

## *Abbreviated Provider Manual*



The contents of this manual do not represent the views of the Department of Veterans Affairs (VA) or the U.S. government. This update of this manual was supported by a clinical educator grant from the VA South Central Mental Illness Research, Education and Clinical Center (MIRECC).

This manual can be downloaded at  
<https://www.mirecc.va.gov/visn16/calmer-life-program.asp>.

For a hardcopy of the manual, please contact [VISN16SCMIRECCEducation@va.gov](mailto:VISN16SCMIRECCEducation@va.gov).

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# Acknowledgements

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The Calmer Life Program was developed and implemented through an academic community partnership led by Baylor College of Medicine and involving social service and faith-based organizations as well as consumers. The lead community organizations were BakerRipley - Sheltering Arms Senior Services Division and Catholic Charities - Senior Services. Staff from these agencies were trained to deliver the program. All partners listed below contributed in some way to the creation, delivery, or testing of the Calmer Life program.

## Academic Partners

- Patient - Centered Outcomes Research Institute
- Baylor College of Medicine - Department of Psychiatry
- Michael E. DeBakey Veterans Affairs Medical Center
- Houston VA HSR&D Center for Innovations in Quality, Effectiveness, and Safety
- South Central Mental Illness Research, Education, and Clinical Center

## Community Agencies and Faith-Based Partners

- Archdiocese of Galveston-Houston, Office of Aging Ministry
- BakerRipley, Sheltering Arms Senior Services Division
- Catholic Charities, Senior Services
- Care for Elders (formerly at United Way of the Texas Gulf Coast)
- Harris County Area Agency on Aging
- Houston Department of Health and Human Services
- Julia C. Hester House
- The University of Texas M.D. Anderson Cancer Center, Department of Health Disparities Research
- South Main Baptist Church
- St. John's United Methodist Church, Care and Compassion Ministry
- The Council on Recovery

This abbreviated manual has been created and published in March 2023 to aid in developing a “practice-ready” version of the Calmer Life program. Significant contributions were provided by: Maribel Plasencia, PhD; Raquel Gonzalez, BA; Nichte Donis, BS; Jennifer Lee, BA; Jeffrey Cully, PhD. Illustrations were created by Raquel D. Gonzalez, BA.

Ver. 2.0

# How to Use this Manual

This abbreviated manual is designed to aid providers who are familiar with the *Calmer Life*, a CBT-based program for older adults experiencing symptoms of anxiety, in delivering the intervention.

The full provider manual and patient workbook can be found on our Calmer Life Microsoft Teams page. If you require access to this page, please contact Raquel Gonzalez (Raquel.Gonzalez1@va.gov) or Darrell Zeno (Darrell.Zeno@va.gov) for assistance.

In this abbreviated manual you will find:

1. Outlines of each chapter in *Calmer Life*
2. One-page overviews of each chapter

The *Calmer Life* team developed this manual given that some providers may prefer content that is easy to reference as they become more comfortable with intervention material. Depending on how familiar you are with the techniques, you can utilize the abbreviated chapters or the session outlines to aid delivery of this intervention. For topics that you would like to review in more depth, the full manual may become a resource document to reference over time.

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Patient Workbook Reference Page	Provider Action Items
	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> </ul>
<p>Pg. 4-6</p> <p>Pg. 3 (Geraldo), Pg. 5 (Beth)</p> <p>Pg. 7</p>	<p><b>B. Psychoeducation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide patient with a copy of the Patient Workbook.</li> <li><input type="checkbox"/> Provide psychoeducation on worry, stress, and anxiety (e.g., types of anxiety, “fight or flight,” consequences of worry and stress).</li> <li><input type="checkbox"/> Introduce concept of vignettes which help to provide examples of patients (Geraldo and Beth) living with worry and stress as they learn Calmer Life skills.</li> <li><input type="checkbox"/> Provide psychoeducation on treatment options for worry and stress. Introduce Cognitive-Behavioral Therapy (CBT) as the foundation for Calmer Life skills.</li> </ul>
<p>Pg. 7</p> <p>Pg. 8</p> <p>Pg. 9</p>	<p><b>C. The Calmer Life Workbook</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce concept of “core” and “elective” chapters.</li> <li><input type="checkbox"/> Introduce optional treatment additions, including addressing unmet needs, and integrating Religion/Spirituality (R/S)</li> <li><input type="checkbox"/> Introduce concept of homework—there are Skills Practice Forms at the end of every chapter.</li> <li><input type="checkbox"/> Ask patient to read the introduction prior to the next session.             <ul style="list-style-type: none"> <li>• Ask the patient to write down any questions they have after reading the introduction.</li> <li>• Ask the patient to consider whether they would like to start the Calmer Life program.</li> </ul> </li> <li><input type="checkbox"/> Schedule the next appointment.</li> </ul>

# Chapter 1

## Becoming Aware of Worry and Stress

Make sure the patient has workbook pages for Chapter 1



### CHAPTER GOALS

- A. Reflection (5 mins)
- B. *Optional: Unmet Needs Assessment (10-15 mins)\**
- C. Orientation to Calmer Life (15 mins)  
*Optional: Use of Religion/Spirituality in Calmer Life (5 mins) \**
- D. Understanding Worry and Stress, Motivation and Treatment Preferences (10 mins)
- E. Practicing Awareness of Worry and Stress (15 mins)
- F. Chapter Wrap Up and Practice Goals (10 mins)

*\*If added, total chapter length to exceed 60 minutes*

# Chapter 1: Becoming Aware of Worry and Stress

Patient Workbook Reference Page	Provider Action Items												
Pg. 16	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Ask patient to consider the following question: If the program is successful at reducing anxiety, what things might look different in my life?</li> </ul>												
Pg. 17 Pg. 18-19	<p><b>B. Optional Unmet Needs Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess for and/or address unmet needs that can be a source of stress and worry.</li> </ul> <table border="1" data-bbox="391 877 1498 1409"> <thead> <tr> <th colspan="2" data-bbox="391 877 1498 932">Resource Check-In Questions (Patient Workbook Pg. 18-19)</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 932 583 1068">Health</td> <td data-bbox="583 932 1498 1068">Any areas of concern that they are not already discussing with their medical providers? Any difficulties accessing or adhering to treatment?</td> </tr> <tr> <td data-bbox="391 1068 583 1123">Financial</td> <td data-bbox="583 1068 1498 1123">Any difficulties paying bills on-time?</td> </tr> <tr> <td data-bbox="391 1123 583 1178">Food</td> <td data-bbox="583 1123 1498 1178">Enough to eat at home? Able to prepare meals effectively?</td> </tr> <tr> <td data-bbox="391 1178 583 1232">Housing</td> <td data-bbox="583 1178 1498 1232">Risk of homelessness? Maintenance concerns?</td> </tr> <tr> <td data-bbox="391 1232 583 1409">Providing or Receiving Care</td> <td data-bbox="583 1232 1498 1409">Needing to care for children, spouse, parents, etc.? Have the resources (time, money, emotional bandwidth, etc.)? If in need of care, is current care adequate? Are providers able to access the resources they need for the patient and themselves?</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct patient to appropriate resources for unmet needs.             <ul style="list-style-type: none"> <li>• E.g., dialing 2-1-1 to connect with local resource centers; <a href="https://www.benefits.gov">https://www.benefits.gov</a>; <a href="https://www.va.gov/resources">https://www.va.gov/resources</a></li> </ul> </li> </ul>	Resource Check-In Questions (Patient Workbook Pg. 18-19)		Health	Any areas of concern that they are not already discussing with their medical providers? Any difficulties accessing or adhering to treatment?	Financial	Any difficulties paying bills on-time?	Food	Enough to eat at home? Able to prepare meals effectively?	Housing	Risk of homelessness? Maintenance concerns?	Providing or Receiving Care	Needing to care for children, spouse, parents, etc.? Have the resources (time, money, emotional bandwidth, etc.)? If in need of care, is current care adequate? Are providers able to access the resources they need for the patient and themselves?
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Patient Workbook Reference Page	Provider Action Items
Pg. 20	<p><b>C. Orientation to Calmer Life</b></p> <ul style="list-style-type: none"> <li>☐ Orient the patient to the Calmer Life format by reviewing how tips (yellow boxes), examples (blue boxes), and religious/spiritual content (purple boxes) appear in the skills workbook.</li> </ul> <div data-bbox="808 642 1174 695" style="text-align: center;">  <b>WORKBOOK VIEW</b> </div> <div data-bbox="505 699 1446 1234" style="border: 2px solid yellow; padding: 10px;"> <p> <b>TIPS</b>            These yellow boxes offer you “tips” on how to adapt the Calmer Life Program and use the workbook to better suit your needs.</p> <p> <b>EXAMPLE</b>            These blue boxes contain extra examples to help explain ideas presented in the workbook.</p> <p> <b>RELIGIOUS/SPIRITUAL INTEGRATION</b>            If you do not have or would prefer not to include your religious or spiritual (R/S) beliefs in this workbook, skip over any purple boxes or pages with a purple header. These purple boxes contain optional ideas for how to integrate R/S beliefs into your Calmer Life skills. The suggestion for ways to include R/S are skill modifications, not entirely different skills.</p> </div>
Geraldo Excerpt found in Introduction, Pg. 3	<ul style="list-style-type: none"> <li>☐ Reintroduce vignettes for Geraldo and Beth.</li> </ul> <div data-bbox="375 1367 1528 1776" style="border: 1px solid green; padding: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Geraldo</b>  <i>Patient Workbook Pg. 3</i></p> </div> <div style="flex: 2; padding-left: 10px;"> <p>“I’m 68 years old, and recently, it feels like I’ve had a lot of bad luck. My mom passed away last year, and I was recently divorced from my wife of 25 years. It feels like everything has changed in my life. I often worry that I am going to get an unexpected bill, which will prevent me from handling my finances, and make me lose my house. Sometimes I even try to figure out where I would go if I can’t pay my rent. As if that wasn’t enough, I also can’t seem to get my mind off my health and what might go wrong in the future.</p> <p>All of these worries keep me up at night, and I haven’t slept well in a long time. I can’t bring myself to open the mail on the kitchen table. Looking at them makes me sick to my stomach.”</p> </div> </div> </div>

# Chapter 1: Becoming Aware of Worry and Stress

Patient Workbook Reference Page	Provider Action Items
Beth Excerpt found in Introduction, Pg. 5	<input type="checkbox"/> Reintroduce vignettes for Geraldo and Beth (continued) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p><b>Beth</b> Patient Workbook Pg. 5</p> <p>Beth is 72 years old. She has a daughter who has three children. Beth often cares for her three grandchildren, whom she enjoys; but she is finding it difficult to keep up with the demands of caring for young children. She has back pain, which gets worse with frequent movement and doesn't seem to be responding to the medication she gets from the doctor. Her muscles are tense, and she feels like she can never relax. She worries that, if her back pain gets worse, she will be unable to care for the grandchildren. She worries what will happen to them. When she starts worrying about her family and her health, she finds that she is unable to stop. She notices that she is smoking and eating more junk food lately to try to get her mind off her worries.</p> </div>
Pg. 21	<input type="checkbox"/> Explain that goal of this program is to reduce stress/worry symptoms through skills, which will be practiced between meetings. <input type="checkbox"/> Explain the structure of sessions (e.g., session length, modality, frequency)
Pg. 22	<input type="checkbox"/> Explain your role and the patient's role in their treatment. <ul style="list-style-type: none"> <li><input type="checkbox"/> Patient role: be active in-session, practice skills as homework, and choose which elective skills to learn.</li> <li><input type="checkbox"/> Provider role: help patient choose elective skills, teach concepts and skills, troubleshoot, and keep session on-topic.</li> </ul>
Pg. 24	<input type="checkbox"/> <i>Optional</i> : If patient wishes to include R/S in treatment, complete R/S assessment (Provider Manual Pg. 21; Patient Workbook Pg. 24)
	Pg. 24—What do you think? Do you use the terms religious and spiritual, or do you prefer one term more than the other?
	Pg. 24—Do you currently see yourself as a religious or spiritual person? If so, in what ways?
	Pg. 24—Do your R/S beliefs include the existence of a higher power? If yes, what term do you use to refer to your higher power?
	Pg. 24—What are some current R/S practices that you engage in (for example, prayer, meditation, etc.)?

Patient Workbook Reference Page	Provider Action Items						
Pg. 25	<p>Pg. 25—When you encounter problems, who do you turn them over to?</p> <p>Pg. 25—Do you currently identify yourself with a particular R/S group? If so, with whom do you identify?</p> <p>Pg. 25—<i>If yes</i>, how long have you identified with that particular group?</p>						
Pg. 26-27  Pg. 28	<p><b>D. Understanding Worry and Stress, Motivation, and Treatment Preferences</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide psychoeducation on worry and stress (e.g., avoidance behaviors relieve stress in the short-term, but not in the long-term).</li> <li><input type="checkbox"/> Elicit patient’s reasons for interest and commitment to the program.</li> <li><input type="checkbox"/> Discuss benefits of and obstacles to changing current methods for managing worry and stress.</li> </ul> <p style="text-align: center;"> <b>WORKBOOK VIEW</b></p> <div style="border: 2px solid yellow; padding: 10px;"> <p>Take some time to list benefits and obstacles you might experience when trying to change your worry and stress.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #c8e6c9;">Benefits of Change</th> <th style="background-color: #c8e6c9;">Obstacles to Change</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. <i>I'd be able to spend more time doing what's important without worrying as much.</i></td> <td style="padding: 5px;">1. <i>I need to find time in my busy schedule to practice new coping skills.</i></td> </tr> <tr> <td style="padding: 5px;">2.</td> <td style="padding: 5px;">2.</td> </tr> </tbody> </table> </div>	Benefits of Change	Obstacles to Change	1. <i>I'd be able to spend more time doing what's important without worrying as much.</i>	1. <i>I need to find time in my busy schedule to practice new coping skills.</i>	2.	2.
Benefits of Change	Obstacles to Change						
1. <i>I'd be able to spend more time doing what's important without worrying as much.</i>	1. <i>I need to find time in my busy schedule to practice new coping skills.</i>						
2.	2.						
Pg. 29	<p><b>E. Practicing Awareness of Worry and Stress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the steps for reducing worry.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Step 1: Awareness of 1) the physical symptoms, thoughts and behaviors involved in anxiety, and 2) the contextual factors associated with worry.</li> <li><input type="checkbox"/> Step 2: Creating and using toolbox of skills to address situations/ symptoms.</li> </ul> </li> </ul>						

# Chapter 1: Becoming Aware of Worry and Stress

Patient Workbook Reference Page	Provider Action Items
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Pg. 30-32

- Help the patient learn the difference between physical signs, thoughts, feelings, and behaviors.

### WORKBOOK VIEW

Physical	Thoughts	Feelings	Behaviors
<i>How the body reacts</i>	<i>What's going on in the mind; Concerns you have</i>	<i>Our experience of emotions</i>	<i>Avoiding situations or doing something time consuming to reduce worry/stress</i>

Pg. 33

- Explore the patient's understanding with the quiz on Patient Workbook Pg. 33. (Answers: A-Physical/B-Feeling/C-Thought/D-Behavior)

### WORKBOOK VIEW

	Physical?	Thought?	Feeling?	Behavior?
A. Getting onto a crowded bus, <u>my palms started getting sweaty</u> and I dropped my phone multiple times.				
B. My dog died last month. Today I found some old toys of hers and it <u>made me sad</u> .				
C. I've been having a bad morning. I <u>am sure</u> that my afternoon will be just as bad.				
D. I had a hard day today and ended up <u>eating the whole box of cookies</u> in the pantry.				

Patient Workbook Reference Page	Provider Action Items
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Pg. 34

- Discuss worry and stress signs patient experiences using worksheet on Patient Workbook Pg. 34.

 **WORKBOOK VIEW**

Use this worksheet to mark down the symptoms of worry or stress that you experience. If it helps, think of a recent time you felt worried or stressed.

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**Physical Signs: How your body reacts to worry/stress**

Muscle tension       Rapid pulse       Shortness of breath  
 Shaking/trembling    Sweating       Butterflies in stomach  
 Other: \_\_\_\_\_

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**Thoughts: What is running through your mind, including concerns**

Health (own and others')       Finances  
 Daily events       Issues related to aging  
 Work/volunteer/place of worship  
 Any other thoughts: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Behaviors: Actions you take to reduce worry/stress, such as avoiding feared situations or doing something over and over**

*Avoidance*

Not making decisions       Avoidance of activities  
 Putting things off       Ignoring  
 Other: \_\_\_\_\_

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*Doing too much*

Checking       Smoking       Snacking  
 Asking for reassurance    Cleaning  
 Other: \_\_\_\_\_

Patient Workbook Reference Page	Provider Action Items
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Pg. 35  
Pg. 36

**F. Chapter Wrap Up and Practice Plan**

- Wrap up the chapter and answer any questions the patient has.
- Introduce the Awareness Skills Practice worksheets and go through the example on Patient Workbook Pg. 36.

 **WORKBOOK VIEW**

**Awareness Skills Practice Form**  
*GERALDO'S EXAMPLE*



What situation caused worry, stress, or anxiety today?  
I had an argument with my best friend from the service.

Where were you? Who was with you or who were you talking to?  
Dave came over and he was surprised at my dirty house. He told me to get my act together. I felt criticized and uncomfortable. I decided to call it an early night.

What physical signs of worry, stress or anxiety did you have?  
 Muscle tension       Rapid pulse     Shortness of breath  
 Shaking/trembling     Sweating             Butterflies in stomach  
 Other: I felt my face get really hot.

What worry, stress, or anxiety thoughts or feelings did you have?  
I don't want to lose him as a friend. I feel embarrassed about my house and how I let the comment get to me.

Did you avoid anything because of worry, stress, or anxiety? If so, what did you avoid?  
I'm avoiding calling Dave to set a time for our next get-together.

Did you do anything too much to try to reduce worry, stress, or anxiety? If so, what did you do too much?  
When Dave left, I sat in front of the TV and did not get up until it seemed late enough to go to bed.

# Chapter 1: Becoming Aware of Worry and Stress

Patient Workbook Reference Page	Provider Action Items
Pg. 37	<ul style="list-style-type: none"><li><input type="checkbox"/> Help the patient develop an action plan for their Awareness Practice Goal. <div style="text-align: center;"> <b>WORKBOOK VIEW</b></div><div style="text-align: center; border: 2px solid yellow; padding: 10px; margin: 10px 0;"><p><i>My goal is to practice awareness...</i></p><p>_____ <i>times in the next</i> _____ <i>week(s).</i></p></div></li><li><input type="checkbox"/> Blank Skills Practice Forms found on Patient Workbook Pg. 38-42</li><li><input type="checkbox"/> Explain next chapter will teach the Deep Breathing skill.</li><li><input type="checkbox"/> Set the next appointment.</li></ul>

- A. Reflection (5 mins)**
- Measure symptoms using PHQ-9 and GAD-7.
  - Ask the patient to consider the following question: If the program is successful at reducing anxiety, what things might look different in my life?
- B. Optional: Unmet Needs Assessment (10-15 mins)\***
- Assess for and address any unmet needs that can be a source of stress and worry (e.g., health, financial, food, housing, or care needs).
- C. Orientation to Calmer Life (15 mins)**
- Review Calmer Life Patient Workbook format (yellow boxes for tips, blue boxes for examples, and purple boxes for religious/spiritual integration)
  - Review Geraldo and Beth vignettes.
  - Explain session structure (e.g., session length, modality, and frequency).
  - Explain patient and provider roles.
    - Active patient role: practice skills as homework, choose elective skills.
    - Provider role: help patient choose elective skills, teach concepts/skills, troubleshoot, keep session on-topic.
- Optional: Use of Religion/Spirituality in Calmer Life (5 mins) \**
- If patient elects to include R/S in treatment, complete R/S assessment (question list found on Abbreviate Provider Manual, pg. 7).
- D. Understanding Worry and Stress, Motivation and Treatment Preferences (10 mins)**
- Provide psychoeducation on worry and stress (e.g., avoidance relieves stress in the short-term, but not long-term).
  - Elicit patient's reasons for interest and commitment to program.
  - Discuss benefits and obstacles to changing method of managing worry and stress.
- E. Practicing Awareness of Worry and Stress (15 mins)**
- Explain steps for reducing worry.
    - Step 1: Awareness of the physical symptoms, thoughts, feelings, behaviors, and contextual factors associated with worry.
    - Step 2: Creating and using toolbox of skills to address worry-inducing situations.
  - Teach difference between physical signs, thoughts, feelings, and behaviors.
  - Discuss worry and stress signs patient experiences.
- F. Chapter Wrap Up and Practice Goals (10 mins)**
- Introduce Awareness Skills Practice worksheets (homework) and review example.
  - Help patient develop an action plan for their Awareness Practice Goal.
  - Set next appointment.

*\*If added, total chapter length to exceed 60 minutes*

## Chapter 2

# How to Relax I: Deep Breathing

Make sure the patient has workbook pages for Chapter 2



### CHAPTER GOALS

- A. Reflection (*5 mins*)
- B. *Optional*: Integrating Religion and Spirituality (*10 mins*)
- C. Deep Breathing (*25 mins*)
- D. Chapter Wrap Up and Practice Goals (*10 mins*)

Patient Workbook Reference Page	Provider Action Items
<p>Pg. 44</p> <p>Pg. 45</p>	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing awareness.</li> </ul>
<p>Pg. 46</p> <p><i>R/S Assessment Ch.1, pg. 23-25</i></p>	<p><b>B. Optional Integrating Religion and Spirituality (R/S)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If the patient is interested in incorporating R/S, review their responses to the R/S assessment. (Patient Workbook, Chapter 1, pg. 23-25)</li> </ul>
<p>Pg. 47</p> <p>Pg. 48</p>	<p><b>C. Deep Breathing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Remind patient of the 2 steps to reduce anxiety and worry. <ul style="list-style-type: none"> <li>• Step 1: Become aware of situations and symptoms associated with worry and stress</li> <li>• Step 2: Learn coping skills to use in worry or stress-inducing situations.</li> </ul> </li> <li><input type="checkbox"/> Provide psychoeducation on deep breathing (e.g., changing breathing can reduce physical signs of anxiety and increase relaxation)</li> <li><input type="checkbox"/> Explain the 2 key features of deep breathing.</li> </ul> <div style="text-align: center; margin: 10px 0;">  <b>WORKBOOK VIEW</b> </div> <div style="border: 2px solid yellow; padding: 10px; margin: 10px 0;"> <p><b>Two Key Features of Deep Breathing</b></p> <ol style="list-style-type: none"> <li>1. <u>Take slow, even, deep breaths.</u> Inhale through your nose to the count of 4, and exhale through your mouth to the count of 4. Do not pause after each inhale. If you stop between inhalation and exhalation, you will build tension, the opposite of relaxation.</li> <li>2. <u>Breathe through your diaphragm (in your belly), not your chest.</u> Place 1 hand on your stomach, with your little finger about 1 inch above your navel. Place the other hand on your chest. Make sure the hand on your stomach is moving in and out as you breathe – this means you are breathing from your diaphragm. Keep the hand on your chest still.</li> </ol>  </div>

## Chapter 2: How to Relax I: Deep Breathing

Patient Workbook Reference Page	Provider Action Items
Pg. 49  Pg. 50	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate example of deep breathing.</li> <li><input type="checkbox"/> Lead the patient through a deep breathing exercise.</li> <li><input type="checkbox"/> Ask for feedback on their experience.</li> <li><input type="checkbox"/> Optional: lead patient through a deep breathing exercise using a relaxing image, word, or phrase. (R/S may be incorporated here)</li> </ul>
Pg. 51 Pg. 52	<p><b>D. Chapter Wrap Up and Practice Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wrap up the chapter and answer any questions the patient has.</li> <li><input type="checkbox"/> Review the Awareness and Deep Breathing Skills Practice Form.</li> </ul> <div style="text-align: center; margin: 10px 0;">  <b>WORKBOOK VIEW</b> </div> <div style="border: 2px solid yellow; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Awareness and Deep Breathing Skills Practice Form</b></p> <p><b>DATE:</b> _____ <b>TIME:</b> _____:_____ <b>AM/PM</b></p> <p>What caused worry/stress today? Where were you? Who was with you?</p> <p>What <u>physical signs</u> of worry/stress did you have?</p> <p>What <u>worry/stress thoughts</u> did you have?</p> <p>Did you <u>avoid</u> anything because of worry/stress? If so, what did you avoid?</p> <p>Did you <u>do anything too much</u> to try to reduce worry/stress? If so, what did you do?</p> <p style="text-align: center;"><b>Write N if "NO" and Y if "YES" in the boxes below.</b></p> <p><input type="checkbox"/> Did you practice deep breathing today? <i>If so, did you include religious/spiritual images or words? Write them here if yes: _____</i></p> <p><input type="checkbox"/> Did you use deep breathing in a real –life situation today? <i>If so, did you include religious/spiritual images or words? Write them here if yes: _____</i></p> <p><input type="checkbox"/> Did deep breathing help you relax today?</p> <p><input type="checkbox"/> Did thinking of religious/spiritual words/images help you relax?</p> </div>

## Chapter 2: How to Relax I: Deep Breathing

Patient Workbook Reference Page	Provider Action Items
Pg. 51	<ul style="list-style-type: none"><li><input type="checkbox"/> Help the patient develop an action plan for their Awareness Practice Goal. <div style="text-align: center;"> <b>WORKBOOK VIEW</b></div><div style="border: 2px solid yellow; padding: 10px; margin: 10px auto; width: fit-content;"><p style="text-align: center;"><i>My goal is to practice <b>awareness</b> _____ times and <b>deep breathing</b> _____ times in the next _____ week(s).</i></p></div></li><li><input type="checkbox"/> Explain next chapter will teach the Calming Thoughts skill.</li><li><input type="checkbox"/> Set the next appointment.</li></ul>

- A. **Reflection (5-10 mins)**
- Measure symptoms using PHQ-9 and GAD-7.
  - Reviewed and discussed assigned homework from last session.
- B. **Optional: Integrating Religion and Spirituality (10 mins)**
- If the patient is interested in incorporating R/S, review their responses to the R/S assessment. (Patient Workbook, Chapter 1, pg. 23-25)
- C. **Deep Breathing (25 mins)**
- Remind patient of the 2 steps to reduce anxiety and worry (1. Becoming aware of worry and stress effects; 2. Learn coping skills to manage worry and stress)
  - Provide psychoeducation on deep breathing.
  - Demonstrate example of deep breathing and lead patient through deep breathing exercise.
    - *Optional:* practice deep breathing imagining a relaxing image or phrase
- D. **Chapter Wrap Up and Practice Goals (10 mins)**
- Introduce Awareness and Deep Breathing Skills Practice worksheets (homework).
  - Help patient develop an action plan for their Awareness Practice Goal.
  - Set next appointment.



## Chapter 3

# Using Calming Thoughts to Manage Worry and Stress

Make sure the patient has workbook pages for Chapter 3



### CHAPTER GOALS

- A. Reflection (*5-10 mins*)
- B. Calming Thoughts (*15 mins*)
- C. Calming Thoughts Practice (*5-10 mins*)
- D. Deciding What Skills Come Next (*5 mins*)
- E. Chapter Wrap Up and Practice Plan (*10 mins*)

Patient Workbook Reference Page	Provider Action Items
Pg. 58  Pg. 59	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing awareness and deep breathing.</li> </ul>
Pg. 60  Pg. 61	<p><b>B. Calming Thoughts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide psychoeducation and rationale for using calming thoughts (e.g., telling ourselves calming statements can make a difference in the way we feel and act when worried or stressed).</li> <li><input type="checkbox"/> Provide examples of calming thoughts (e.g., If I take it 1 step at a time, I can meet this challenge).             <ul style="list-style-type: none"> <li><input type="checkbox"/> If incorporating R/S, provide examples of R/S calming thoughts (e.g., I can do what I need to do, with ___'s help).</li> <li><input type="checkbox"/> Can incorporate gratitude into the examples (e.g., I know I am not alone, and for that, I am grateful”).</li> </ul> </li> <li><input type="checkbox"/> Help the patient develop 2-3 calming thoughts. Suggest places to keep a written copy of this thought (e.g., bathroom mirror, wallet).</li> </ul>
Pg. 62	<p><b>C. Calming Thoughts Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the patient to select a calming statement.</li> <li><input type="checkbox"/> Lead the patient through an imaginal exercise in which they use the calming thought in a worry or stress-inducing situation.</li> <li><input type="checkbox"/> Reflect upon the exercise with the patient.</li> </ul>
Pg. 63	<p><b>D. Deciding What Skills Come Next</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss how Calmer Life elective chapters are meant to flexibly suit the patient's needs.</li> </ul>

Patient Workbook Reference Page	Provider Action Items
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Pg. 65

- Assist the patient in selecting elective chapters for their Calmer Life Plan.

 **WORKBOOK VIEW**

CHAPTER/SKILL	OVERVIEW	MY SKILLS
<b>1.</b> Becoming Aware of Worry and Stress	Learn about worry and stress. Become aware of your own physical signs, thoughts, and actions.	✓ (CORE)
<b>2.</b> How to Relax I: Deep Breathing	Reduce worry and stress with slow, deep breathing.	✓ (CORE)
<b>3.</b> Using Calming Thoughts to Manage Worry and Stress	Manage your worry and stress by using calming statements.	✓ (CORE)
<b>A.</b> Changing Your Behavior to Manage Depression	Get involved in activities you may avoid because of sad mood.	
<b>B.</b> Changing Your Behavior to Manage Worry and Stress	Stop engaging in repetitive behaviors. Get involved in activities you may avoid because of worry and stress.	
<b>C.</b> Problem Solving	Solve problems through effective steps. This is useful for times when worry and stress gets in the way of finding solutions.	
<b>D.</b> How To Relax II: Progressive Muscle Relaxation	Pinpoint and release muscle tension. Learn progressive muscle relaxation.	
<b>E.</b> Thought Stopping	Stop dwelling on worry and stress thoughts.	
<b>F.</b> Changing Your Thoughts to Manage Worry and Stress	Identify negative and unrealistic thoughts and replace them with more realistic thoughts.	
<b>G.</b> Maintaining a Calmer Life	Review your progress, and develop a plan to continue living more calmly.	(FINAL SESSION)

Patient Workbook Reference Page	Provider Action Items
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Pg. 66  
Pg. 67

**E. Chapter Wrap Up and Practice Plan**

- Wrap up the chapter and answer any questions the patient has.
- Review the Awareness, Deep Breathing, and Calming Thoughts Skills Practice Form.

 **WORKBOOK VIEW**

**Awareness, Deep Breathing, and Calming Thoughts Skills Practice Form**

**DATE:** \_\_\_\_\_ **TIME:** \_\_\_\_\_:\_\_\_\_\_ **AM/PM**

What caused worry or stress today? Where were you? Who was with you?

What physical signs of worry/stress did you have?

What worry or stress thoughts did you have?

Did you avoid anything because of worry or stress? If so, what did you avoid?

Did you do anything too much because of worry or stress? If so, what did you do?

**Write N if "NO" and Y if "YES" in the boxes below.**

Did you practice deep breathing skills today?

If so, was it helpful?

Did you use calming thoughts in a real-life situation today?

If so, was the calming thought helpful?

Write your calming thought here:

What went well? What challenges came up?

Patient Workbook Reference Page	Provider Action Items
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Pg. 66

- Help the patient develop an action plan for their Awareness, Deep Breathing, and Calming Thoughts Practice Goal.

 **WORKBOOK VIEW**

*My goal is to practice **awareness** \_\_\_\_\_ times,  
**deep breathing** \_\_\_\_\_ times  
and **calming thoughts** \_\_\_\_\_ times  
in the next \_\_\_\_\_ week(s).*

- Explain next chapter will be teaching their first elective skill.
- Set the next appointment.

- A. **Reflection** (5-10 mins)
- Measure symptoms using PHQ-9 and GAD-7.
  - Reviewed and discussed assigned homework from last session.
- B. **Calming Thoughts** (15 mins)
- Provide psychoeducation and rationale for calming thoughts.
  - Provide examples of calming thoughts (incorporating gratitude or R/S if applicable).
  - Help the patient develop 2-3 calming thoughts. Suggest places to keep a written copy of this thought.
- C. **Calming Thoughts Practice** (5-10 mins)
- Ask the patient to select a calming statement.
  - Lead the patient through an imaginal exercise in which they use the calming thought in a worry or stress-inducing situation.
  - Reflect upon the exercise with the patient.
- D. **Deciding What Skills Come Next** (5 mins)
- Discuss how Calmer Life elective chapters are meant to flexibly suit the patient's needs.
  - Assist the patient in selecting elective chapters for their Calmer Life Plan.
- E. **Chapter Wrap Up and Practice Goals** (10 mins)
- Introduce Awareness, Deep Breathing, and Calming Thoughts Skills Practice worksheets (homework).
  - Help patient develop an action plan for their Awareness, Deep Breathing, and Calming Thoughts Practice Goal.
  - Set next appointment.

## Chapter A

# Changing Your Behavior to Manage Depression Part I

Make sure the patient has workbook pages for Chapter A Part I



### CHAPTER GOALS

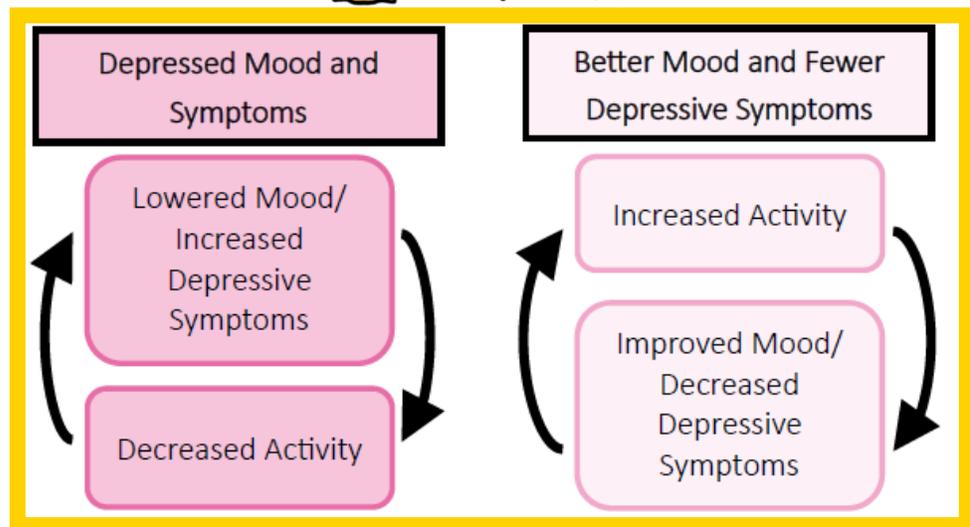
- A. Reflection (*5-10 mins*)
- B. Connecting Mood and Behavior (*10 mins*)
- C. Tracking Mood and Behavior in Your Own Life (*25 mins*)
- D. Chapter Wrap Up and Practice Plan (*10 mins*)

Patient Workbook Reference Page	Provider Action Items
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Pg. A.2	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> </ul>
Pg. A.3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing last session’s skill.</li> </ul>

Pg. A.4	<p><b>B. Connecting Mood and Behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inform patient that this skill is made up of 2 separate chapters—1 to track current activities and mood, and 2 to identify new activities to try and plan steps to begin the new activity.</li> <li><input type="checkbox"/> Provide psychoeducation on the cycle between mood and behavior (e.g., lowered mood/decreased activity vs. increased activity/improved mood).</li> </ul>
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**WORKBOOK VIEW**



- Review Beth’s mood and behavior cycle example.
  - On Thursday, Beth realized she could not play with her grandkids due to knee pain. She later skipped her book club meeting that afternoon. Beth slowly stopped attending any book club meetings due to low mood. She would feel even worse on book club meeting days, knowing she would not attend. It kept getting harder and harder to return to book club since Beth felt down about missing so many meetings.

Patient Workbook Reference Page	Provider Action Items
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Pg. A.5

**C. Tracking Mood and Behavior**

- Discuss behavioral activation and its 2 steps (1. Become aware of current activities and feelings, and 2. Identify meaningful activities and plan to do more of them).
- Explain that this chapter’s Part 1 will be focused on becoming aware of current activities and mood. Part 2 will be focused on identifying and planning to participate in activities to lift mood.

Pg. A.6

- Review instructions to log activities, mood, and feelings using the workbook. Review example form (e.g., think of a day in the last week, identify 6 activities you did during the day, rate mood during each activity a 1-5, and write a possible reason for why you felt that during each activity).

 **WORKBOOK VIEW**

	Very bad 1	Bad 2	So-So 3	Good 4	Very Good 5	
Activities	Mood		Reasons I Felt The Way I Did...			
Morning Activities						
1. <i>Eat breakfast</i>	5		<i>Breakfast is my favorite meal</i>			
2. <i>Walk the dog</i>	3		<i>It was nice to be outside</i>			
Afternoon Activities						
3. <i>Take a nap</i>	2		<i>I felt guilty for sleeping so much</i>			
4. <i>Watch TV</i>	2		<i>I felt lonely</i>			
Evening Activities						
5. <i>Fold laundry</i>	4		<i>I felt productive</i>			
6. <i>Call my sister</i>	4		<i>I enjoy talking to others</i>			

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. A.7

- Assist the patient in filling out their own copy of this form, using one of the days this week as reference.

 **WORKBOOK VIEW**

 <b>TIPS</b> For this activity, do not pick an unusually distressing day. Focusing on a typical day will help you see how different activities regularly impact your mood.						
	Very bad 1	Bad 2	So-So 3	Good 4	Very Good 5	
Activities		Mood	Reasons I Felt the Way I Did...			
Morning Activities						
1.						
2.						
Afternoon Activities						
3.						
4.						
Evening Activities						
5.						
6.						

Patient Workbook Reference Page	Provider Action Items
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Pg. A.8

Pg. A.9

**D. Chapter Wrap-Up and Practice Plan**

- Wrap up the chapter and answer any questions the patient has.
- Review the Changing Your Behavior to Manage Depression Form example.

 **WORKBOOK VIEW**

**Changing Your Behavior to Manage Depression Form**  
**BETH'S EXAMPLE**



**Instructions for Practice:** Throughout the day: fill in activities you did, rate your mood during them, and list a reason why you might have felt the way you did. Then think about any activities you may not have listed that you found meaningful or satisfying.

**Remember:** This part of the chapter is about becoming aware of what you are currently doing. We are not focused on changing any behaviors. Try to continue as normal and just fill in the form honestly.

	Very bad 1	Bad 2	So-So 3	Good 4	Very Good 5	
Activities			Mood	Reasons I Felt the Way I Did...		
1. Eat breakfast			4	Breakfast is my favorite meal.		
2. Eat a snack			3	I felt like I might be eating too much.		
3. Take a nap			1	I felt guilty for sleeping so much.		
4. Visited my grandkids			5	I enjoyed seeing them.		
5. Heard my favorite song			4	I liked hearing it again.		
6. Watch TV			2	I felt lonely.		

Are there any activities you did today that were meaningful to you or made you feel satisfied?

I did the dishes. I don't really like to but it made me feel good to get them out of the way.

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. A.8

- Help the patient develop an action plan for monitoring their activities using the Skills Practice Forms.

 **WORKBOOK VIEW**

*Goals for this chapter:*

*My goal is to monitor my activities for \_\_\_\_\_ days using the Skills Practice Form over the next \_\_\_\_\_ week(s).*

*Goals for other Calmer Life skills learned so far:*

*Ex: My goal is to review Calming Thoughts (Chapter 3) over the next 2 weeks.*

- Explain next chapter will be teaching Part 2 of Chapter A, Changing Your Behavior to Manage Depression.
- Set the next appointment.

- A. **Reflection (5-10 mins)**
- Measure symptoms using PHQ-9 and GAD-7.
  - Review and discuss assigned homework from last session.
- B. **Connecting Mood and Behavior (10 mins)**
- Inform patient that this skill is made up of 2 separate chapters (1: track current activities and mood; 2: identify new activities to try and plan how to begin them)
  - Provide psychoeducation on the cycle between mood and behavior (e.g., lowered mood/decreased activity vs. increased activity/improved mood).
- C. **Tracking Mood and Behavior (25 mins)**
- Discuss behavioral activation and its 2 steps (1. Become aware of current activities and feelings, and 2. Identify meaningful activities and plan to do more of them).
  - Review instructions to log activities, mood, and feelings using the workbook and review example form (copy of this form on Abbreviated Provider Manual, pg. 28).
  - Assist patient in filling out their own copy of this activity, mood, and feelings form.
- D. **Chapter Wrap Up and Practice Goals (10 mins)**
- Review the Changing Your Behavior to Manage Depression Skills Practice worksheets (homework).
  - Help patient develop an action plan for monitoring their activities using the Skills Practice Forms.
  - Remind patient that the next session will cover Chapter A, Part II.
  - Set next appointment.



## Chapter A

# Changing Your Behavior to Manage Depression

## Part II

Make sure the patient has workbook pages for Chapter A Part II



### CHAPTER GOALS

- A. Reflection (*5-10 mins*)
- B. Identifying Pleasant and Meaningful Activities (*15 mins*)
- C. *Optional*: Gratitude Skills (*5 mins*)
- D. Activity Planning Using SMART Goals (*10 mins*)
- E. Chapter Wrap Up and Practice Plan (*10 mins*)

Patient Workbook Reference Page	Provider Action Items
Pg. A.16	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> </ul>
Pg. A.17	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess patient progress in tracking mood and behavior (Chapter A Part I).</li> </ul>

Pg. A.18	<p><b>B. Identifying Pleasant and Meaningful Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Part I of Chapter A (e.g., monitoring behavior).</li> <li><input type="checkbox"/> Discuss the rationale for behavioral activation (e.g., difficulties and rewards of starting an activity).</li> <li><input type="checkbox"/> Identify any current activities the patient already finds satisfying using their homework.</li> <li><input type="checkbox"/> Guide the patient in brainstorming activities they might enjoy doing (with optional R/S integration).</li> </ul>
Pg. A.20	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain that value-oriented action can provide a sense of satisfaction.</li> <li><input type="checkbox"/> Go through the list of activities to help the patient identify activities they are interested in or are currently doing.</li> </ul>

 **WORKBOOK VIEW**

Types of Activities		Interested?	Currently doing?
Social Activities	Get together with family/friends		
	Visit a neighbor		
	Go to a local community center		
Outings	Go to park/library/bookstore		
	Go to the movies/shopping		
	Go out to dinner		
Physical Activity	Walk for exercise or pleasure		
	Do light housekeeping		
	Work in garden		

Leisure Activities	Knit, sew or do needlework		
	Do crafts/ keep a diary		
	Listen to radio/ watch TV/ read the newspaper		
Kind Acts	Do favors for others/ volunteer		
	Help someone in need		
Spiritual and Religious	Go to a place of worship		
	Attend a R/S discussion group		
	Meditate/ pray		

Patient Workbook Reference Page	Provider Action Items
Pg. A.21	<p><b>C. Optional: Gratitude Skills (can be R/S or non-R/S)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the concept and benefit of keeping a gratitude list.</li> <li><input type="checkbox"/> Give examples of things to be grateful for (e.g., the weather, birds singing, their favorite meal, a loving family member).</li> <li><input type="checkbox"/> Encourage patient to write down 2-3 things they are grateful for to start their list.</li> <li><input type="checkbox"/> Introduce concept of a prayer or mantra of gratitude, which, when said during the day, can give a moment of meaning or satisfaction.</li> <li><input type="checkbox"/> Assist patient in writing their own prayer/mantra of gratitude, comprised of 1-2 sentences they can say during the day to remind them of what they are grateful for.</li> </ul>
Pg. A.22	<p><b>D. Activity Planning Using SMART Goals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the purpose of using goals when planning to do an activity.</li> <li><input type="checkbox"/> Explain SMART as a guideline to creating goals: Specific, Measurable, Achievable, Relevant, Timed.</li> </ul> <div data-bbox="553 1228 1328 1728" style="text-align: center;"> <p> <b>WORKBOOK VIEW</b></p>  <p>The graphic displays the acronym SMART in large, colorful letters. Below each letter is a corresponding icon: 'S' (Specific) is a target, 'M' (Measurable) is a bar chart, 'A' (Achievable) is a flag on a pole, 'R' (Relevant) is two interlocking rings, and 'T' (Timed) is a clock. The icons are placed on a yellow background with a white border.</p> </div>

Patient Workbook Reference Page	Provider Action Items
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Pg. A.23

- Use the table on Patient Workbook, pg. A.23 to go over good and bad examples of what constitutes a SMART goal for Beth’s activities.

 **WORKBOOK VIEW**

	Not SMART	Beth’s SMART Planning 	Tips
<b>Activity</b>	Eating well	Attend book club	
<b>Specific</b>	I want to better myself.	I will go to the host’s house Thursday night for book club.	“Bettering oneself” is a good start but too broad. Abstract goals are harder to achieve.
<b>Measurable</b>	I want to eat healthy.	I will know I realized my goal if I attend 2 meetings this month.	If you cannot measure progress on a goal, you won’t know if you have achieved it. Try to find a way to measure your progress toward a goal.
<b>Achievable</b>	I will never eat junk food again.	I don’t have a car, but I will ask my friend if we can carpool.	Your goal should be feasible. Plan for obstacles. Remember that we can’t guarantee that we will “never” or “always” do something.
<b>Relevant</b>	I want to eat better because my doctor told me to.	I like talking to my friends and want to keep them in my life.	Even tasks that are challenging or annoying may be in service of something you value. It’s helpful to think about how your goal is relevant and/or meaningful to you.
<b>Timed</b>	I will eat better by next year.	I will attend 2 meetings by the end of month.	Establishing a time frame gives you a point to review if you have achieved your goal or need to make changes.

Patient Workbook Reference Page	Provider Action Items
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Pg. A.24

- Review the Skills Practice Form example.

 **WORKBOOK VIEW**

Changing Your Behavior to Manage Depression Form B  
BETH'S EXAMPLE



**Instructions for Practice:** This week, complete 1 or 2 of the enjoyable or meaningful activities you identified on pages A.18-20. Take time to choose activities and steps that fit with the SMART guidelines. Think about any support you will need along the way to be successful.

**Remember:** It can be difficult to start doing activities if you feel like you are not in the mood or if there are new challenges (like knee pain or transportation issues). It is important to commit to doing an activity you value. It can help improve your thoughts and feelings. And if the activity doesn't help, that's okay, too. You can then move on and try another activity!

	Activity 1	Activity 2 (Optional)
Activity:	Replant flowers in a bigger pot.	Go to a movie with a friend.
Step 1	Ask daughter to take me shopping.	Figure out which friend to ask.
Step 2	Buy a new pot and soil.	Look up the movie Times.
Step 3	Replant the flowers.	Buy a ticket.
Expected Completion by:	Next Tuesday	This weekend
Activity Completed:	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMEWHAT	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMEWHAT
Did it improve your mood?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> SOMEWHAT	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMEWHAT

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. A.27

- Assist the patient in filling out a blank version of the Skills Practice Form. Have the patient identify 1-2 activities they would like to start.

 **WORKBOOK VIEW**

**Changing Your Behavior to Manage Depression Form B**

<b>DATE:</b> _____	<b>TIME:</b> _____:_____ AM/PM
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**Instructions for Practice:** Complete 1 or 2 activities that are enjoyable or meaningful to you. Take time to choose activities and steps that fit with the SMART guidelines. Think about any support you will need along the way to be successful.

	Activity 1	Activity 2 (Optional)
Activity:		
Step 1		
Step 2		
Step 3		
Expected Completion by:		
Activity Completed:	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMEWHAT	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMEWHAT
Did it improve your mood?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMEWHAT	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMEWHAT

**Notes:**

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. A.25  
Pg. A.26

**F. Chapter Wrap Up and Practice Plan**

- Wrap up the chapter and answer any questions the patient has.
- Help the patient develop an action plan for beginning one of their chosen activities.

 **WORKBOOK VIEW**

*Goals for this chapter:*

Ex: My goal is to go to a movie with a friend 2 times in the next 3 weeks.

My goal is to \_\_\_\_\_  
*Activity you choose to try or do more of*  
in the next \_\_\_\_\_ week (s).

Use this activity goal for your first Skills Practice Form on the next page.

*Goals for other Calmer Life skills learned so far:*

Ex: My goal is to review Awareness (Chapter 1) over the next 2 weeks.

- Select what to cover next session (an elective skill or Chapter G., the final session).
- Set the next appointment.

- A. **Reflection (5-10 mins)**
- Measure symptoms using PHQ-9 and GAD-7.
  - Review and discuss assigned homework from last session (tracking mood and behavior).
- B. **Identifying Pleasant and Meaningful Activities (15 mins)**
- Review importance of monitoring behavior and mood.
  - Discuss the rationale for behavioral activation (e.g., difficulties and rewards of starting an activity).
  - Identify current activities the patient already finds satisfying using their homework.
  - Explain that value-oriented action can provide a sense of satisfaction.
  - Review list of activities in Patient Workbook, pg. A.20 (Abbreviated Provider Manual, pg. 34) to identify activities the patient may be interested in or is currently doing.
  - Help the patient brainstorm more activities they would find interesting.
- C. **Optional: Gratitude Skills (5 mins)**
- Introduce the concept and benefit of keeping a gratitude list.
  - Help the patient create their own gratitude list.
  - Introduce the concept of a prayer of gratitude.
  - Help the patient write their own prayer of gratitude, comprised of 1-2 sentences they can say during the day to remind them of what they are grateful for.
- D. **Activity Planning Using SMART Goals (10 mins)**
- Discuss the purpose of using goals when planning to do an activity.
  - Explain SMART as a guideline to creating goals: Specific, Measurable, Achievable, Relevant, Timed
  - Review Beth's example on Patient Workbook, pg. A.23 (Abbreviated Provider Manual, pg. 36) to identify good and bad examples of planning a SMART goal.
  - Review the Skills Practice Form example (Patient Workbook, pg. A.24; Abbreviated Provider Manual, pg. 37).
  - Assist the patient in filling out a blank version of the Skills Practice Form Patient Workbook, pg. A.27; Abbreviated Provider Manual, pg. 38).
- E. **Chapter Wrap Up and Practice Goals (10 mins)**
- Help patient develop an action plan for beginning one of their chosen activities.
  - Select which skill will be covered next session (an elective skill or Chapter G, the final session).
  - Set next appointment.

## Chapter B

# Changing Your Behavior to Manage Worry and Stress

Make sure the patient has workbook pages for Chapter B



### CHAPTER GOALS

- A. Reflection (*5-10 mins*)
- B. Understanding Worry and Stress Behaviors (*15 mins*)
- C. Strategies for Managing Worry and Stress (*20 mins*)
- D. Chapter Wrap Up and Practice Plan (*10 mins*)

Patient Workbook Reference Page	Provider Action Items
Pg. B.2	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> </ul>
Pg. B.3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assess patient progress in practicing last session's skill.</li> </ul>

Pg. B.4	<p><b>B. Understanding Worry and Stress Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide psychoeducation on the relationship between anxiety and unhealthy behaviors. Provide examples (e.g., Geraldo avoided opening his mail as he was worried about finances; Beth smoked and overate junk food when feeling stressed about her family).</li> <li><input type="checkbox"/> Discuss short-term relief vs. long-term effects of unhealthy behaviors.</li> </ul>
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 **WORKBOOK VIEW**



Patient Workbook Reference Page	Provider Action Items
Pg. B.5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the concept of avoidance, which can occur by avoiding situations or engaging with repetitive behaviors.</li> <li><input type="checkbox"/> Provide examples of “avoidance” behaviors. Ask patient to identify their own examples.</li> </ul>
Pg. B.6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe and provide examples of “doing too much” behaviors (e.g., smoking, snacking, consuming too much media, picking at skin, repeated checking).</li> <li><input type="checkbox"/> Ask patient to identify their own examples of “doing too much” behaviors.</li> </ul>
Pg. B.7	<p><b>C. Strategies for Managing Worry and Stress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the concept of exposure, or “facing worry,” which involves confronting situations, places, or people that cause anxiety.</li> <li><input type="checkbox"/> Explain benefits of facing worry (e.g., fear or anxiety will decrease over time, patient will learn to cope with anxiety).</li> <li><input type="checkbox"/> Explain that facing worry can be done 1 step at a time, by creating a hierarchy of behaviors from least to most distressing, tackling 1 behavior at a time. Provide an example (e.g., feeling uncomfortable having a conversation with others).             <ul style="list-style-type: none"> <li>• <i>Image of example on next page of this manual...</i></li> </ul> </li> </ul>

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. B.7

 **WORKBOOK VIEW**



Pg. B.8

- Elicit from the patient some worry or stress behaviors they are currently doing that they would like to change.

Patient Workbook Reference Page	Provider Action Items
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Pg. B.13

- Review Geraldo’s example Skills Practice Form (in which he addresses multiple worries, unhelpful behaviors, designs a hierarchy of steps, identifies a completion date, identifies calming skills that may help, and reviews his progress after practicing).

 **WORKBOOK VIEW**

Changing Your Behavior to Manage Worry/Stress Skills Practice Form Example		
	Worry 1: Finances	Worry 2: Health
Unhelpful Behavior:	Avoiding opening mail	Searching online for possible illnesses I have
Step 1:	At 10 am on Saturday this week, I will spend 30 minutes opening the mail that has piled up on my kitchen table.	For the next week, I will limit searching online to 20 minutes maximum per day.
Step 2:	I will make a list of bills to be paid.	The following week, I will allow myself to search only 2 times.
Step 3:	On Monday, I will pay electricity, gas and water bills.	The following week, I will stop checking for illnesses. If I am concerned, I will make and attend an appointment with my doctor.
Completion Date:	Monday	3 weeks from today
Calming skills that I can use:	I will use deep breathing for 5 minutes before and after I open each bill.	I will use my calming statement, “This, too, shall pass,” when I begin to feel anxious about my health.
<i>Is there an R/S tool that I can use?</i>	I will imagine a cross while practicing deep breathing.	
Activity Completed:	[ <input type="checkbox"/> ] YES [ <input checked="" type="checkbox"/> ] SOMEWHAT [ <input type="checkbox"/> ] NO	[ <input type="checkbox"/> ] YES [ <input type="checkbox"/> ] SOMEWHAT [ <input checked="" type="checkbox"/> ] NO
If completed, how did it go?	I made the list and paid only 1 of my bills. I want to try again next weekend.	I’ve been able to reach Step 2 and am working on Step 3.

Patient Workbook Reference Page	Provider Action Items
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Pg. B.15

- Assist the patient in identifying 1 worry, identifying the associated unhelpful behavior, a hierarchy of 3 steps to begin “facing” this worry, and identifying a completion date and calming skills that may aid their practice.

 **WORKBOOK VIEW**

Changing Your Behavior to Manage Worry and Stress Skills Practice Form		
	Worry 1:	Worry 2:
Unhelpful Behavior:		
Step 1:		
Step 2:		
Step 3:		
Completion Date:		
Calming skills that I can use:		
<i>Is there an R/S tool that I can use?</i>		
Activity Completed:	<input type="checkbox"/> YES <input type="checkbox"/> SOMEWHAT <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> SOMEWHAT <input type="checkbox"/> NO
If completed, how did it go?		

Patient Workbook Reference Page	Provider Action Items
Pg. B.14	<p><b>D. Chapter Wrap Up and Practice Plan</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Wrap up the chapter and answer any questions the patient has.</li><li><input type="checkbox"/> Help the patient develop an action plan for addressing unhelpful behaviors using the Skills Practice Form.</li></ul> <p style="text-align: center;"> <b>WORKBOOK VIEW</b></p> <div style="border: 2px solid yellow; padding: 10px;"><p><i>Goals for this chapter:</i></p><div style="border: 1px solid pink; padding: 10px; text-align: center;"><p><i>My goal is to address _____ unhelpful behavior (s) using the Skills Practice Form over the next _____ week(s).</i></p></div><p><i>Goals for other Calmer Life skills learned so far:</i> Ex: My goal is to review problem solving (Chapter C) over the next 2 weeks.</p><div style="border: 1px solid pink; height: 100px; width: 100%;"></div></div> <ul style="list-style-type: none"><li><input type="checkbox"/> Select what to cover next session (an elective skill or Chapter G., the final session).</li><li><input type="checkbox"/> Set the next appointment.</li></ul>

**A. Reflection (5-10 mins)**

- Measure symptoms using PHQ-9 and GAD-7.
- Review and discuss assigned homework from last session.

**B. Understanding Worry and Stress Behaviors (15 mins)**

- Provide psychoeducation on the relationship between anxiety and unhealthy behaviors. Provide examples.
- Discuss short-term relief vs. long-term effects of unhealthy behaviors.
- Discuss avoidance behaviors. Ask patient to identify any avoidance behaviors they engage in when worried or stressed.
- Discuss “doing too much” behaviors. Ask patient to identify any repetitive, checking, or “too much” behaviors they engage in when worried or stressed.

**C. Strategies for Managing Worry and Stress (20 mins)**

- Introduce the concept of exposure, or “facing worry,” which involves confronting situations, places, or people that cause anxiety.
- Explain benefits of facing worry.
- Explain that facing worry can be done 1 step at a time, but creating a hierarchy of behaviors from least to most distressing, tackling 1 behavior at a time.
- Elicit from the patient some worry or stress behaviors they are currently doing that they would like to change.
- Review Geraldo’s example Skills Practice Form (Patient Workbook, pg. B.13; Abbreviated Provider Manual, pg. 44).
- Assist the patient in identifying 1 worry, the associated unhelpful behavior, a hierarchy of 3 steps to begin “facing” this worry, a completion date, and any calming skills that may aid their practice (Patient Workbook, pg. B.15; Abbreviated Provider Manual, pg. 45).

**D. Chapter Wrap Up and Practice Goals (10 mins)**

- Help patient develop an action plan for addressing unhelpful behaviors using the Skills Practice Form.
- Select which skill will be covered next session (an elective skill or Chapter G, the final session).
- Set next appointment.

# Chapter C

## Problem Solving

Make sure the patient has workbook pages for Chapter C



### CHAPTER GOALS

- A. Reflection *(5-10 mins)*
- B. How Worry and Stress Interfere with Problem Solving *(5 mins)*
- C. Strategies for Effective Problem Solving *(25-30 mins)*
- D. Chapter Wrap Up and Practice Plan *(10 mins)*

Patient Workbook Reference Page	Provider Action Items
Pg. C.2  Pg. C.3	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing last session’s skill.</li> </ul>
Pg. C.4	<p><b>B. How Worry and Stress Interfere with Problem Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain that even though worry can feel productive, it may actually get in the way of taking action toward solving a problem.</li> <li><input type="checkbox"/> Ask the patient whether worry or stress have ever gotten in the way of solving a problem, and how.</li> <li><input type="checkbox"/> <b>R/S integration:</b> Discuss ways in which the patient’s R/S beliefs affect how they solve problems.</li> </ul>
Pg. C.5  Pg. C.6  <i>Space to write solutions on C.7</i>	<p><b>C. Strategies for Effective Problem Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the 6 steps to problem solving through the SOLVED technique: 1. Select a problem; 2. Open your mind (brainstorm solutions); 3. List pros and cons; 4. Verify the best solution; 5. Enact the plan; 6. Decide if the plan worked.</li> <li><input type="checkbox"/> Assist the patient in selecting a general problem to address using the SOLVED technique.</li> <li><input type="checkbox"/> Explain that you will work through each step with this problem. There are designated writing spaces for each step in the Patient Workbook.</li> <li><input type="checkbox"/> Begin Step 1: Select a problem. Assist the patient in choosing a problem specific enough for the SOLVED technique.</li> <li><input type="checkbox"/> Begin Step 2: Open your mind to all possible solutions. Assist the patient in brainstorming up to 5 possible solutions to the problem, even if some ideas are silly or unrealistic.             <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>R/S integration:</b> Discuss possible R/S-related solutions to the problem.</li> </ul> </li> </ul>

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. C.7

 **WORKBOOK VIEW**

POSSIBLE SOLUTIONS	
①	
②	
③	
④	
⑤	

**L = LIST THE PROS AND CONS OF EACH POSSIBLE SOLUTION**  
 For each possible solution that you have listed, consider the consequences or end results of what will happen if you do it. Evaluate the pros/cons of each idea and put this down on paper. This is a helpful way to reduce the time you spend going over it again and again in your mind.

 For Beth's "lottery" solution, the pro would be that she would never worry about having a ride again. The con would be that it is very unlikely she would win the lottery—let alone before her doctor's appointment.

PROS	CONS
①	①
②	②
③	③
④	④
⑤	⑤

- Begin Step 3: List one pro and con for each potential solution.
- Explain the benefit of putting a pros and cons list on paper (e.g., people often waste time and energy going over pros and cons in their head unproductively).

Patient Workbook Reference Page	Provider Action Items
Pg. C.8	<input type="checkbox"/> Begin Step 4: Verify the best solution. Assist the patient in ranking each of their possible solutions from least practical and desirable to most practical and desirable.
Pg. C.8	<input type="checkbox"/> Have the patient mark the best solution with a checkmark or star. <input type="checkbox"/> Begin Step 5: Enact the plan. Assist the patient in identifying steps needed to carry out the chosen solution.
Pg. C.9	<input type="checkbox"/> Introduce Step 6: Decide if the plan worked. Explain that after attempting the identified steps, it is important to go back and decide if the goal was achieved and if the plan was effective. <input type="checkbox"/> If the plan was not effective, explain that the patient can go back to step 1(S) to select a new problem, OR go back to step 2(O) to brainstorm more solutions, OR go back to step 3(L) to analyze other possible pros and cons to the list of solutions.

Patient Workbook Reference Page	Provider Action Items
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Pg. C.10

- Review Beth’s Example Skills Practice Form.

 **WORKBOOK VIEW**

**Problem Solving Skills Practice Form *BETH'S EXAMPLE***

**SELECT A SPECIFIC PROBLEM:** I don't have a ride to my  
doctor's appointment next week.



OPEN your MIND to ALL possible SOLUTIONS <i>(are any R/S solutions?)</i>	List the PROS	List the CONS
✓ 1. Ask someone at church to drive me.	Free	They might be annoyed and say no.
2. Win the lottery, hire a permanent chauffeur.	I'll never worry about having a ride again.	Very low chance I will win, especially before my appointment.
3. Ask God to help me.	I feel supported when I pray. My God is good.	Sometimes God takes time to answer my prayers.
4. Reschedule my appointment.	My daughter can take me the following week.	I would rather go sooner.
5. Call a cab.	I won't have to rely on someone else to help me.	Cabs are expensive.

**VERIFY THE BEST SOLUTION:** check off the solution you think will work best.

**ENACT THE PLAN:** *(List the steps below)*

1. Ask Frida from church if she can give me a ride.
2. If not, ask Mike from church if he can take me.

**TIME FRAME FOR COMPLETION:** by Wednesday

**DECIDE IF YOUR SOLUTION WORKED:**     YES                     NO

Patient Workbook Reference Page	Provider Action Items
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Pg. C.11  
Pg. C.12

**D. Chapter Wrap Up and Practice Plan**

- Wrap up the chapter and answer any questions the patient has.
- Assist the patient in filling in a blank Skills Practice Form with the steps discussed this session.

 **WORKBOOK VIEW**

**Problem Solving Skills Practice Form**

**SELECT A SPECIFIC PROBLEM:** \_\_\_\_\_

<b>OPEN your MIND to ALL possible SOLUTIONS</b> <i>(are any R/S solutions?)</i>	<b>List the PROS</b>	<b>List the CONS</b>
1.		
2.		
3.		
4.		

**VERIFY THE BEST SOLUTION:** check off the solution you think will work best.

**ENACT THE PLAN:** *(List the steps below)*

**TIME FRAME FOR COMPLETION:**

**DECIDE IF YOUR SOLUTION WORKED:**     YES                       NO

Patient Workbook Reference Page	Provider Action Items
Pg. C.11	<ul style="list-style-type: none"><li><input type="checkbox"/> Help the patient develop an action plan for using the SOLVED technique to solve problems.</li></ul> <p style="text-align: center;"> <b>WORKBOOK VIEW</b></p> <div style="border: 2px solid yellow; padding: 10px;"><p><i>Goals for this chapter:</i></p><div style="border: 1px solid pink; padding: 5px; text-align: center;"><p><i>My goal is to practice using the SOLVED technique with _____ problems before I learn the next Calmer Life skill.</i></p></div><p><i>Goals for other Calmer Life skills learned so far:</i></p><p>Ex: My goal is to practice deep breathing at breakfast and before bed every day.</p><div style="border: 1px solid pink; height: 100px; width: 100%;"></div></div> <ul style="list-style-type: none"><li><input type="checkbox"/> Select what to cover next session (an elective skill or Chapter G., the final session).</li><li><input type="checkbox"/> Set the next appointment.</li></ul>

- A. Reflection (5-10 mins)**
- Measure symptoms using PHQ-9 and GAD-7.
  - Review and discuss assigned homework from last session.
- B. How Worry and Stress Interfere with Problem Solving (5 mins)**
- Explain that even though worry can feel productive, it may actually get in the way of taking action toward solving a problem.
  - Ask patient whether worry or stress have gotten in the way of solving a problem, and how.
  - R/S integration: Discuss ways in which the patient's beliefs affect how they solve problems.
- C. Strategies for Effective Problem Solving (25-30 mins)**
- Introduce the 6 steps to problem solving through the SOLVED technique: 1. Select a problem; 2. Open your mind; 3. List pros and cons; 4. Verify the best solution; 5. Enact the plan; 6. Decide if the plan worked.
  - Assist the patient in selecting a general problem to address using the SOLVED technique.
  - Assist the patient in addressing their selected problem using each step of the SOLVED technique.
  - Explain the benefit of writing a pros and cons list on paper, instead of keeping it in their head.
  - Explain the importance of Step 6. Decide if the plan worked, which is often overlooked.
  - Provide instruction on what to do if, after completing Step 6, the plan proves ineffective and/or their goal has not been met (e.g., go back to step 1(S), 2(O), OR 3 (L)).
  - Review Beth's Example Skills Practice Form (Patient Workbook, pg. C.10; Abbreviated Provider Manual, pg. 51).
- E. Chapter Wrap Up and Practice Goals (10 mins)**
- Assist the patient in filling in a blank Skills Practice Form with the steps discussed this session (Patient Workbook, pg. C.12; Abbreviated Provider Manual, pg. 52).
  - Help patient in developing an action plan to practice using the SOLVED technique.
  - Select which skill will be covered next session (an elective skill or Chapter G, the final session).
  - Set next appointment.

## Chapter D

# How to Relax II: Progressive Muscle Relaxation (PMR)

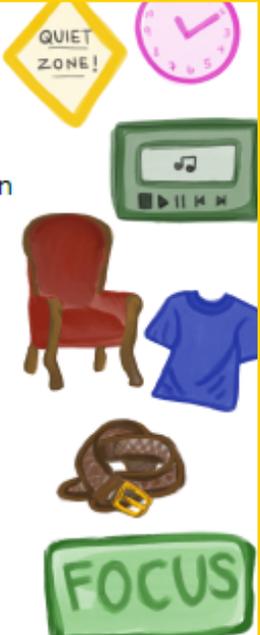
Make sure the patient has workbook pages for Chapter D



### CHAPTER GOALS

- A. Reflection (*5-10 mins*)
- B. Introduction to Progressive Muscle Relaxation (PMR) (*5 mins*)
- C. PMR Tips and Practice (*25-30 mins*)
- D. Chapter Wrap Up and Practice Plan (*10 mins*)

Patient Workbook Reference Page	Provider Action Items												
Pg. D.2  Pg. D.3	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing last session’s skill.</li> </ul>												
Pg. D.4  Pg. D.5-6	<p><b>B. Introduction to Progressive Muscle Relaxation (PMR)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the concept of deep breathing to reduce and manage physical symptoms of anxiety, learned in Chapter 3.</li> <li><input type="checkbox"/> Provide psychoeducation on and rationale for PMR (e.g., process of tensing and relaxing muscles, contrast between tensing and relaxing helps ability to detect tension sooner).</li> <li><input type="checkbox"/> Ask the patient to list areas of chronic pain. Avoid instructing the patient to tense these parts of their body.</li> <li><input type="checkbox"/> Demonstrate each tension procedure, holding each for 5-10 seconds. Have the patient practice each muscle group and troubleshoot as needed.</li> </ul> <table border="1" data-bbox="386 1226 1523 1940"> <thead> <tr> <th data-bbox="386 1226 613 1276">Muscle Group</th> <th data-bbox="613 1226 1523 1276">Tensing Instructions</th> </tr> </thead> <tbody> <tr> <td data-bbox="386 1276 613 1394">1. Right Arm 2. Left Arm</td> <td data-bbox="613 1276 1523 1394"> <ul style="list-style-type: none"> <li>• Make a fist, and tense your biceps, <b>OR</b></li> <li>• Pull your right/left wrist upward while pushing your elbow down against the arm of a chair or bed.</li> </ul> </td> </tr> <tr> <td data-bbox="386 1394 613 1486">3. Forehead</td> <td data-bbox="613 1394 1523 1486"> <ul style="list-style-type: none"> <li>• Lift your eyebrows as high as possible, bite your teeth together, and pull the corners of your mouth back tightly.</li> </ul> </td> </tr> <tr> <td data-bbox="386 1486 613 1667">4. Neck and Throat</td> <td data-bbox="613 1486 1523 1667"> <ul style="list-style-type: none"> <li>• Pull your chin down toward your chest, but prevent it from actually touching your chest, <b>OR</b></li> <li>• Squeeze the muscles in the front part of your neck against those in the back part of your neck. Imagine a string pulling your head back!</li> </ul> </td> </tr> <tr> <td data-bbox="386 1667 613 1848">5. Shoulders, Chest, and Upper Abdomen</td> <td data-bbox="613 1667 1523 1848"> <ul style="list-style-type: none"> <li>• Take a deep breath and hold it while pulling your shoulder blades back and together, trying to make them touch, <b>OR</b></li> <li>• Keep your arms relaxed while you make your stomach hard by pressing it out, as if someone were going to hit you there.</li> </ul> </td> </tr> <tr> <td data-bbox="386 1848 613 1940">6. Right Leg 7. Left Leg</td> <td data-bbox="613 1848 1523 1940"> <ul style="list-style-type: none"> <li>• Lift your right/left foot off the floor while pushing down on the chair with your right thigh.</li> </ul> </td> </tr> </tbody> </table>	Muscle Group	Tensing Instructions	1. Right Arm 2. Left Arm	<ul style="list-style-type: none"> <li>• Make a fist, and tense your biceps, <b>OR</b></li> <li>• Pull your right/left wrist upward while pushing your elbow down against the arm of a chair or bed.</li> </ul>	3. Forehead	<ul style="list-style-type: none"> <li>• Lift your eyebrows as high as possible, bite your teeth together, and pull the corners of your mouth back tightly.</li> </ul>	4. Neck and Throat	<ul style="list-style-type: none"> <li>• Pull your chin down toward your chest, but prevent it from actually touching your chest, <b>OR</b></li> <li>• Squeeze the muscles in the front part of your neck against those in the back part of your neck. Imagine a string pulling your head back!</li> </ul>	5. Shoulders, Chest, and Upper Abdomen	<ul style="list-style-type: none"> <li>• Take a deep breath and hold it while pulling your shoulder blades back and together, trying to make them touch, <b>OR</b></li> <li>• Keep your arms relaxed while you make your stomach hard by pressing it out, as if someone were going to hit you there.</li> </ul>	6. Right Leg 7. Left Leg	<ul style="list-style-type: none"> <li>• Lift your right/left foot off the floor while pushing down on the chair with your right thigh.</li> </ul>
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Patient Workbook Reference Page	Provider Action Items
Pg. D.6	<p><input type="checkbox"/> If the patient used a relaxing or R/S word or image for the Deep Breathing Skill (Chapter 3, Patient Workbook, pg. 50), they can also visualize it when exhaling during PMR.</p> <p><input type="checkbox"/> Explain that you will be narrating this PMR exercise, but, if the patient wishes to follow along to audio as they practice, they can find a narration online.</p> <p style="text-align: center;"> <b>WORKBOOK VIEW</b></p> <div style="border: 2px solid yellow; padding: 10px;"> <p>The PMR routine will take about 15 minutes. You can follow along reading the script on page D.8-11. To listen along with an audio recording online, scan the QR code with your phone camera, or enter the following link into your internet browser.</p> <div style="float: right; text-align: center;">  </div> <p style="text-align: right;"><a href="https://youtu.be/Z95gPdFC7GM">https://youtu.be/Z95gPdFC7GM</a></p> </div>
Pg. D.7	<p><b>C. PMR Tips and Practice</b></p> <p><input type="checkbox"/> Provide the patient with PMR tips to help ensure they are relaxed and focusing on the sensations of tension/relaxation in their body during the exercise.</p> <p style="text-align: center;"> <b>WORKBOOK VIEW</b></p> <div style="border: 2px solid yellow; padding: 10px;"> <ul style="list-style-type: none"> <li>• Set aside time each day when you can practice PMR for approximately 20 minutes.</li> <li>• Choose a nondistracting place.</li> <li>• Follow along with audio instruction using the link on the previous page. If you don't have access to electronics, you can also ask someone to read the script for you as you practice.</li> <li>• It is helpful to use a high-backed chair to support your neck. Lying on a bed is also okay, as long as you don't fall asleep.</li> <li>• Loosen tight clothing, remove shoes, belts and glasses, and do not cross your arms or legs.</li> <li>• Throughout the exercise, try to concentrate on the sensations in your body. Other thoughts may wander into your mind, including worries. Try to stay focused on the audio instruction. Notice the difference between feeling tense and feeling relaxed.</li> </ul> <div style="float: right; text-align: center;">  </div> </div>

Patient Workbook Reference Page	Provider Action Items
Pg. D.8-D.11	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assist the patient in getting ready for a PMR exercise (e.g., comfortable position, closed eyes, deep breaths).</li> <li><input type="checkbox"/> Explain that when the patient hears “now,” they will begin tensing the designated muscle group. They will release the tensed muscles immediately upon hearing, “...and relax.”</li> <li><input type="checkbox"/> Remind the patient to concentrate on the sensations produced by the tensing and relaxing exercising.</li> <li><input type="checkbox"/> Lead the patient through PMR exercise.</li> <li><input type="checkbox"/> Assist the patient in returning to a normal state of alertness (e.g., slowly counting backwards from 5 to 1 before opening eyes).</li> <li><input type="checkbox"/> Ask the patient for feedback on the exercise.</li> <li><input type="checkbox"/> Remind patient that PMR can be useful before or after engaging in a stressful situation. Intervention effects may not be seen immediately.</li> </ul>

Pg. D.12 Pg. D.13	<p><b>D. Chapter Wrap Up and Practice Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wrap up the chapter and answer any questions the patient has.</li> <li><input type="checkbox"/> Review the Skills Practice Form for this chapter.</li> </ul>
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 **WORKBOOK VIEW**

Day of the week and Date	Did you practice PMR today?	Was this skill helpful?	Did you use PMR in a worry/stress situation today?	If so, was it helpful?	<i>Optional:</i> Describe any ways that you included R/S in your practice of the skills:
Day 1 Date:	YES ----- NO	YES ----- NO	YES ----- NO	YES ----- NO	
Day 2 Date:	YES ----- NO	YES ----- NO	YES ----- NO	YES ----- NO	

Patient Workbook Reference Page	Provider Action Items
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Pg. D.12

- Help the patient develop an action plan for using the SOLVED technique to solve problems.

 **WORKBOOK VIEW**

*Goals for this chapter:*

*My goal is to practice progressive muscle relaxation \_\_\_\_\_ times a week before I learn the next Calmer Life skill.*

*Goals for other Calmer Life skills learned so far:*  
Ex: My goal is re-read Chapter 1 to refresh myself on the importance of awareness.

- Select what to cover next session (an elective skill or Chapter G., the final session)
- Set the next appointment.

**A. Reflection (5-10 mins)**

- Measure symptoms using PHQ-9 and GAD-7.
- Review and discuss assigned homework from last session.

**B. Introduction to Progressive Muscle Relaxation (PMR) (5 mins)**

- Review the deep breathing skill.
- Provide psychoeducation on and rationale for PMR (e.g., use of learning how to tense and then relax various muscle groups, contrast between tensing and relaxing helps ability to detect tension sooner).
- Demonstrate the tensing procedure for each muscle group: right arm, left arm, forehead, neck and throat, shoulders and upper abdomen, right leg, and left leg.
- Have the patient practice tensing each muscle group (except for areas with chronic pain).
- If the patient used a relaxing or R/S word/image for the Deep Breathing Skill (Chapter 3, Patient Workbook, pg. 50), they can also visualize it when exhaling during PMR.

**C. PMR Tips and Practice (25-30 mins)**

- Provide the patient with PMR tips to help ensure they are relaxed and focusing on the sensations of tension/relaxation in their body during the exercise.
- Assist the patient in getting ready for a PMR exercise (e.g., comfortable position, closed eyes, deep breaths).
- Lead the patient through a PMR exercise.
- Ask the patient for feedback on the exercise.

**D. Chapter Wrap Up and Practice Goals (10 mins)**

- Review the Skills Practice Form for this chapter (Patient Workbook, pg. D.13; Abbreviated Provider Manual, pg. 58).
- Help patient in developing an action plan to practice using the PMR technique.
- Select which skill will be covered next session (an elective skill or Chapter G, the final session).
- Set next appointment.

# Chapter E

## Thought Stopping

Make sure the patient has workbook pages for Chapter E



### CHAPTER GOALS

- A. Reflection (*5-10 mins*)
- B. Recognizing Repetitive and Worrying Thoughts (*5 mins*)
- C. Steps for Effective Thought Stopping (*15 mins*)
- D. Thought Stopping Practice (*15 mins*)
- E. Chapter Wrap Up and Practice Plan (*10 mins*)

Patient Workbook Reference Page	Provider Action Items
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- |         |   |
|---------|---|
| Pg. E.2 | <p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> </ul> |
| Pg. E.3 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing last session’s skill.</li> </ul>                      |

- |         |  |
|---------|--|
| Pg. E.4 | <p><b>B. Recognizing Repetitive and Worrying Thoughts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide psychoeducation and rationale for the thought stopping skill (e.g., maladaptive function of worrying; thought stopping helps disengage with worries and thoughts and redirect our attention using our 5 senses)</li> </ul> |
| Pg. E.5 | <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain that thought stopping is a skill that helps reduce unhelpful, future-oriented, or controlling thinking patterns that contribute to worry and stress.</li> </ul>  |

**WORKBOOK VIEW**

← where do my thoughts fall? →

Thought stopping is a skill that helps to reduce unhelpful, future-oriented, controlling thinking patterns that contribute to worry and stress. It also helps you redirect your attention to something more active or in-line with your goals and values.

Thought stopping uses words or images as cues to stop worry and stress thoughts. The goal is to redirect your attention from worrisome thoughts to activities that involve your senses. For example, the sight of a garden outside or the sound of rain outside your window!

**SIGHT**   **HEARING**   **TASTE**   **TOUCH**   **SMELL**

Patient Workbook Reference Page	Provider Action Items
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Pg. E.6-7

**C. Steps for Effective Thought Stopping**

- Explain the 3 steps for thought stopping:
  1. Become aware of worrying thoughts
  2. Disrupt the worrying thoughts by using verbal cues like “STOP!” or visual cues like a big, red stop sign, pink eraser, or pulling a plug.
  3. Redirect attention to other things by heightening different senses.
- Explain that the main goal is to disconnect from the unhelpful thought, not from any realistic problems.

Pg. E.8-9

- Review Geraldo’s example.
  - Geraldo walks into the kitchen and sees stacked up mail. He becomes worried that there may be unexpected bills in the stack of mail. He thinks, “I still haven’t paid the internet bill. What if they’re all overdue? I’m so embarrassed that it even got to this point.” These thoughts snowball into more unrealistic thoughts like, “One of the bills is probably an eviction notice,” even though Geraldo is not at risk of losing his house. Geraldo notices his sweaty palms and an upset stomach. He tells himself, “STOP!” out loud and also pictures a big red stop sign. He redirects his attention by grabbing a soft blanket and focusing on how it feels. He notices the sound of the washing machine. He decides to smell his can of coffee grounds. After spending a few moments with the coffee grounds, Geraldo starts feeling more at ease.

 **WORKBOOK VIEW**



Patient Workbook Reference Page	Provider Action Items
Pg. E.9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the patient to reflect on Geraldo’s example (e.g., <i>how did he realize he was having an unhelpful thought? Why do you think the thought might have been unhelpful?, what senses does he use? Would any of Geraldo’s techniques work for you?</i>).</li> </ul>
Pg. E.10	<p><b>D. Thought Stopping Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the patient to identify a stressful situation that caused them to be overwhelmed with unhelpful thoughts.</li> <li><input type="checkbox"/> Instruct the patient to close their eyes, imagine themselves back in the situation, and narrate what they see, feel, and think.</li> <li><input type="checkbox"/> Guide the patient through their description to deepen the experience (e.g., “Where are you? Who are you with? What thoughts are going through your mind? What do you feel in your body?”)</li> <li><input type="checkbox"/> Intervene and say “STOP!” when unhelpful thoughts arise, and immediately redirect their attention using their senses.</li> <li><input type="checkbox"/> Conclude and reflect upon the exercise with the patient. Identify what did and did not work for them.</li> <li><input type="checkbox"/> Explain that the thought stopping skill can be used like this, with memories, or in an actively worry-inducing situation.</li> </ul>

Patient Workbook Reference Page	Provider Action Items
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Pg. E.10

- Refer the patient to the thought stopping guide.

 **WORKBOOK VIEW**

Thought Stopping Practice	
After experiencing a worry/stress situation...	During a worry/stress situation...
1. Try to put yourself back in the situation. Focus on the details. <i>Where were you? Who were you with?                      What were you doing before?</i> Call to mind some of the worry/stress thoughts that ran through your head at the time.	1. Notice your worry/stress thoughts. <i>Remember: Even routine circumstances can slightly increase your stress, like when you realized that you forgot to send a birthday card to your friend.</i>
2. Tell yourself <b>STOP!</b> Imagine a stop sign or a pink eraser.	
3. Redirect your attention to what's going on around you using your 5 senses. <i>For example: If you were cooking, notice how the spatula feels in your hand, smell the aroma coming from the dish you are making, notice the heat coming from the stove, and check to see how the food tastes in your mouth.</i>	

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. E.11  
Pg. E.13

**D. Chapter Wrap Up and Practice Plan**

- Wrap up the chapter and answer any questions the patient has.
- Review Geraldo’s Example Skills Practice Form.

 **WORKBOOK VIEW**

**Thought Stopping Skills Practice Form *GERALDO'S EXAMPLE***

DATE	What was the anxiety-producing situation you experienced?	What form of thought stopping did you use?	Was this skill helpful?	<i>(Optional)</i> Describe any ways you included R/S in your practice.
8/29	The doctor didn't call when he said he would.	Counting each person in 1 of my picture frames and touching my carpet.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<i>Recited my favorite verse.</i>

What form of thought stopping did you like most?  
I liked using my sight sense to count each person in the picture. 

DATE	What was the anxiety-producing situation you imagined?	What form of thought stopping did you use?	Was this skill helpful?	<i>(Optional)</i> Describe any ways you included R/S in your practice.
8/25	Seeing the stack of envelopes on the table this past Monday.	I focused on the noise of the washing machine and the scent of coffee grounds.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

What form of thought stopping did you like most?  
Using the scent sense helped the most.

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. E.12

- Help the patient develop an action plan for using thought stopping.

 **WORKBOOK VIEW**

*Goals for this chapter:*

*My goal is to practice using Thought Stopping \_\_\_\_\_ times  
before I learn the next Calmer Life skill.*

*Goals for other Calmer Life skills learned so far:*

*Ex: My goal is to practice Problem Solving every Tuesday evening.*

- Select what to cover next session (an elective skill or Chapter G., the final session).
- Set the next appointment.

- A. Reflection (5-10 mins)**
- Measure symptoms using PHQ-9 and GAD-7.
  - Review and discuss assigned homework from last session.
- B. Recognizing Repetitive and Worrying Thoughts (5 mins)**
- Provide psychoeducation on and rationale for thought stopping (e.g., maladaptive function of worrying; thought stopping helps disengage with worries and thoughts and redirect our attention using our 5 senses).
  - Explain that thought stopping is a skill that helps reduce unhelpful, future oriented, or controlling thinking patterns that contribute to worry and stress.
- C. Steps for Effective Thought Stopping (15 mins)**
- Explain the 3 steps for thought stopping: 1) Become aware of worrying thoughts; 2) Disrupt the worrying thoughts by using verbal cues like “STOP!” or visual cues like a big, red stop sign, pink eraser, or pulling a plug; 3) Redirect attention to other things by heightening different senses.
  - Explain that the main goal is to disconnect from the unhelpful thought, not from any realistic problems.
  - Review Geraldo’s example (Patient Workbook, pg. E.8-9; Abbreviated Provider Manual, pg. 63). Reflect on Geraldo’s example.
- D. Thought Stopping Practice (15 mins)**
- Ask the patient to identify a stressful situation that caused them to be overwhelmed with unhelpful thoughts.
  - Lead the patient through an imaginal, using guiding questions as needed.
  - When unrealistic thoughts arise, say, “STOP!” and assist the patient in redirecting their attention using their senses.
  - Conclude and reflect upon the exercise.
  - Explain that this skill can be used when remembering an anxiety-inducing situation, or in the moment.
  - Refer the patient to the thought stopping guide (Patient Workbook, pg. E.10; Abbreviated Provider Manual, pg. 64).
- E. Chapter Wrap Up and Practice Goals (10 mins)**
- Review Geraldo’s example Skills Practice Form (Patient Workbook, pg. E.13; Abbreviated Provider Manual, pg. 65).
  - Help patient in developing an action plan to practice using the thought stopping skill.
  - Select which skill will be covered next session (an elective skill or Chapter G, the final session).
  - Set next appointment.

## Chapter F

# Changing Your Thoughts to Manage Worry and Stress

Make sure the patient has workbook pages for Chapter F



### CHAPTER GOALS

- A. Reflection (*5-10 mins*)
- B. How Thoughts and Behavior Connect (*10 mins*)
- C. Changing Thoughts to Manage Worry and Stress (*25 mins*)
- D. Chapter Wrap Up and Practice Plan (*10 mins*)

Patient Workbook Reference Page	Provider Action Items					
Pg. F.2  Pg. F.3	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing last session’s skill.</li> </ul>					
Pg. F.4  Pg. F.5	<p><b>B. How Thoughts and Behaviors Connect</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide psychoeducation on realistic thoughts vs. unrealistic thoughts (e.g., overly negative thoughts make worry and stress overwhelming, which can impact feelings and behavior).</li> <li><input type="checkbox"/> Introduce Geraldo’s example of waiting for lab results: Geraldo sits in the doctor’s office waiting for lab results and having thoughts such as, “Why am I waiting so long? I bet there is something wrong, and the doctor does not want to tell me. I must be really sick. I can’t stand this anymore; I have to leave.”</li> <li><input type="checkbox"/> Elicit from the patient: what sensations or physical feelings might Geraldo be experiencing? How might these thoughts affect his behavior? What feelings might he be having?</li> <li><input type="checkbox"/> Use Geraldo’s example to show how changing thoughts to be more realistic can help.</li> <li><input type="checkbox"/> Elicit from the patient how Geraldo’s physical sensations, behaviors, and feelings might change after a change in his thoughts.</li> <li><input type="checkbox"/> R/S integration: offer examples of more realistic thoughts which incorporate R/S (e.g., God may me using this opportunity to teach me about patience).</li> </ul>					
Pg. F.6	<p><input type="checkbox"/> Introduce the 3 steps in changing thoughts.</p> <div style="text-align: center;">  <b>WORKBOOK VIEW</b> </div> <div style="border: 2px solid yellow; padding: 10px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; text-align: center;"> <p><b>Step 1</b> Identify Worry and Stress Thoughts: <i>you’ve been practicing this since Chapter 1!</i></p> </td> <td style="width: 3%; text-align: center;">→</td> <td style="width: 33%; padding: 5px; text-align: center;"> <p><b>Step 2</b> Evaluate Your Thoughts: <i>think carefully about how realistic your thoughts are.</i></p> </td> <td style="width: 3%; text-align: center;">→</td> <td style="width: 28%; padding: 5px; text-align: center;"> <p><b>Step 3</b> Changing Your Thoughts to Manage Worry and Stress: <i>find a different way to think about the situation that is more realistic.</i></p> </td> </tr> </table> </div>	<p><b>Step 1</b> Identify Worry and Stress Thoughts: <i>you’ve been practicing this since Chapter 1!</i></p>	→	<p><b>Step 2</b> Evaluate Your Thoughts: <i>think carefully about how realistic your thoughts are.</i></p>	→	<p><b>Step 3</b> Changing Your Thoughts to Manage Worry and Stress: <i>find a different way to think about the situation that is more realistic.</i></p>
<p><b>Step 1</b> Identify Worry and Stress Thoughts: <i>you’ve been practicing this since Chapter 1!</i></p>	→	<p><b>Step 2</b> Evaluate Your Thoughts: <i>think carefully about how realistic your thoughts are.</i></p>	→	<p><b>Step 3</b> Changing Your Thoughts to Manage Worry and Stress: <i>find a different way to think about the situation that is more realistic.</i></p>		

Patient Workbook Reference Page	Provider Action Items						
Pg. F.7-F.8	<p><b>C. Changing Thoughts to Manage Worry and Stress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin <b>Step 1:</b> Identify Worry and Stress Thoughts by explaining the importance of awareness.</li> <li><input type="checkbox"/> Lead the patient through an imaginal of a worry or anxiety-inducing situation to identify unrealistic thoughts they may have had.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Guiding Questions to Identify Worry and Stress Thoughts</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <b>Workbook pg. F.7:</b> 1. Try to remember a time when you felt stress or worry during the past week. If you're having trouble thinking of one, try checking some of the worksheets you may have done from Chapter 1.                 </td> </tr> <tr> <td style="padding: 5px; text-align: center;">2. What was happening in the situation? <i>[writing space provided]</i></td> </tr> <tr> <td style="padding: 5px;"> <b>Workbook pg. F.8:</b> 3. After you have identified a stressful situation, take yourself back to what you were thinking. Why were you feeling worried or stressed? What was on your mind? <i>[writing space provided]</i> </td> </tr> <tr> <td style="padding: 5px;">4. Now go ahead and write down a few of your thoughts. Try to write down at least 2 or 3 if you can. <i>[writing space provided]</i></td> </tr> <tr> <td style="padding: 5px;">5. Now take a look at your written thoughts—are any of them overly negative or pessimistic? Are any of your thoughts possibly driving your worry or anxiety to higher levels? Circle them if so.</td> </tr> </tbody> </table>	Guiding Questions to Identify Worry and Stress Thoughts	<b>Workbook pg. F.7:</b> 1. Try to remember a time when you felt stress or worry during the past week. If you're having trouble thinking of one, try checking some of the worksheets you may have done from Chapter 1.	2. What was happening in the situation? <i>[writing space provided]</i>	<b>Workbook pg. F.8:</b> 3. After you have identified a stressful situation, take yourself back to what you were thinking. Why were you feeling worried or stressed? What was on your mind? <i>[writing space provided]</i>	4. Now go ahead and write down a few of your thoughts. Try to write down at least 2 or 3 if you can. <i>[writing space provided]</i>	5. Now take a look at your written thoughts—are any of them overly negative or pessimistic? Are any of your thoughts possibly driving your worry or anxiety to higher levels? Circle them if so.
Guiding Questions to Identify Worry and Stress Thoughts							
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5. Now take a look at your written thoughts—are any of them overly negative or pessimistic? Are any of your thoughts possibly driving your worry or anxiety to higher levels? Circle them if so.							
Pg. F.9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin <b>Step 2:</b> Evaluate Your Thoughts by explaining the difference between realistic thoughts and positive thinking (e.g., sometimes life gets hard, and trying to force positivity can cause more distress).</li> <li><input type="checkbox"/> Discuss <b>For Sure</b> thoughts.</li> </ul> <div style="text-align: center; margin: 10px 0;">  <b>WORKBOOK VIEW</b> </div> <div style="border: 2px solid yellow; padding: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">  </div> <div> <p><b>For Sure thoughts:</b> When you believe that something bad is going to happen “for sure”, your worry and stress increases. This type of thinking focuses on the extremes. It allows no room for the “middle ground.” If you are thinking something bad will absolutely happen, you may be overestimating how likely it is. This could lead you to feel more worried or stressed than you would otherwise.</p> </div> </div> <div style="margin-top: 10px;">  <b>EXAMPLE</b> </div> <div style="background-color: #e0f2f7; padding: 5px; margin-top: 5px;"> <p>“If I disagree with someone, he/she will never want to speak to me again.”</p> <p>“I made a mistake at work - I will definitely get fired!”</p> <p>“The doctor definitely has bad news; that’s why he’s late.”</p> </div> </div>						

Patient Workbook Reference Page	Provider Action Items
Pg. F.9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Elicit from the patient any For Sure thoughts they may have had.</li> <li><input type="checkbox"/> Discuss <b>Should</b> thoughts.</li> </ul> <div style="text-align: center; margin: 10px 0;">  <b>WORKBOOK VIEW</b> </div> <div style="border: 2px solid yellow; padding: 10px; margin: 10px 0;"> <div style="display: flex; align-items: flex-start;">  <p><b>Should thoughts:</b> People sometimes set strict rules about how others should behave. Unrealistic rules can create a lot of stress or lead you to feel responsible for events out of your control. Or you might believe that things should turn out a certain way. If you have unrealistically high expectations, you will probably be disappointed often.</p> </div> <div style="margin-top: 10px;">  <b>EXAMPLE</b> </div> <div style="background-color: #e0f2f7; padding: 5px; margin-top: 5px;"> <p>“I should always be able to stop what I am doing to help a friend.”</p> <p>“People should always return phone calls immediately.”</p> <p>“I should not have to wait so long; this is rude!</p> </div> </div>

Patient Workbook Reference Page	Provider Action Items
Pg. F.11	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assist the patient in questioning one of their unrealistic thoughts for each category (For Sure, Should, Big Deal).</li> </ul>
Pg. F. 12	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin <b>Step 3</b>: Finding Realistic Thoughts by explaining why more realistic thinking will lead to less stress.</li> <li><input type="checkbox"/> Discuss negative vs. realistic vs. positive thinking patterns.</li> </ul> <div data-bbox="540 682 1372 1144" style="text-align: center; border: 2px solid yellow; padding: 10px;"> <p><b>WORKBOOK VIEW</b></p> <p><b>Negative</b> ← <b>Realistic</b> → <b>Positive</b></p>  </div>
Pg. F.13 <i>R/S Integration on F. 14</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> R/S integration: Ask the patient if they think their religion/spirituality could help them think in a more realistic way in times of worry and stress.</li> <li><input type="checkbox"/> Choose at least 1 category of unrealistic thoughts that would be helpful to work on in detail with the patient.</li> <li><input type="checkbox"/> <i>Option 1</i>: Question a personal For Sure statement. Provide an example of a For Sure thought and a more realistic alternative thought. Ensure the patient understands how the alternative thought is more realistic. Ask the patient to come up with an alternative thought for their personal For Sure thought identified earlier. Incorporate R/S as needed.</li> <li><input type="checkbox"/> <i>Option 2</i>: Question a personal Should statement. Provide an example of a Should thought and a more realistic alternative thought. Ensure the patient understands how the alternative thought is more realistic. Ask the patient to come up with an alternative thought for their personal Should thought identified earlier. Incorporate R/S as needed.</li> </ul>

Patient Workbook Reference Page	Provider Action Items
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Pg. F.13

*Option 3:* Question a personal Big Deal statement. Provide an example of a Big Deal thought and a more realistic alternative thought. Ensure the patient understands how the alternative thought is more realistic. Ask the patient to come up with an alternative thought for their personal Big Deal thought identified earlier. Incorporate R/S as needed.

Pg. F.16

Review Geraldo’s example Skills Practice Form.

 **WORKBOOK VIEW**



**Changing Your Thoughts to Manage Worry/Stress Skills Practice Form**  
*GERALDO'S EXAMPLE*

**Instructions for Practice:** Change your unrealistic thoughts by first identifying them. Then evaluate how realistic they are. Watch out for unrealistic thoughts: For Sures, Shoulds, and Big Deals. Think carefully about the questions below. Check “yes” or “no” to indicate whether your thoughts are realistic. Then identify a more realistic thought, and record it on your form. Complete the Skills Practice as often as possible over the next week.

**Step 1: Identify Your Worry/Stress Thought.**

My daughter-in-law didn’t answer my call; she has to be angry with me.

**Step 2: Evaluate Your Thought.** Take a moment to think about each question individually before you answer it.

Am I thinking that something negative will happen?	 YES	NO
Are there other possible ways this situation could turn out? 	 YES	NO
Are my expectations reasonable in this situation?	YES	 NO
Is my thought about a rule someone else “should” follow? 	YES	 NO
If this happened, would it really be the worst thing in the world? 	YES	 NO
<i>Does this thought fit with my Religious/Spiritual beliefs or faith?</i>	YES	 NO

**Step 3: Replace Worry and Stress-Producing Thoughts with Realistic Thoughts.** Provide a more realistic thought or thoughts. Include Religious/Spiritual thoughts, if applicable.

It is possible that my daughter-in-law is angry with me and that is why she didn’t answer the phone. However, it could also have nothing to do with me – she could be busy or not at home.

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. F.18

- Assist the patient in filling out a blank version of the Skills Practice Form.

 **WORKBOOK VIEW**

**Changing Your Thoughts to Manage Worry and Stress Skills Practice Form**

DATE: _____	TIME: _____:_____ AM/PM
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**Instructions for Practice:** Change your unrealistic thoughts by first identifying them. Then evaluate how realistic they are. Watch out for unrealistic thoughts: For Sures, Shoulds, and Big Deals. Think carefully about the questions below. Check “yes” or “no” to indicate whether your thoughts are realistic. Then identify a more realistic thought, and record it on your form. Complete the Skills Practice as often as possible over the next week.

**Step 1: Identify Your Worry/Stress Thought.**

**Step 2: Evaluate Your Thought.** Take a moment to think about each question individually before you answer it.

Am I thinking that something negative will happen?	YES	NO
Are there other possible ways this situation could turn out? 	YES	NO
Are my expectations reasonable in this situation?	YES	NO
Is my thought about a rule someone else “should” follow? 	YES	NO
If this happened, would it really be the worst thing in the world? 	YES	NO
<i>Does this thought fit with my Religious/Spiritual beliefs or faith?</i>	YES	NO

**Step 3: Replace Worry and Stress-Producing Thoughts with Realistic Thoughts.**  
Provide a more realistic thought.

Patient  
Workbook  
Reference Page

Provider Action Items

Pg. F. 15  
Pg. F.16

**D. Chapter Wrap Up and Practice Plan**

- Wrap up the chapter and answer any questions the patient has.
- Help the patient develop an action plan for practicing changing their thoughts.

 **WORKBOOK VIEW**

*Goals for this chapter:*

*My goal is to practice **changing my thoughts** \_\_\_\_\_ times before I learn the next Calmer Life skill.*

*Goals for other Calmer Life skills learned so far:*

Ex: My goal is to practice Deep Breathing every Monday morning to start my week.

- Select what to cover next session (an elective skill or Chapter G., the final session).
- Set the next appointment.

**A. Reflection (5-10 mins)**

- Measure symptoms using PHQ-9 and GAD-7.
- Review and discuss assigned homework from last session.

**B. How Thoughts and Behaviors Connect (10 mins)**

- Provide psychoeducation on realistic thoughts vs. unrealistic thoughts.
- Use Geraldo's example of waiting for lab results and having unhelpful thoughts to show how thoughts can affect feelings and behavior. Provide an example of a more realistic thought for Geraldo to have, and explain how this thinking pattern can cause a change in his feelings and behavior as well.
- R/S integration: offer examples of more realistic thoughts which incorporate R/S (e.g., God may use this opportunity to teach me about patience).
- Introduce the 3 steps in changing thoughts: 1) Identify worry and stress thoughts; 2) evaluate your thoughts; 3) changing your thoughts to manage worry and stress.

**C. Changing Thoughts to Manage Worry and Stress (25 mins)**

- Begin Step 1 by explaining the importance of awareness. Lead the patient through an imaginal of an anxiety-inducing situation to identify any unrealistic thoughts.
- Begin Step 2 by explaining the difference between realistic thoughts and positive thinking (e.g., life can get hard and trying to force positivity can cause more distress).
- Discuss For Sure, Should, and Big Deal thoughts and elicit examples for each category from the patient (Patient Workbook, pg. F.9-10; Abbreviated Provider Manual, pg. 70-71).
- Teach the patient key questions for evaluating their thoughts (e.g., Am I assuming that something negative will happen? Are there other possible ways this situation could turn out? Are my expectations reasonable in this situation? If this happened, would it really be the worst thing in the world?) (R/S questions may be incorporated).
- Assist the patient in questioning one of their unrealistic thoughts for each category.
- Begin Step 3 by explaining why more realistic thinking will help manage stress.
- Discuss negative vs. realistic. vs. positive thinking patterns.
- Choose at least 1 category of unrealistic thoughts to work on in detail with the patient. Question their thought and provide an example of the category's unhelpful thought and a more realistic alternative. Ensure the patient understands how the alternative thought is more realistic. Ask the patient for an alternative thought to their own example.
- Review Geraldo's example Skills Practice Form. Assist the patient in filling out a blank form (Patient Workbook, pg. F.16, F.18; Abbreviated Provider Manual, pg. 73-4).

**D. Chapter Wrap Up and Practice Plan (10 mins)**

- Help patient develop an action plan practice changing their thoughts (Patient Workbook, pg. F.16; Abbreviated Provider Manual, pg. 75).
- Choose the next skill to be covered and schedule the next appointment.



## Chapter G

# Maintaining A Calmer Life

Make sure the patient has workbook pages for Chapter G



### CHAPTER GOALS

- A. Reflection *(5-10 mins)*
- B. Maintaining a Calmer Life *(15 mins)*
- C. Practicing Your Calmer Life Skills *(15 mins)*
- D. Chapter Wrap Up and Practice Goals *(10 mins)*

Patient Workbook Reference Page	Provider Action Items
Pg. G.2  Pg. G.3	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measure symptoms using PHQ-9 and GAD-7. Provide feedback on scores.</li> <li><input type="checkbox"/> Discuss and manage suicidal ideation if present.</li> <li><input type="checkbox"/> Assess patient progress in managing anxiety, stress, and worry.</li> <li><input type="checkbox"/> Assess patient progress in practicing last session’s skill.</li> </ul>
Pg. G.4  Pg. G.5  Pg. G.6  Pg. G.7	<p><b>B. Maintaining A Calmer Life</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledge and praise patient’s efforts and progress.</li> <li><input type="checkbox"/> Review changes in patient symptoms across the entire program.</li> <li><input type="checkbox"/> Ask the patient if they have found the program helpful. If they have not found the program helpful, engage the patient in a plan for identifying another treatment option (e.g., medication).</li> <li><input type="checkbox"/> Have the patient write down all the chapters they have worked through on Patient Workbook, pg. G.5.</li> <li><input type="checkbox"/> R/S Integration: Have the patient write down their favorite skills that incorporate R/S on Patient Workbook, pg. G.5.</li> <li><input type="checkbox"/> Review the 2 steps for managing worry, stress, and anxiety: awareness and use of skills.</li> <li><input type="checkbox"/> Encourage the patient to use their “Calmer Life skills toolbox” and continue practicing skills and incorporating them into daily life.</li> </ul> <div data-bbox="1154 1255 1507 1310" style="text-align: right;">  <b>WORKBOOK VIEW</b> </div> <div data-bbox="1149 1318 1503 1642" style="text-align: right;">  </div>
Pg. G.8	<p><b>C. Practicing Your Calmer Life Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the importance of checking in with themselves regarding their worry and stress symptoms.</li> <li><input type="checkbox"/> Explain that, should symptoms become unmanageable, the patient should consider reaching out to a mental health provider.</li> </ul>

Patient Workbook Reference Page	Provider Action Items
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Pg. G.8

- Review Geraldo’s Maintaining a Calmer Life Example Skills Practice Form and assist the patient in filling out each empty row with their own example.

 **WORKBOOK VIEW**

Here is an example to get your started: *GERALDO’S EXAMPLE*

*How do you know if you are getting worried/stressed?*

Situations	Thoughts, Feelings, Physical Symptoms, Behaviors	Calming Skills
Conflict with friends	“This will never end.” <ul style="list-style-type: none"> <li>• Chest tightness</li> <li>• Avoiding family members</li> </ul>	<ul style="list-style-type: none"> <li>• Calming Thoughts</li> <li>• Deep Breathing</li> <li>• Changing Behavior</li> </ul>
Unpaid bills	“I can’t handle this.” <ul style="list-style-type: none"> <li>• Butterflies in stomach</li> <li>• Avoiding opening bills</li> </ul>	Make a SMART plan to face my fear and tackle the unpaid bills

Pg. G.9

*GERALDO’S EXAMPLE (continued)*

*What are some signs that you might need additional help?*

I have noticed that...
1. I start avoiding necessary tasks, like paying bills or making a doctor’s appointment, and my Calmer Life skills are not helping.
2. I start feeling short of breath, have tight muscles, or feel very tired. It feels like I can’t even use my skills if I wanted to.
3. I start getting into arguments with my friend Dave frequently and find it hard to leave my house for anything.

Patient Workbook Reference Page	Provider Action Items
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Pg. G.9

- (cont.) Review Geraldo’s Maintaining a Calmer Life Example Skills Practice Form and assist the patient in filling out each empty row with their own example.

 **WORKBOOK VIEW**

*If you do need additional help, what are some resources you can contact?*

Name of Resource	Contact Information
Healthcare Provider (Dr. Osbourne)	(123) 000-0000
My friends from the service (Dave, Kendrick)	Dave—(123) 111-1111 Kendrick—(123) 222-2222

Pg. G.10

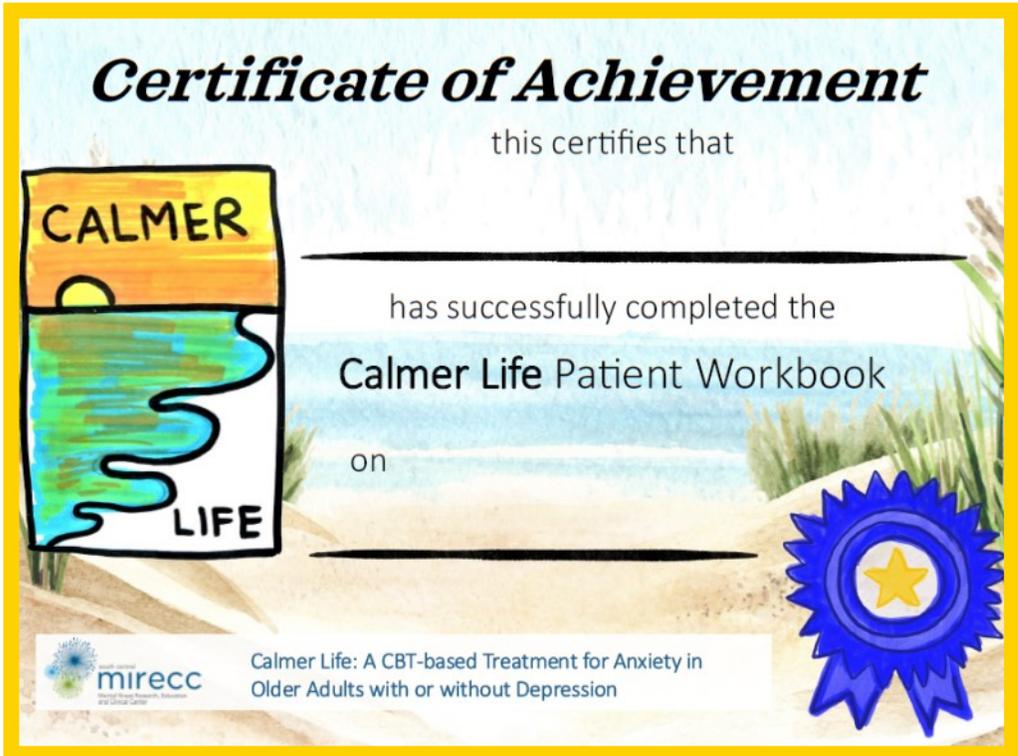
- Encourage the patient to set up a time for regular (e.g., monthly) worry and stress check-ins.

 **WORKBOOK VIEW**

Fill out your practice goal below.  
For example, “I would like to review my progress and Calmer Life skills 3 times every 6 months.”

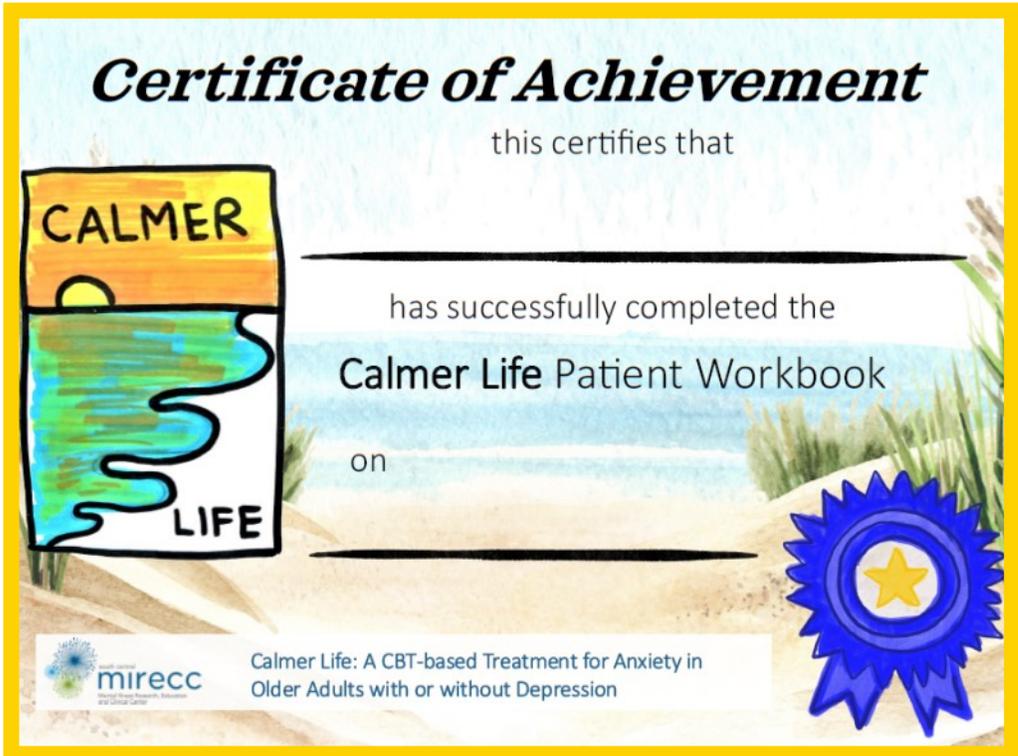
*I would like to **review** my progress and Calmer Life skills*

*\_\_\_\_\_ times every \_\_\_\_\_.*

Patient Workbook Reference Page	Provider Action Items
Pg. G.10	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the importance of 1) understanding setbacks and struggles, 2) addressing them as early as possible, and 3) having a plan to deal with a return of symptoms.</li> <li><input type="checkbox"/> Remind the patient to seek out a provider if they are struggling to manage any return or worsening of symptoms.</li> <li><input type="checkbox"/> Remind the patient that they can look back at this manual to help manage continues worry and stress, as long as it is not extreme.</li> </ul>
Pg. G.11	<ul style="list-style-type: none"> <li><input type="checkbox"/> Remind the patient that this manual is also a testament to all the time and effort put into managing worry and stress—it is something to celebrate!</li> </ul>
Pg. G.12	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have the patient fill out the certificate of completion.</li> </ul> <div style="text-align: center; margin: 10px 0;">  <b>WORKBOOK VIEW</b> </div> <div style="text-align: center;">  </div>



**WORKBOOK VIEW**



Patient Workbook Reference Page	Provider Action Items
Pg. G.13	<p><b>D. Chapter Wrap Up and Practice Plan</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Wrap up chapter and answer any questions the patient has.</li><li><input type="checkbox"/> Help the patient develop an action plan to help them keep an updated version of the Maintaining A Calmer Life Skills Practice Form.</li></ul> <p style="text-align: center;"> <b>WORKBOOK VIEW</b></p> <div style="border: 2px solid yellow; padding: 10px; margin: 10px 0;"><p><i>My first goal is to fill out a Maintaining a Calmer Life Skills Practice Form before: (date) ____/____/____.</i></p><p><i>My second goal is to <b>update</b> and fill out a new Maintaining a Calmer Life Skills Practice Form before: (date) ____/____/____.</i></p></div> <ul style="list-style-type: none"><li><input type="checkbox"/> Thank the patient for their time and wish them well.</li></ul>

- A. Reflection (5-10 mins)**
- Measure symptoms using PHQ-9 and GAD-7.
  - Review and discuss assigned homework from last session.
- B. Maintaining A Calmer Life (15 mins)**
- Acknowledge and praise patient's efforts and progress.
  - Review changes in patient symptoms across entire program.
  - Ask patient if they have found program helpful. If not, assist the patient in planning to find another treatment option (e.g., medication).
  - Have patient write down all the chapters they have worked through on Patient Workbook, pg. G.5. If R/S has been integrated, have patient write down favorite R/S skills.
  - Review the 2 steps for managing worry, stress, and anxiety: awareness and use of skills.
- C. Practicing Your Calmer Life Skills (15 mins)**
- Explain the importance of checking in with themselves regarding worry and stress.
  - Explain that, should symptoms become unmanageable, the patient should consider reaching out to a mental health provider.
  - Review Geraldo's Maintaining A Calmer Life Example Skills Practice Form and assist the patient in filling out each empty row with their own example (Patient Workbook, pg. G.8-9; Abbreviated Provider Manual, pg. 78-79).
  - Encourage the patient to set up a time for regular (e.g., monthly for 3 months) worry and stress check ins for one of their practice goals ("I would like to review my progress and Calmer Life skills \_\_\_ times every \_\_\_\_\_.").
  - Review the importance of 1) understanding setbacks and struggles, 2) addressing them as early as possible, and 3) having a plan to deal with a return of symptoms.
  - Remind the patient to look back at this manual to continue working on managing worry and anxiety. This manual is also a testament to all the work they have put in already and is something to celebrate!
  - Have the patient fill out the certificate of completion (Patient Workbook, pg. G.12; Abbreviated Provider Manual, pg. 80).
- D. Chapter Wrap Up and Practice Plan (10 mins)**
- Help patient in developing an action plan to keep an updated version of the Maintaining A Calmer Life Skills Practice Form (Patient Workbook, pg. G.13; Abbreviated Provider Manual, pg. 81).
  - Thank the patient and wish them well.

# Appendices

Appendices can be found in the full Provider Manual.  
Files compiling appendices for providers and appendices for patients can be found in the Calmer Life Microsoft Teams page. If you require access to this page, please contact us at [VHAHOUCalmerLife\\_NRT@va.gov](mailto:VHAHOUCalmerLife_NRT@va.gov)

