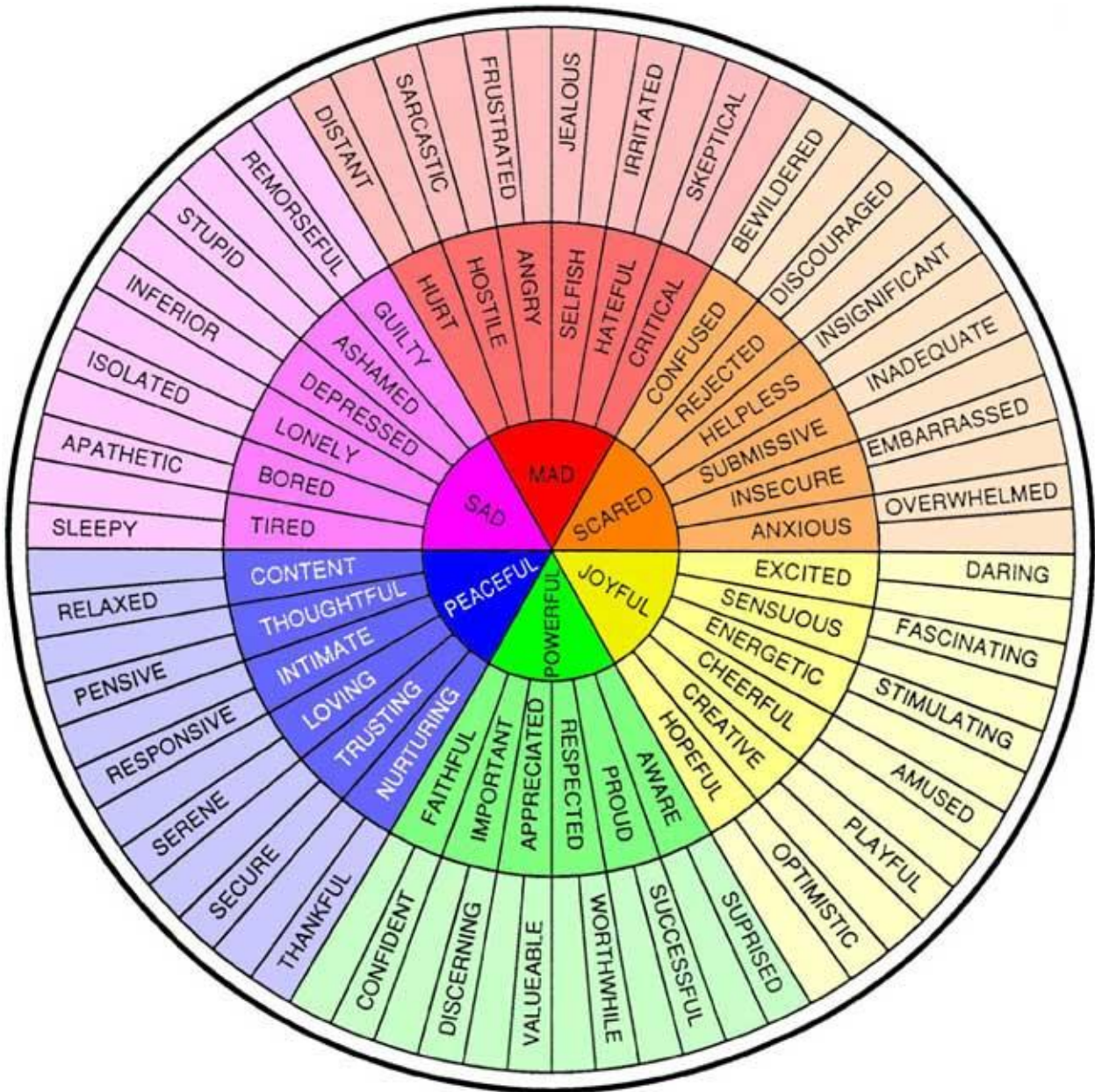
### *Alternative BEHAVIORS:*

1. What could I do in the moment that would be more helpful?
2. What's a better thing to do (for me, for others, or for the situation)?
3. If my feared situation happens, how will I cope? What coping skills can I use to handle my feared situation? What have I done in the past that was successful?
4. Do I need to work on acceptance, letting go of control, being okay with less than perfect, or having faith in the future and myself?
5. Breathe: Focus your attention on your breathing. Imagine you have a balloon in your belly, inflating on the in-breath, deflating on the out-breath.

### *Alternative FEELINGS:*

1. What might it feel like if I acted/thought differently?
2. When I'm not feeling this way, do I think about this situation differently?
3. Are there any strengths or positives in me or about the situation that I might be ignoring?
4. What else might this feeling be related to? Is it *really* about feeling \_\_\_\_?
5. Tell yourself: "This feeling will pass."

## Feelings Wheel



*The Feelings Wheel.* Wilcox, G. (1982)

## **My Personalized Plan**

1. My depressive symptoms (e.g., lack of motivation, reduced sex drive) [located on page 6]:
2. My unhelpful thinking styles (e.g., catastrophizing) [located on page 18]:
3. My unhelpful behaviors (e.g., isolating) [located on page 19]:
4. One sleep and one exercise tool I plan to use [located on page 10]:
5. Two thought exercises I plan to use (e.g., alternative responses, self-affirmations) [located on pages 27-28, 31]:
6. Two behavioral tips I plan to use (e.g., pleasant event, mastery activity) [located on pages 32-33]:

# APPENDIX

## Understanding Depressive and other Related Disorders

While some depressive symptoms (i.e., sadness) are experienced by everyone, depressive and other related disorders are characterized by significant distress or impairment in social, academic/occupational, or other important areas of functioning (e.g., your general ability to function in life).

Some of the most common disorders include:

<b>Major Depressive Disorder:</b>	Involves experiencing depressive episodes, which must last for two weeks, and include a minimum of 5 symptoms.
<b>Persistent Depressive Disorder:</b>	A less extreme depressive presentation that includes a depressed mood and at least 2 other symptoms that last for at least two years. May have episodes of major depression along with periods of less severe symptoms, but symptoms must last for two years.
<b>Premenstrual Dysphoric Disorder:</b>	Several depressive symptoms present consistently during the week prior to menses.
<b>Bipolar II Disorder:</b>	Includes experiences of both depressive episodes as well as "mixed" or hypomanic episodes (i.e., elevated mood with other expansive symptoms).
<b>Cyclothymic Disorder:</b>	Persistent periods of alternating between "highs" and "lows" that are subthreshold for hypomanic and depressive episodes.
<b>Disruptive Mood Dysregulation Disorder:</b>	Recurrent temper outbursts and persistently irritable or angry mood for at least one year (present between ages 6-18).