

Living and Coping with Worry, Anxiety and Depression

April 2020

A workbook to accompany the self-help video series available at:

<https://www.cpft.nhs.uk/services/pws/covid-support-videos.htm>

Episode 3: Worry and Anxiety

Parts 1 – 8

CPFT staff
involved in the
development of
this video series:

Karen Adams
Trish Barker-Barrett
Laura Bratt
Amanda Burns
Katie Byron
Sandy Dixon
Liz Dolman
Michelle Espley
Illana Foreman
Daniel Gardiner

Vanessa Godden
Michelle Griffiths
Rona Hardy
Sarah Hughes
Megan Johnson
Hemma Keshri
Andreas Michaelidas
Katie Molloy
Melanie Staley
Mary Weerasinghe

& The Project and Comms Teams



**Peterborough
Exemplar**

Joined Up Mental Health Services



Pride in our adult and specialist mental health services

Contents

Part 1: Helpful/Unhelpful Worry	Page 3
Worry Scale	Page 4
The Worry Chain	Page 5
The Worry Tree	Page 6
Blank Worry Tree	Page 7
Part 2: Checking Facts & Hypervigilance	Page 8
Checking Facts Chain	Page 9
Checking Facts Worksheet	Page 10
Part 3: Problem Solving	Page 12
Steps to Problem Solving	Page 14
SMART Goals Worksheet	Page 17
Part 4: Worry Time	Page 18
The Worry Technique	Page 19
Part 5: Thought Records	Page 21
Example Thought Records	Page 22
Blank Thought Record	Page 24
Thinking Errors	Page 25
Part 6: Distraction	Page 26
ACCEPTS Technique	Page 27
Part 7: Defusion	Page 29
FACE Technique	Page 30
Take Your Mind for a Walk	Page 31
How Helpful is that Thought?	Page 32
Get off your Buts	Page 33
Part 8: Mindfulness	Page 34
54321 Grounding Technique	Page 35
Useful Links	Page 36

Part 1:

What is helpful/unhelpful
worry?

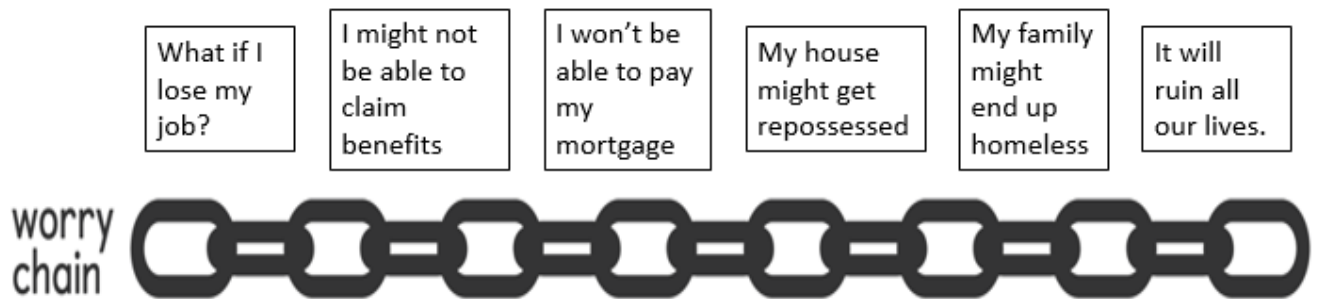
The Worry Scale: Understanding Worry



Unhelpful worries

Checklist

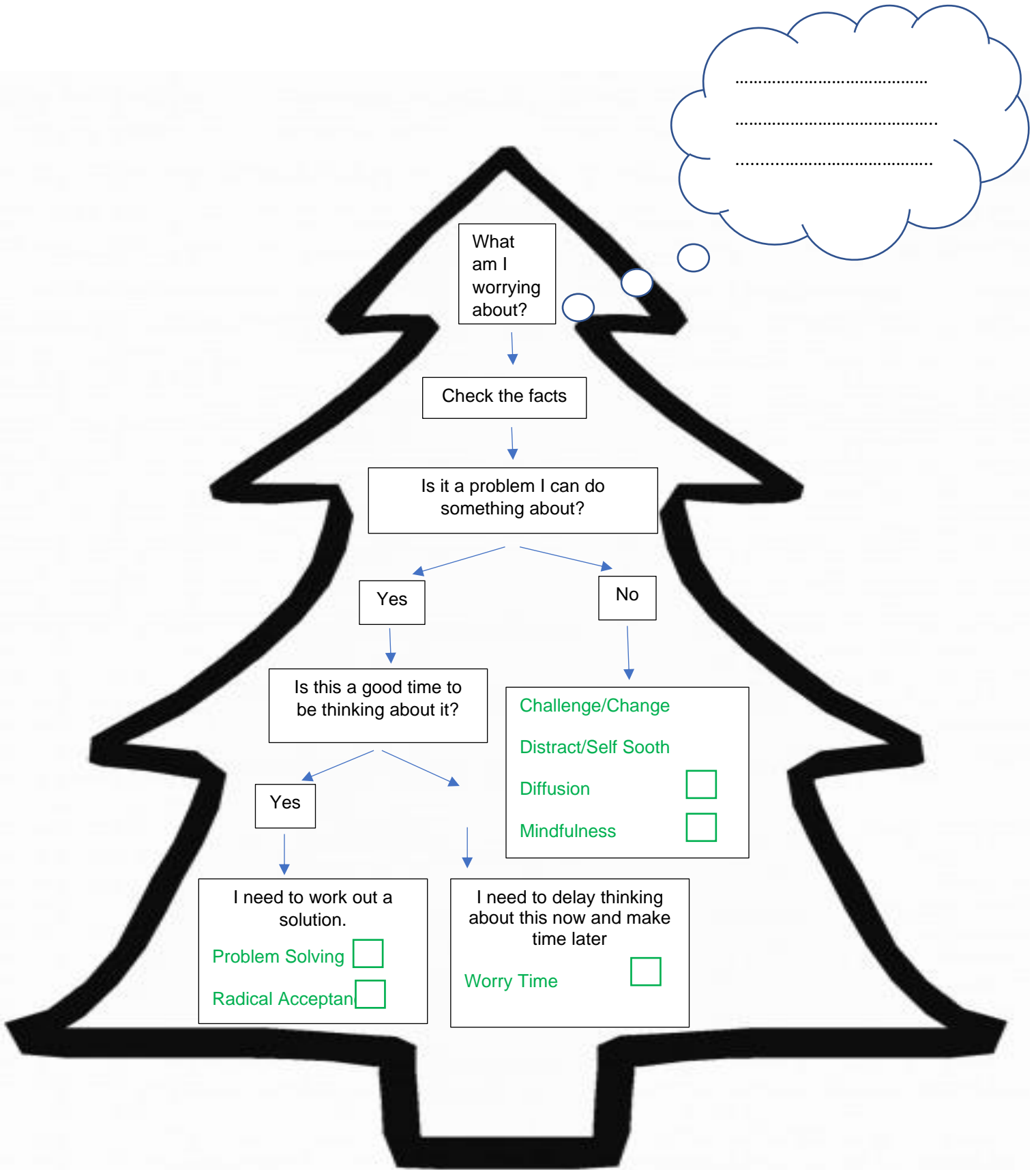
- Is it a worry you have control over?
- Are you catastrophizing (lots of what if's)?
- Is there evidence that this is linked to anything right happening now?
- Is it likely?
- Does it distract you from taking action about the immediate problem?
- Is it effective to be thinking this right now?



The Worry Tree



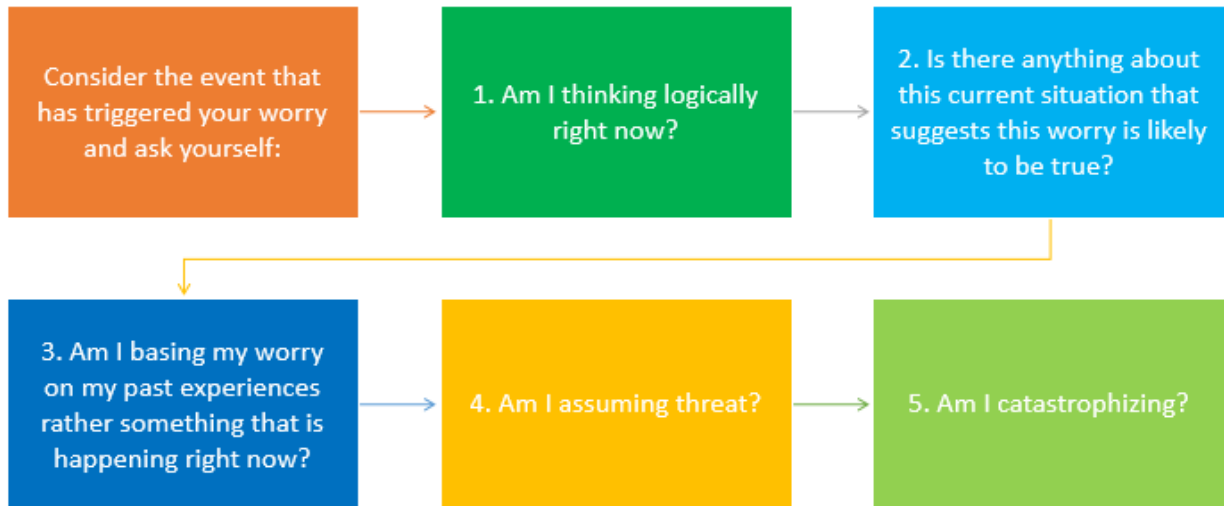
Blank Worry Tree



Part 2:

Checking Facts & Hypervigilance

Checking Facts



Checking Facts Worksheet

If you aren't clear on the facts, it is hard to problem-solve an emotional situation. You must know what the problem is before you can solve it. This worksheet helps you figure out whether the event that is causing your emotion, if it's your interpretation of the event, or both. Use your mindfulness skills of observing and describing. Observe the facts, and then describe the facts observed.

Step 1	Ask: What emotion do I want to change?	
	Emotion Name:	Intensity (0-100): Before: After:
Step 2	Ask: What is the Prompting Event for my emotional reaction? Describe the Prompting Event: What happened to make you feel this emotion? Who did what to whom? What led up to what? What is it about this event that is problematic for you? Be very specific.	
	Check the Facts! Look for extremes and judgments in the way you are describing the prompting event. If you need to, rewrite the facts to be more accurate.	
Step 3	Ask: What are my interpretations (thoughts, beliefs, etc.) about the facts? What am I assuming? Am I adding my own interpretations to the description of the prompting event?	
	Check the Facts! List as many other possible interpretations of the facts as you can.	

	<p>Rewrite the facts, if necessary. Try to check how accurate your interpretations are. If you can't check the facts, write out a likely or a useful (i.e., effective) interpretation.</p>
Step 4	<p>Ask: Am I assuming a threat? What is the threat? What is it about this event or situation that is threatening to me? What worrisome consequences or outcomes am I expecting?</p> <p>Check the Facts! List as many other possible outcomes as you can, given the facts.</p> <p>Rewrite the facts if needed. Try to check how accurate your expectations are. If you can't check out probable outcomes, write out a likely non-catastrophic outcome to expect.</p>
Step 5	<p>Ask: What's the catastrophe, even if the outcome I am worrying about does occur? Describe in detail the worst outcome you can reasonably expect.</p> <p>List and describe ways to cope if the worst does happen.</p>

Step 6	<p>Ask: Does my emotion (or its intensity or duration) fit the facts? (0 = not at all to 5 = I am certain): _____</p> <p>If you are unsure whether your emotion or your emotional intensity fits the facts (for example, you give a score of 2, 3, or 4), keep checking the facts. Be as creative as you can be; ask others for their opinions; or do an experiment to see if your predictions or interpretations are correct.</p> <hr/> <p>Describe what you did to check the facts:</p> <div data-bbox="229 678 1501 958" style="border: 1px solid black; height: 125px;"></div>

Part 3:

Problem Solving

Steps to Problem Solving

Even though we might sometimes manage to solve a lot of problems quite easily, when we get very anxious we often lose our ability to think clearly. We reach a stage where we struggle to solve the easiest puzzle. As you become better at managing your anxiety, it will be easier to think about problems, but this structure can remind you of what needs to be done. Read it through, and then complete the flow diagram below or draw out your own.

1. Define the problem

This sounds surprisingly obvious, but often when your emotions are aroused it's hard even to see what the problem is. Try to write it down as clearly as you can.

2. Break the problem down into small parts

Think of all the different aspects of the problem and write these down too.

3. Think of all possible solutions

Even if some of the solutions you come up with are daft and you 'know' they won't work, write them down anyway. Writing down crazy solutions will free your mind. Think of what the cleverest person in the world might come up with.

4. Think of the pros and cons of each solution

Think of whether you have the resources needed. Do you need help from other people to carry them out? Are there people you could ask? Are some of them more comfortable for you? Write down all of the positives and negatives of each solution.

5. Choose a solution

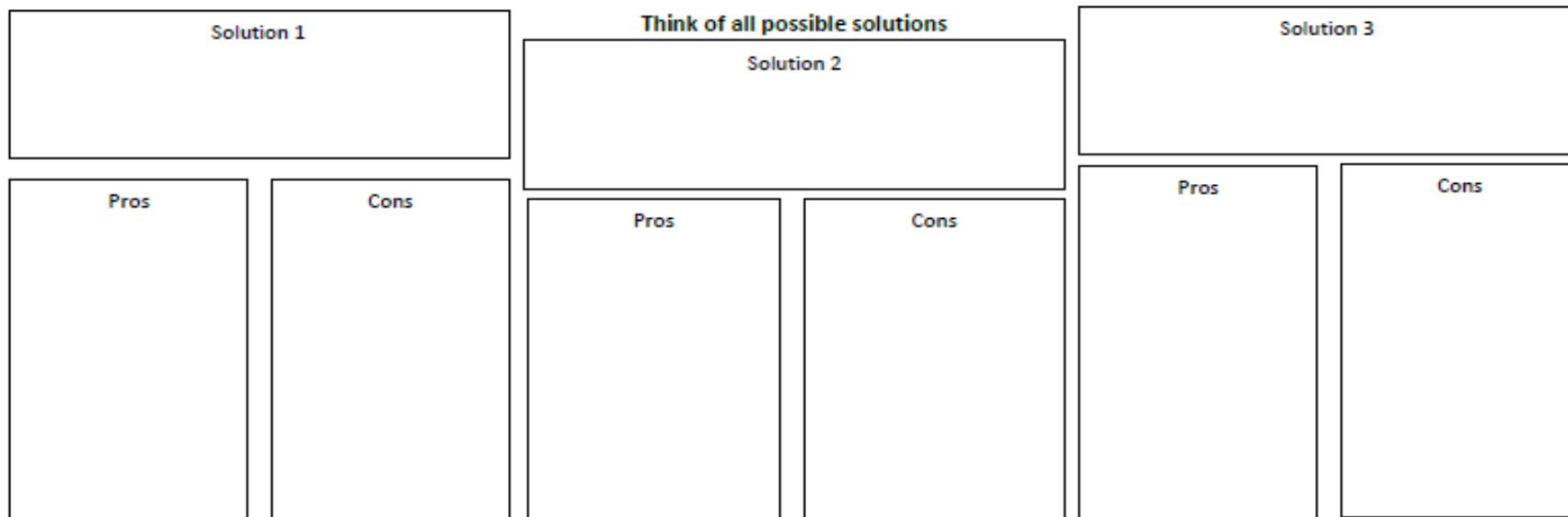
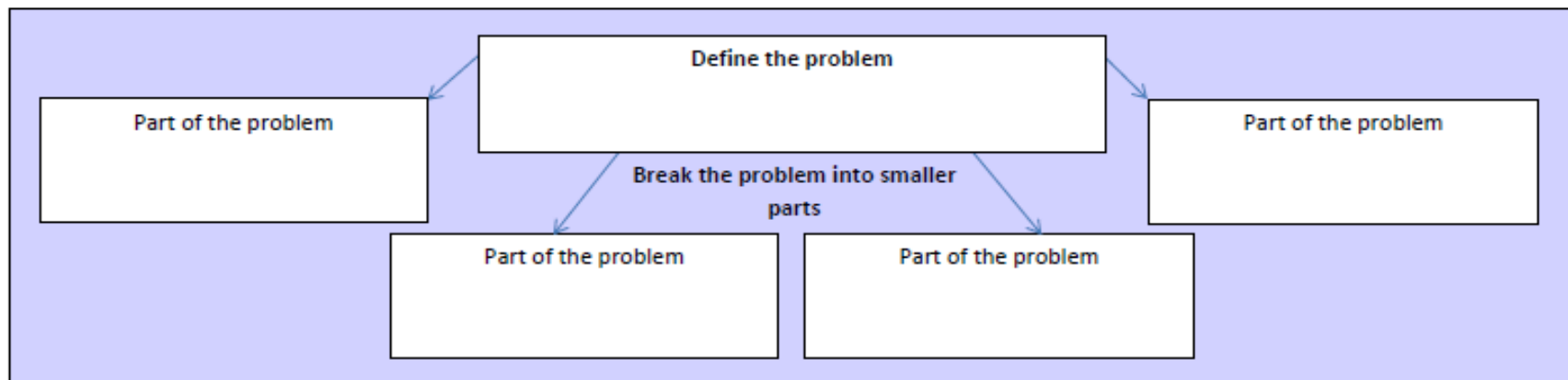
Once you have been through all the pros and cons, pick the one that seems most possible for you. Once you've chosen one, commit to it – this is what you are going to do! Go through the solution and make sure you know exactly what you are going to do, and when and how you are going to do it. If the solution has a number of different steps to it then write these down separately.

6. Carry it out!

Conduct whatever actions you decided on. (If you struggle with this part, use the second diagram to map this out).

7. Review and evaluate

Once you have carried out your course of action review how it went. Have you sorted the problem out? Completely or partially? What went well? Do parts of the problem still need resolving? What else could you try?



Pick a solution to carry out

Sometimes choosing a solution is the hard part. Other times, acting on this decision can be even harder. If you are struggling to act on your chosen solution, the next flow diagram might help.

Acting on the Decision

What is the specific decision?		
←	What actions will you take to make this decision work?	→
What will you do?		When? How? Who with? What will you need?
	→	
	→	
	→	
	→	
Review and evaluate how it went		

SMART Goal Map

Directions: List the required information in the appropriate areas.

S	Make it Specific	What do you want to accomplish?
M	Make it Measurable	How will you know when you have achieved your goal?
A	Make it Attainable	How can the goal be achieved?
R	Make it Relevant	Is this goal worth working hard for to achieve? Explain
T	Make it Timely	By when will the goal be achieved?

Part 4:

Worry Time

Worry Time

If you find that your worries are still intruding and interfering with your daily life, and they don't feel safe enough to drop entirely, then try postponing your worries to a designated 'Worry Time'. Follow the steps below and be prepared to practice it over and over again as it can take some time and patience before it becomes truly effective.

1. Create a worry period:

- Choose a specific time, place, and length for worrying. This should be the same each day (e.g. 7pm, garden, 20 mins)
- Make this place comfortable and free from distractions. Make it somewhere that you don't go to regularly, so that it can be a place for your worry period only.
- This time should be convenient so you can regularly follow through with the task, and not close to bed time.



2. Postpone your worry:

- As soon as you become aware of a worry, note your worry briefly on paper and postpone it for the worry period. Carrying a notebook with you may be useful.
- Remind yourself that you will have time to think about it later – there is no need to worry about it now. You will be in a better position to deal with the worry in the worry period. There are more important or pleasant things to do right now.
- Finally, decide what is the best thing practically that you can do for yourself right now. Take immediate action to do something that is practical, positive, pleasant, active, or nurturing.

3. Come back to your worries at the designated worry period:

- When your worry period comes around, settle down at the place you planned. Reflect on the worries you had written down from the day. Remember:
- Only worry about the things you have noted if you feel you must.
- If some worries are no longer bothering you, no further action is required.
- If you do need to worry, spend no longer than the time you specified for your worry period. It might be helpful to write your thoughts on paper rather than worrying in your head. You can do this in whatever way feels right to you.

Postponing worry may seem like a strange thing to do, and typically, people predict that they won't be able to postpone their worrying. However, people are often surprised that they are actually able to postpone many of their worries and experience a greater sense of control.

Worry Time

Date and Time	My Worry <i>What were you worrying about? Why do you think you were worrying? Was it productive/unproductive? Did you believe your worry was positive or negative?</i>	What did I try? <i>Worry Tree? Worry Time?</i>	Was it helpful? <i>What was the result? Did I manage to do something productive instead? Did my worry stop distracting me?</i>	What will I try differently next time? <i>What barriers did I face? How can I overcome these and make it more effective?</i>

Part 5:

Thought Records

Example Thought Record

Situation	Emotion	Thoughts	Evidence for the thought	Evidence against it? Am I making thinking errors	A more realistic, and compassionate thought
Watching the news for the 5 th time today	Anxiety Panic	This is terrible- so many people are going to die. I am going to lose people.	There are many people who have died. Symptom can lay dormant for ages	<p>The news says most people do not die from this only people with pre existing health conditions.</p> <p>You are taking precautions and washing your hands. The news is biased</p> <p>Catastrophising Filtering Overgeneralising</p>	<p>It is understandable that you are worried. Worry helps to keep us safe, and make sure you do take precautions.</p> <p>You are following the guidelines followed by the government.</p> <p>Watching the news is important but maybe watch something else too</p>

Thought Record: Catch it, Check it, Change it!

Situation	Emotion	Thoughts	Evidence for the thought?	Evidence against the thought? <i>(Am I making thinking errors)</i>	A more realistic, and compassionate thought:
<p><i>Where was I?</i></p> <p><i>What was I doing?</i></p> <p><i>What else was happening at the time?</i></p>	<p>What emotions did I experience?</p> <p><i>e.g.</i></p> <p><i>Anger</i></p> <p><i>Sadness</i></p> <p><i>Happiness</i></p> <p><i>Fear</i></p> <p><i>Shame</i></p> <p><i>Regret</i></p>	<p>What thought did I have that caused these emotions?</p>	<p>What trustworthy evidence can I find to support my worrying thought?</p> <p><i>Would this evidence stand up in court?</i></p> <p><i>What would a fact checker website say about my worrying thought?</i></p>	<p>What trustworthy evidence can I find that disagrees with my worrying thought?</p> <p><i>Am I making any thinking errors?</i></p> <p><i>E.g.</i></p> <p><i>Catastrophising</i></p> <p><i>Filtering</i></p> <p><i>Overgeneralising</i></p>	<p><i>It is understandable I am thinking this way...</i></p> <p><i>However, this is unhelpful because...</i></p> <p><i>A more balanced thought is...</i></p>













Thought Record Worksheet

Situation	Emotion	Thoughts	Evidence for the thought	Evidence against it? Am I making thinking errors	A more realistic, and compassionate thought

Thinking Errors

Over the years, we tend to get into unhelpful thinking habits such as those described below. We might favour some over others, and there might be some that seem far too familiar.

Once you can identify your unhelpful thinking styles, you can start to notice them – they often occur just before and during distressing situations. Once you can notice them, then that can help you to challenge or distance yourself from those thoughts and see the situation in a different and more helpful way.

 <p>Mental Filter – When we notice only what the filter allows or wants us to notice, and we dismiss anything that doesn't 'fit'. Like looking through dark blinkers or 'gloomy specs', or only catching the negative stuff in our 'kitchen strainers' whilst anything more positive or realistic is dismissed. <i>Am I only noticing the bad stuff? Am I filtering out the positives? Am I wearing the 'gloomy specs'? What would be more realistic?</i></p>	 <p>Judgements – Making evaluations or judgements about events, ourselves, others, or the world, rather than describing what we actually see and have evidence for. <i>I'm making an evaluation about the situation or person. It's how I make sense of the world, but that doesn't mean my judgements are always right or helpful. Is there another perspective?</i></p>
<p>Prediction – Believing we know what's going to happen in the future. <i>Am I thinking that I can predict the future? How likely is it that that might really happen?</i></p> 	<p>Emotional Reasoning – I feel bad so it must be bad! I feel anxious, so I must be in danger. <i>Just because it feels bad, doesn't necessarily mean it is bad. My feelings are just a reaction to my thoughts – and thoughts are just automatic brain reflexes.</i></p> 
<p>Mind-Reading – Assuming we know what others are thinking (usually about us). <i>Am I assuming I know what others are thinking? What's the evidence? Those are my own thoughts, not theirs. Is there another, more balanced way of looking at it?</i></p> 	<p>Mountains and Molehills – Exaggerating the risk of danger, or the negatives. Minimising the odds of how things are most likely to turn out, or minimizing the positives. <i>Am I exaggerating the bad stuff? How would someone else see it? What's the bigger picture?</i></p> 
<p>Compare and despair – Seeing only the good and positive aspects in others, and getting upset when comparing ourselves negatively against them. <i>Am I doing that 'compare and despair' thing? What would be a more balanced and helpful way of looking at it?</i></p> 	<p>Catastrophising – Imagining and believing that the worst possible thing will happen. <i>Ok, thinking that the worst possible thing will definitely happen isn't really helpful right now. What's most likely to happen?</i></p> 
<p>Critical Self – Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not (totally) our responsibility. <i>There I go, that internal bully's at it again. Would most people who really know me say that about me? Is this something that I am totally responsible for?</i></p> 	<p>Black and white thinking – Believing that something or someone can be only good or bad, right or wrong, rather than anything in-between or 'shades of grey'. <i>Things aren't either totally white or totally black – there are shades of grey. Where is this one on the spectrum?</i></p> 
<p>Shoulds and musts – Thinking or saying 'I should' (or shouldn't) and 'I must' puts pressure on ourselves, and sets up unrealistic expectations. <i>Am I putting more pressure on myself, setting up expectations of myself that are almost impossible? What would be more realistic?</i></p> 	<p>Memories – Current situations and events can trigger upsetting memories, leading us to believe that the danger is here and now, rather than in the past, causing us distress right now. <i>This is just a reminder of the past. That was then, and this is now. Even though this memory makes me feel upset, it's not actually happening again right now.</i></p> 

Part 6:

Distraction

ACCEPTS Technique

Distraction Technique

A good way to remember distraction skills is by using “ACCEPTS”. Skills like ACCEPTS can help you to better tolerate difficult situations and emotional pain, when the problems cannot be solved right away; it emphasizes changing your experience of the distress you are feeling.

ACCEPTS stands for:

A= Activities: Do something.

C= Contributing: Do something nice for someone.

C= Comparisons: Compare yourself to those less fortunate than you.

E= Emotions: Create different emotions

P= Pushing away: Push the painful situation out of your mind temporarily

T= Thoughts: Replace your thoughts

S= Sensations: Intensify other sensations

Here are some ideas of how to distract yourself, using the ACCEPTS technique.

Distracting with **Activities**

- | | |
|--|---|
| - Focus on completing a task you need to get done. | - Go out for food |
| - Watch TV | - Spend time with/talk to friends |
| - Cleaning | - Listen to music. |
| - Attending social events | - Arts & Crafts/DIY |
| - Play computer games | - Play games (e.g. board games, card games) |
| - Exercise: go walking, running, etc. | - Reading |
| - Go on your computer | - Other |

Distracting with **Contributing**

- | | |
|--|--|
| - Volunteering | - Checking in on people you care about |
| - Helping out friends or family | - Making something nice for someone |
| - Doing something nice for a friend/family/partner | - Doing something thoughtful |
| - Donating to charity the items you no longer need | - Other |

Distracting with **Comparisons**

- | | |
|--|---|
| - Compare how you are feeling now to a time where you felt differently | - Compare yourself to others who are less fortunate than you |
| - Think about people who are coping similarly to you or less well than you | - Watch reality shows about other people’s problems/read about disasters/others’ problems |
| | - Other |

Distracting with different **Emotions**

- | | |
|---------------------------------|--|
| - Read something emotional | <i>Ideas: scary movies, joke books, comedies, funny records,</i> |
| - Watch something emotional | <i>religious music, soothing music or music that fires you up,</i> |
| - Listen to something emotional | <i>going to a shop and reading funny cards.</i> |
| | - Other |

Distracting with **Pushing Away**

- | | |
|--|---|
| - Leave the situation for a while | - Notice yourself ruminating: Tell yourself “no” |
| - Mentally leave the situation for a while | - Do not allow yourself to think about painful situations |

-
- Imagine a wall between yourself and the situation
 - Block the thoughts/images/memories from your mind

- Box up your pain and put it away for a while, or put the box on a shelf
- Brief denial of the problem
- Other

Distracting with other **Thoughts**

- Count to 10
- Focus on the colours in a painting or the environment outside
- Repeat song lyrics or words in your mind
- Puzzles/Games
- Watch TV
- Read
- Other

Distracting with other **Sensations**

- Squeeze a rubber ball between your hands
- Listen to loud music
- Hold an ice cube in your hands or mouth
- Walk outside in the rain/snow
- Take a cold or hot shower
- Other

Part 7:

Defusion

FACE Technique



F
A
C
E

F = Focus on what's in your control
- what can you do right now?

A = Acknowledge your thoughts & feelings – its tough to be feeling like this!

C = Come back into your body – notice your bodily sensations, such as your breathing.

E = Engage in what you're doing – what were you doing before this thought came to mind, can you deliberately focus your attention on this activity?

Defusion Technique: Take Your Mind For a Walk

It's really important to recognise each day just how interconnected our mind and body are. Sometimes our mind can be really busy and there's just too much going on. It can be really helpful in those moments to go for a walk. Even if it's just a short walk.

Write on a piece of paper some of the thoughts that are bothering you and most commonly come to mind; thoughts that you struggle with. Fold this piece of paper up and put it in your pocket and go for a walk. As much as possible, bring your attention into your body, stepping out of your mind, allowing thoughts to come and go. Not getting caught up in what happened last week, not getting caught up in what might happen next week. Instead, just being present, in the body, with the sensations of the body as it moves, as it walks as the feet strike the floor beneath you.

As you set off for your walk, take a deep breathe. As you breathe out, just leaving anything behind. Just starting to notice how the body feels as it moves. Not thinking too much about it. The body knows how to walk. Just noticing the posture; noticing the speed. Just walking at a natural, comfortable pace. Notice perhaps the heaviness of the arms swaying at your side, the sensation of the legs moving in front of each other. And most of all noticing that sensation of your feet, as they touch the floor, the ground beneath you. That sensation of one foot pressing against the floor, and then the next. And the funny thing is as you do this and as you get more comfortable with this, rather than it taking your attention away from the space around you, you actually become more aware of everything around you. So, less caught up in thinking; you're more aware of everything and everyone around you.

So, this type of walking brings us back to the present and allows us to step out of our mind, so that we can be more present, not only for ourselves but also for others. So you can continue walking in this way, for as long as is helpful for you.

TIPS:

- Go alone
- Try to go outside
- It may involve a different pattern of walking that is often slower and more pronounced
- It doesn't have to be a long walk – 15-20 minutes would be fine.

Defusion Technique: How Helpful is that Thought?

Thoughts that criticise you, judge you, put you down, or blame you are likely to lower your motivation rather than increase it. So, when troublesome thoughts pop into your head, it may be useful to ask yourself one or more of these questions:

- Is this an old thought?
- Have I heard this before?
- Do I gain anything useful from listening to it again?
- Does this thought help me to take effective action to improve my life?
- Does it help me to be the person I want to be?
- Does it help me to build the sort of relationships I'd like?
- Does it help me to connect with what I truly value?
- Does it help me in the long term to create a rich, full and meaningful life?

Defusion Technique: Get off your Buts

This exercise is to show how habits of speech sometimes present barriers to functioning where they do not need to exist, particularly when it comes to the experience of thoughts, feelings and sensations.

Have you ever noticed the word but?

Notice, it is a word that can get people into difficulty, telling us that we need to be prevented from doing something when that may not be true. If one were to look up 'but' in the dictionary, one would find that it means "except for the fact". When but is used it means that the phrase before the but would be true except for the fact of the phrase following the 'but'.

But means that there is a contradiction, that both phrases cannot be true, the first phrase is limited by the second. One might say "I would like to get out of bed in time for work BUT I feel sleepy". The 'but' implies that something about feeling sleepy needs to get in the way of pushing back the duvet, putting feet on the floor, and standing. There are many examples that can be considered, e.g.: "I love my partner BUT I am angry at him/her", "I want to be a good friend BUT I have no patience right now", "I would go out with my friends tonight BUT I feel anxious", and so on.

It is useful to note that for each statement like this, a contradiction is *implied* but what is *experienced* is simply two things at once, an opportunity or a desire to act in a certain way **AND** a feeling or thought.

This is important. Two experiences are occurring, such as love and anger, or a wish to be a good friend and impatience. It is not being directly experienced that they are irreconcilable although the but implies that they are.

On occasions where "but" is used to imply a conflict between a course of action and a feeling, it is almost always a more accurate reflection of reality to replace the "but" with the word "and". "I love my partner AND I feel angry", or "I want to go out with friends AND I feel anxious".

Watch for when you use the word "but" and see if you can replace it with the word "and" to open up more free choice of actions that may be in directions you most want to go.

Part 8:

Mindfulness

GROUNDING WITH YOUR FIVE SENSES

What are

5

THINGS YOU CAN SEE



SUN

PICTURE ON THE WALL
PEOPLE WALKING

Ideas

4

THINGS YOU CAN FEEL



WIND

BLOWING
FEET ON THE FLOOR
PENCIL IN HAND

3

THINGS YOU CAN HEAR



BIRDS CHIRPING

CLOCK TICKING
CAR HORNS

2

THINGS YOU CAN SMELL



FOOD FROM THE CAFETERIA

LAUNDRY DETERGENT ON CLOTHES
FRESH CUT GRASS

1

THING YOU CAN TASTE



MINT

Breakfast
TOOTHPASTE

Useful Links

Part 6: Distraction

(These links are included in the YouTube video but can't be clicked on during the video)

- Self-Soothe video - https://www.youtube.com/watch?v=5uIANT2_A8A
- TIPP skill summary video - <https://www.youtube.com/watch?v=cIXQOb4kIUw>
- ACCEPTS video - <https://www.youtube.com/watch?v=pyl-a9BS-cU>
- IMPROVE the moment video - <https://www.youtube.com/watch?v=FpM9ZgkYk4>

Part 7: Defusion

(These links are included in the YouTube video but can't be clicked on during the video)

- Meditation - <https://www.youtube.com/watch?v=iN6g2mr0p3Q>
- FACE COVID - <https://www.youtube.com/watch?v=BmvNCdpHUYM&app=desktop>
- The Happiness Trap: Evolution of the Mind - <https://www.youtube.com/watch?v=kv6HkipQcfA>
- Mindful Walking: <https://www.youtube.com/watch?v=AwbRERlzt6c>

Part 8: Mindfulness

(These links are included in the YouTube video but can't be clicked on during the video)

- <https://www.headspace.com/>
- <https://insighttimer.com/>
- Free guided practice sessions – <https://www.mindfulness-network.org/>
- <https://drive.google.com/open?id=1OjL63GfmXPZPVbl6B2OZQLkgZOp7BVSS>



CPFT staff involved in the development of this video series:

Karen Adams	Vanessa Godden
Trish Barker-Barrett	Michelle Griffiths
Laura Bratt	Rona Hardy
Amanda Burns	Sarah Hughes
Katie Byron	Megan Johnson
Sandy Dixon	Hemma Keshri
Liz Dolman	Andreas Michaelidas
Michelle Espley	Katie Molloy
Illana Foreman	Melanie Staley
Daniel Gardiner	Mary Weerasinghe

& The Project and Comms Teams



Pride in our adult and specialist mental health services