

Overcoming
obstacles

ENRICH Activities



Content



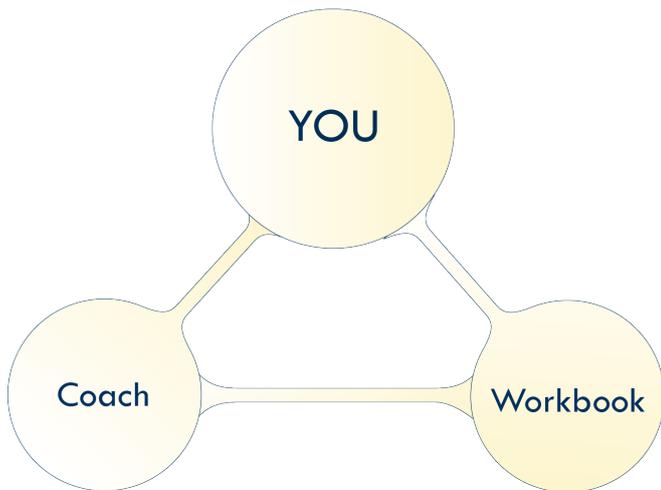
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Congratulations, you have committed to making changes in your life by signing up to this program! You have now met with your coach and received this workbook. The hardest part is seeking help, so you are already well on your way to making changes. This guided self-help program is made up of three major components: *you*, *your coach* and this *workbook*.

The most important component of the program is You. Your coach's role is to guide and support you to use the strategies in this workbook, to make the most of this program.

This workbook contains information, worksheets and resources to guide you through the program. Making any change takes time and persistence. Your willingness to give new challenges a go will be an important factor in seeing the change you want in your life.

Help yourself with the right tools and support....



4I'S



This workbook is made up of the four sections we call the 4I's:

- **I**nspiration - to help connect you with why you're doing this.
- **I**nformation - to let you know what this is all about.
- **I**mplementation - to direct you how to start.
- **I**nto the future - to show you how to maintain the changes that have been made.



INSPIRATION



Inspiration



When you first met with your coach, you identified the main problem you are currently experiencing. You also talked about how your behaviours, feelings, and thoughts contribute to, and maintain, the problem. Now that you have started, you and your coach will work together to identify goals to work on. Fill out the worksheets in this section of the book based on what you discussed with your coach.

As you work through this program, you will learn more about how anxiety and depression impact on your life. Sometimes it can be difficult to recognise the progress you have made. You might like to come back to the pages in this section as sources of inspiration and motivation to see how far you've come since you started.



Problem statement

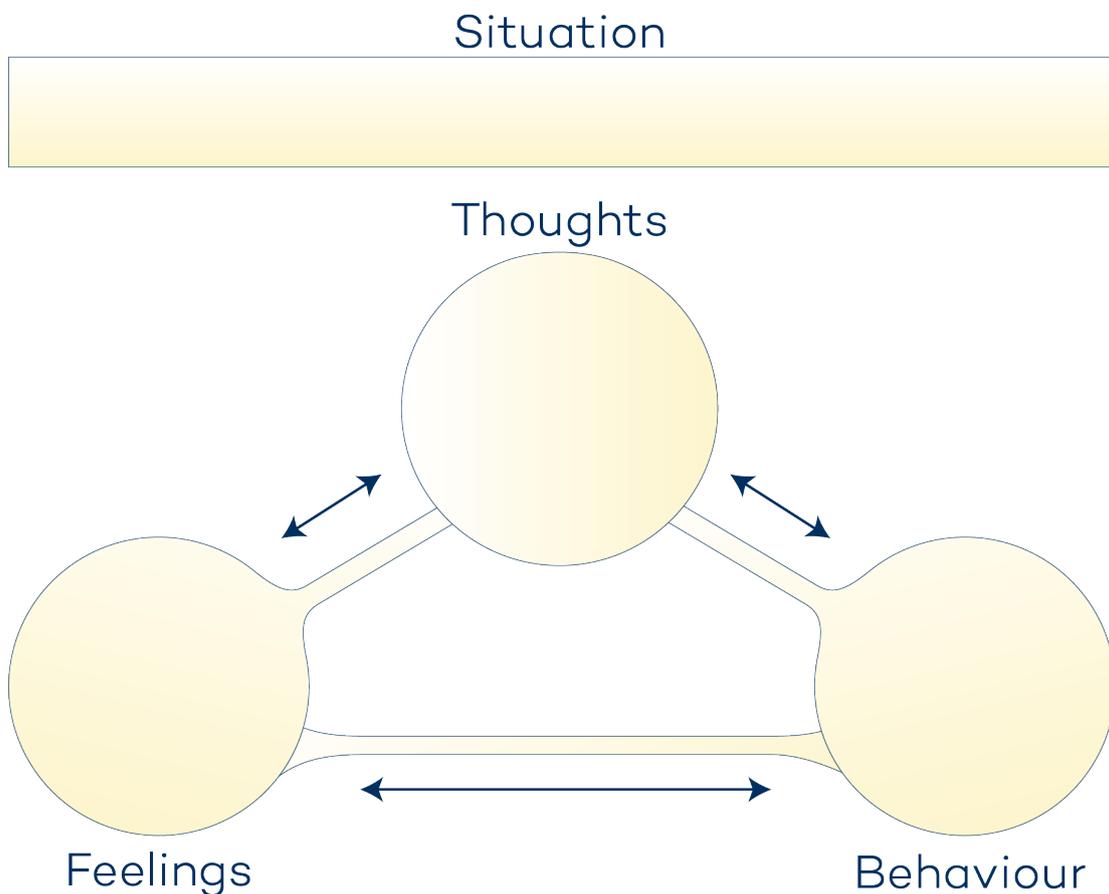
WHEN (trigger)

WHAT (behaviour)

BECAUSE I THINK / FEAR THAT (consequences)

WHICH AFFECTS (impacts)

Impact of the problem



Setting goals



Working out at the beginning where you hope to be at the end is useful for identifying clear and meaningful changes. Together with your coach, you will work out some goals so that you are able to determine if what you are doing is making a difference.

Treatment goals should be S.M.A.R.T.



Goal 1

What will I do differently?

Where will I be doing it?

How regularly will I do it?

Currently, I can complete my goal



Anytime



Often



Occasionally



Not at all

Goal 2

What will I do differently?

Where will I be doing it?

How regularly will I do it?

Currently, I can complete my goal



Anytime



Often



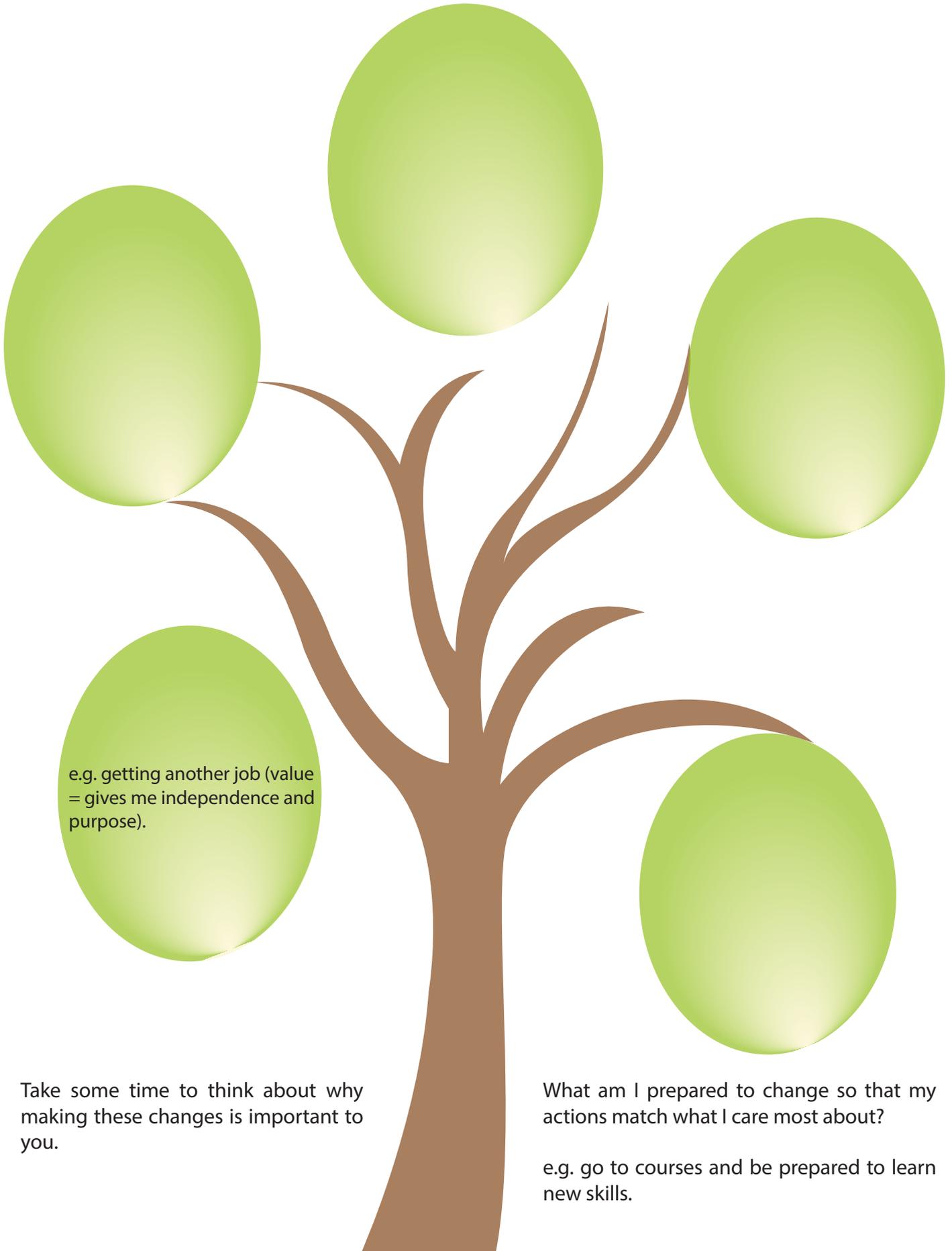
Occasionally



Not at all

Values

Areas in my life that matter the most
and give me reason to change



Take some time to think about why making these changes is important to you.

What am I prepared to change so that my actions match what I care most about?

e.g. go to courses and be prepared to learn new skills.



Robin's story



Robin is 45 years old and recently divorced. She has also just lost her job that she has worked in for the past 25 years. She is unsure if she has the skills to find another job and is worried about having to retrain again.

While Robin understands her new situation, she is anxious about her job prospects, and about attending training courses with much younger people.

Robin's training course began two weeks ago and she has missed some classes. When Robin starts to think about contributing in class, and the possibility she will say something stupid or get an answer wrong, she starts to feel a tightness in her chest and becomes overwhelmed. This causes her to feel inadequate and she starts to doubt herself. She has not called her children all week and has been making excuses about why she can't go to her regular book club.

Robin found out about the program and made a call. She met with a coach for an assessment and learned that her feelings of inadequacy were common for people in similar situations.

With the help of her coach, Robin was able to put her problem into words and rate the impact it was having on her life.

Robin's problem statement

WHEN (trigger)

When I think about attending my training course

WHAT (behaviour)

I become anxious and experience tightness in my chest, shortness of breath and a sense of being overwhelmed

BECAUSE I THINK / FEAR THAT (consequences)

I am worried about what others will think of me and that I will say or do something stupid

WHICH AFFECTS (impacts)

I avoid attending the course and am falling behind. This is affecting my relationships with my friends, children and my job prospects - which will impact on my finances

Impact of the problem

0

Not a problem

2

Moderate

4

Severe

5

Very Severe

The coach then helped Robin to identify a clear goal to work towards and to rate the level of difficulty associated with achieving it right now.

Goal 1

What I will do differently?

Attend classes weekly. Participate in conversation by offering at least two opinions to the group each time.

Where I will be doing it?

In classes.

How regularly I will do it?

Weekly, for the next two months.

Currently, I can complete my goal

0

Anytime

2

Often

4

Occasionally

5

Not at all

Following the assessment Robin met with her coach by phone each week for five weeks. Together with her coach, she worked through the *ENRICH activities* Guided Self-Help Book.



Where is Robin now?

Every week Robin and her coach would review and re-rate her problem statement and goals and agree on the activities she would complete between her sessions. Robin had a few hiccups along the way, but regular reviews of her problem and goals allowed her to recognise that she was gradually improving. Robin is now regularly attending and participating in classes and has managed to secure part-time employment to support herself as she retrains. She was surprised to find other classmates around her own age and in a similar situation to her. Robin has now developed a new circle of friends who she regularly studies and socialises with.

The *Implementation* section of this workbook will show you some of the activities Robin completed to get to where she is now, and will be a space for you to try your own!



INFORMATION



Anxiety and Depression



Anxiety is when you might feel overwhelmed, upset, or worried about things in your life. When this happens what you **Do**, what you **Feel**, and what you **Think** impacts on how you go about your life. For example, you may go out less, avoid seeing friends, or continually take days off work.

When you are anxious;

You might **Do**
Avoid the situation, keep to what's safe....

You might **Feel**
Tense, short of breath....

You might **Think**
I can't escape, I can't handle this....

Depression may be when you feel consistently low for two or more weeks and lose interest in the activities you used to enjoy. When this happens what you **Do**, what you **Feel**, and what you **Think** impacts on how you go about your life. For example, you may stay home more, stop going to work and seeing friends, and stop participating in activities.

When you are depressed;

You might **Do**
Spend more time alone, enjoy things less....

You might **Feel**
Flat, unmotivated, sad....

You might **Think**
It's too much effort, I'm useless....



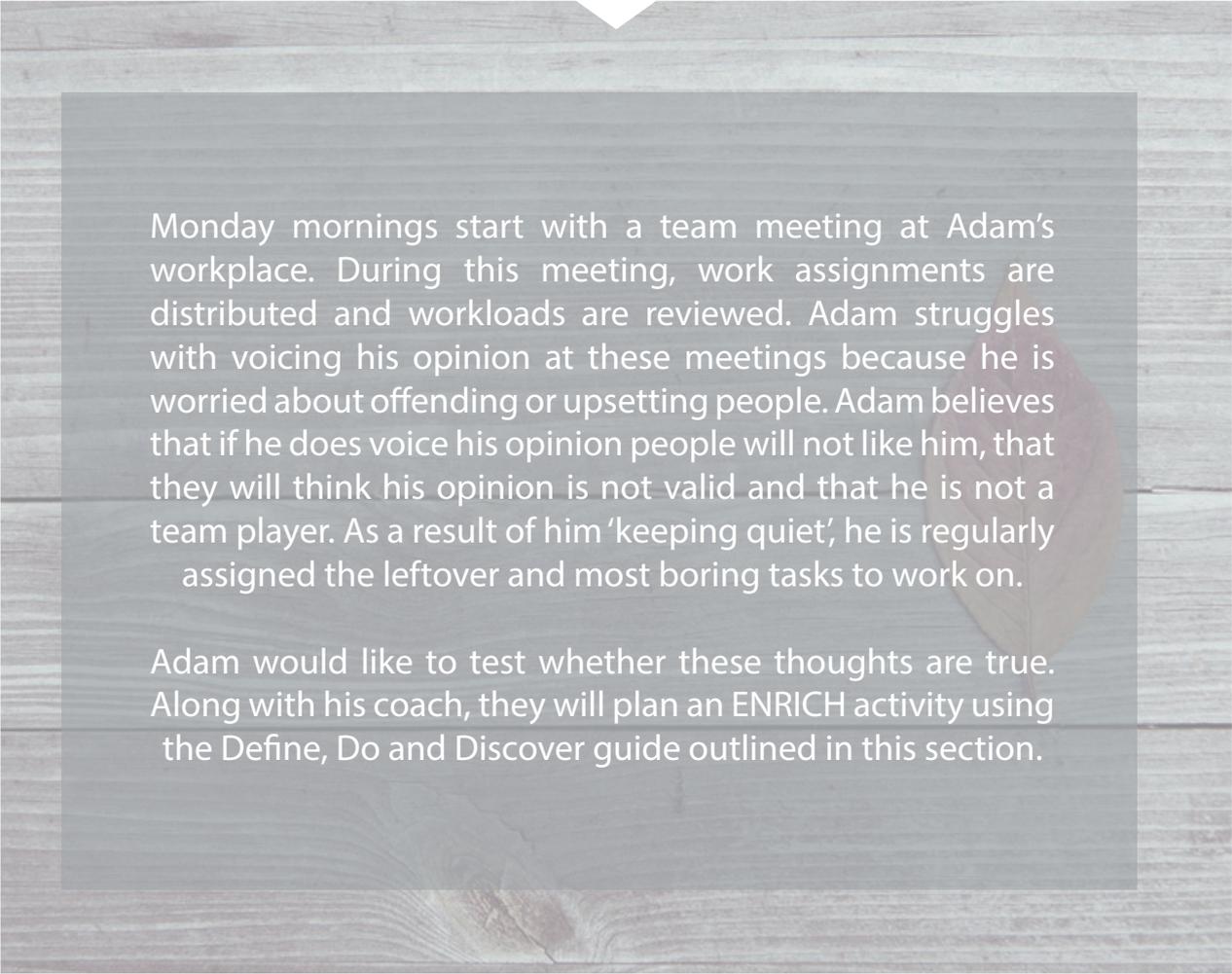
Experimenting with Negative Responses Initiates Change

ENRICH



ENRICH activities (also known as behavioural experiments) are used to test the usefulness of thoughts that may be unhelpful. They can help you to develop new ways of thinking. ENRICH activities provide you with opportunities to identify your initial thoughts about a situation, and challenge whether or not the outcome of the situation matched with what you thought it would be.

In carrying out ENRICH activities, the overall aim is to test out the negative or unhelpful thoughts that lead to difficult feelings and changes in behaviour, and to create new evidence which supports more balanced ways of thinking. Below is an example of an ENRICH activity:



Monday mornings start with a team meeting at Adam's workplace. During this meeting, work assignments are distributed and workloads are reviewed. Adam struggles with voicing his opinion at these meetings because he is worried about offending or upsetting people. Adam believes that if he does voice his opinion people will not like him, that they will think his opinion is not valid and that he is not a team player. As a result of him 'keeping quiet', he is regularly assigned the leftover and most boring tasks to work on.

Adam would like to test whether these thoughts are true. Along with his coach, they will plan an ENRICH activity using the Define, Do and Discover guide outlined in this section.

It is important to remember that in working through this program you are beginning a process of learning and change. The results of this process usually are not obvious overnight. Investing in yourself and your mental health is worth it! Changing what you do, how you feel and what you think requires persistence – it takes time, practice and courage. Some days you may feel confident and that things are moving in the right direction, other days you may feel nothing has changed at all. Be patient and remember why you have committed to this program.

Examples of common thinking traps



Unhelpful thoughts and predictions about how we think situations in our lives are going to turn out can stop us from doing the things we want, or need to do, to manage our lives. Unhelpful thoughts and predictions can lead us to avoid or escape situations which are linked to negative thoughts and feelings. As a result, we choose safe behaviours and situations that provide short-term relief from unpleasant feelings. Predicting how a situation may turn out, before we have experienced it, can prevent us from experiencing a situation for what it is. Rather, we get stuck with ideas of what we assume will happen. ENRICH activities can help us to develop more accurate and helpful predictions about how situations are likely to turn out in reality.

All-or-nothing thinking:

Seeing things in black and white.

Over-generalisation:

Generalising the outcome of one event to all future events.

Mental filter:

Picking out a single negative detail and dwelling on it.

Jumping to conclusions:

Thinking you know how something will turn out, before actually experiencing it first.

Magnification (catastrophizing):

Exaggerating the importance of things (e.g., others achievements or your mistakes).

Emotional reasoning:

Believing that your unpleasant emotions reflect the way things really are:

“I feel it, therefore it must be true.”

Should statements:

Applying rigid rules and telling yourself what you should and shouldn't think at certain times.

A guide for carrying out your own ENRICH activities



1

DEFINE

Choose a thought you would like to test.

Provide a reason as to why you want to test this particular thought.

On a scale of 0-100%, rate the strength of this thought.

2

DO

Plan:

Develop a specific and time-limited plan to test out your thought in action.

Think through exactly how you will carry it out: What will I carry out? When and where will it happen?

Decide on what evidence you will use to verify the outcome of the activity (e.g., how will you know whether your prediction was supported).

Think about any barriers that may stop you from carrying out the activity and list possible options for dealing with them.

Predict:

Make a prediction about the likely outcome of the activity. Using a scale of 0-100%, rate the likelihood of this outcome.

Now develop an alternative (more realistic) outcome and rate the likelihood of this occurring using a scale of 0-100%.

Do:

Carry out the ENRICH activity.

3

DISCOVER

Discover what the ENRICH activity did for you:

Reflect on the outcome of the activity. What happened? Did you correctly predict the outcome?

On a scale of 0-100%, rate the strength of your original thought.

Based on these initial reflections, think about what you have learnt from conducting the ENRICH activity.

Think about other ENRICH activities you might like to try.

Take away



ENRICH activities provide a way to challenge the unhelpful thoughts that affect our lives.

Recognising what we think about a situation before we go into it can reveal to us that our initial thoughts are not always correct.

The key is active participation –thinking about it less, and doing more.

Change takes time and isn't always straight-forward. It is important to be realistic about how soon you expect to see change - stick with it!



If you're trying to achieve, there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it.

Michael Jordan

IMPLEMENTATION



Making change



Now that you have identified sources of **I**nspiration to complete this program, and have learnt valuable **I**nformation about how to make positive changes in your life through ENRICH activities, it is time to **I**mplement some strategies.

This section involves completing your ENRICH activities with the help of your **ENRICH Plans**.

First, you will see how Robin completed an ENRICH activity during her program. With the guidance of your coach, you will then have the opportunity to start implementing them yourself!



Robin's ENRICH plan

Define

Date: 15/01/2017

Thought to be tested: *When I talk in tutorials I will say something stupid and people will laugh at me because I am not tech savvy*

The reason I want to test this thought is: *It is stopping me from attending the course*

I rate the current strength of this thought (e.g., belief that it is true) (0-100%): *85%*

Plan

The ENRICH activity I plan to carry out is: *Go to the local apple store and ask the same salesperson (on separate occasions) how to operate phone apps that I don't use.*

It will be carried out

When? *On Tuesday and Thursday mornings for two weeks*

Where? *Phone store/apple store*

With whom? *On my own*

I will know whether my prediction(s) has been supported by: *Observing the reaction of the salesperson and also by noticing how I respond (my feelings and my behaviour)*

Potential barriers to completing the activity may be: *I can't do the activity at all. I start the activity but can't go through with it and have to leave the shop. Misreading the salesperson's response to my questions*

As a result I plan to: *Ask a salesperson who appears to be close to my age and/or is female*

Predict

When I do this ENRICH activity: *I think I will be embarrassed - I will go red and start sweating. I will have to leave the shop.*

I am (0-100%) 90% sure this prediction will happen

Another (more realistic) outcome of this ENRICH activity is: *That even if I do appear silly the salesperson won't laugh at me and will forget about it pretty quickly - they may even gladly help me*

I am (0-100%) 10% sure this prediction will happen

Learn

What happened during the activity? *It was hard but I did it. It wasn't as unpleasant as I thought it would be. The salesperson did look at me funny but I was able to stay and get help with the apps and I felt good afterwards, despite some discomfort*

Did I correctly predict the outcome of the activity? *No*

I now rate the strength of my original thought at (0-100%) *30%*

Upon reflection, I have learnt that:

What I 'think', is often worse than the actual outcome

Re-assess

Other ENRICH activities I would like to try are:

- 1. Calling my tutor about the missed classes*
- 2. Meeting my tutor and touring the campus*
- 3. Going to class, listening to conversation and offering an opinion*

ENRICH plan

Define

Date:

Thought to be tested:

The reason I want to test this thought is:

I rate the current strength of this thought at (e.g., belief that it is true) (0-100%):

Plan

The ENRICH activity I plan to carry out is:

It will be carried out

When?

Where?

With whom?

I will know whether my prediction(s) has been supported by:

Potential barriers to completing the activity may be:

As a result I plan to:

Predict

When I do this ENRICH activity:

I am (0-100%) sure this prediction will happen

Another (more realistic) outcome of this ENRICH activity is:

I am (0-100%) sure this prediction will happen

Learn

What happened during the activity?

Did I correctly predict the outcome of the activity?

I now rate the strength of my original thought at (0-100%)

Upon reflection, I have learnt that:

Re-assess

Other ENRICH activities I would like to try are:

ENRICH plan

Define

Date:

Thought to be tested:

The reason I want to test this thought is:

I rate the current strength of this thought at (e.g., belief that it is true) (0-100%):

Plan

The ENRICH activity I plan to carry out is:

It will be carried out

When?

Where?

With whom?

I will know whether my prediction(s) has been supported by:

Potential barriers to completing the activity may be:

As a result I plan to:

Predict

When I do this ENRICH activity:

I am (0-100%) sure this prediction will happen

Another (more realistic) outcome of this ENRICH activity is:

I am (0-100%) sure this prediction will happen

Learn

What happened during the activity?

Did I correctly predict the outcome of the activity?

I now rate the strength of my original thought at (0-100%)

Upon reflection, I have learnt that:

Re-assess

Other ENRICH activities I would like to try are:

ENRICH plan

Define

Date:

Thought to be tested:

The reason I want to test this thought is:

I rate the current strength of this thought at (e.g., belief that it is true) (0-100%):

Plan

The ENRICH activity I plan to carry out is:

It will be carried out

When?

Where?

With whom?

I will know whether my prediction(s) has been supported by:

Potential barriers to completing the activity may be:

As a result I plan to:

Predict

When I do this ENRICH activity:

I am (0-100%) sure this prediction will happen

Another (more realistic) outcome of this ENRICH activity is:

I am (0-100%) sure this prediction will happen

Learn

What happened during the activity?

Did I correctly predict the outcome of the activity?

I now rate the strength of my original thought at (0-100%)

Upon reflection, I have learnt that:

Re-assess

Other ENRICH activities I would like to try are:

ENRICH plan

Define

Date:

Thought to be tested:

The reason I want to test this thought is:

I rate the current strength of this thought at (e.g., belief that it is true) (0-100%):

Plan

The ENRICH activity I plan to carry out is:

It will be carried out

When?

Where?

With whom?

I will know whether my prediction(s) has been supported by:

Potential barriers to completing the activity may be:

As a result I plan to:

Predict

When I do this ENRICH activity:

I am (0-100%) sure this prediction will happen

Another (more realistic) outcome of this ENRICH activity is:

I am (0-100%) sure this prediction will happen

Learn

What happened during the activity?

Did I correctly predict the outcome of the activity?

I now rate the strength of my original thought at (0-100%)

Upon reflection, I have learnt that:

Re-assess

Other ENRICH activities I would like to try are:

ENRICH plan

Define

Date:

Thought to be tested:

The reason I want to test this thought is:

I rate the current strength of this thought at (e.g., belief that it is true) (0-100%):

Plan

The ENRICH activity I plan to carry out is:

It will be carried out

When?

Where?

With whom?

I will know whether my prediction(s) has been supported by:

Potential barriers to completing the activity may be:

As a result I plan to:

Predict

When I do this ENRICH activity:

I am (0-100%) sure this prediction will happen

Another (more realistic) outcome of this ENRICH activity is:

I am (0-100%) sure this prediction will happen

Learn

What happened during the activity?

Did I correctly predict the outcome of the activity?

I now rate the strength of my original thought at (0-100%)

Upon reflection, I have learnt that:

Re-assess

Other ENRICH activities I would like to try are:

ENRICH plan

Define

Date:

Thought to be tested:

The reason I want to test this thought is:

I rate the current strength of this thought at (e.g., belief that it is true) (0-100%):

Plan

The ENRICH activity I plan to carry out is:

It will be carried out

When?

Where?

With whom?

I will know whether my prediction(s) has been supported by:

Potential barriers to completing the activity may be:

As a result I plan to:

Predict

When I do this ENRICH activity:

I am (0-100%) sure this prediction will happen

Another (more realistic) outcome of this ENRICH activity is:

I am (0-100%) sure this prediction will happen

Learn

What happened during the activity?

Did I correctly predict the outcome of the activity?

I now rate the strength of my original thought at (0-100%)

Upon reflection, I have learnt that:

Re-assess

Other ENRICH activities I would like to try are:

INTO THE FUTURE



Relapse prevention

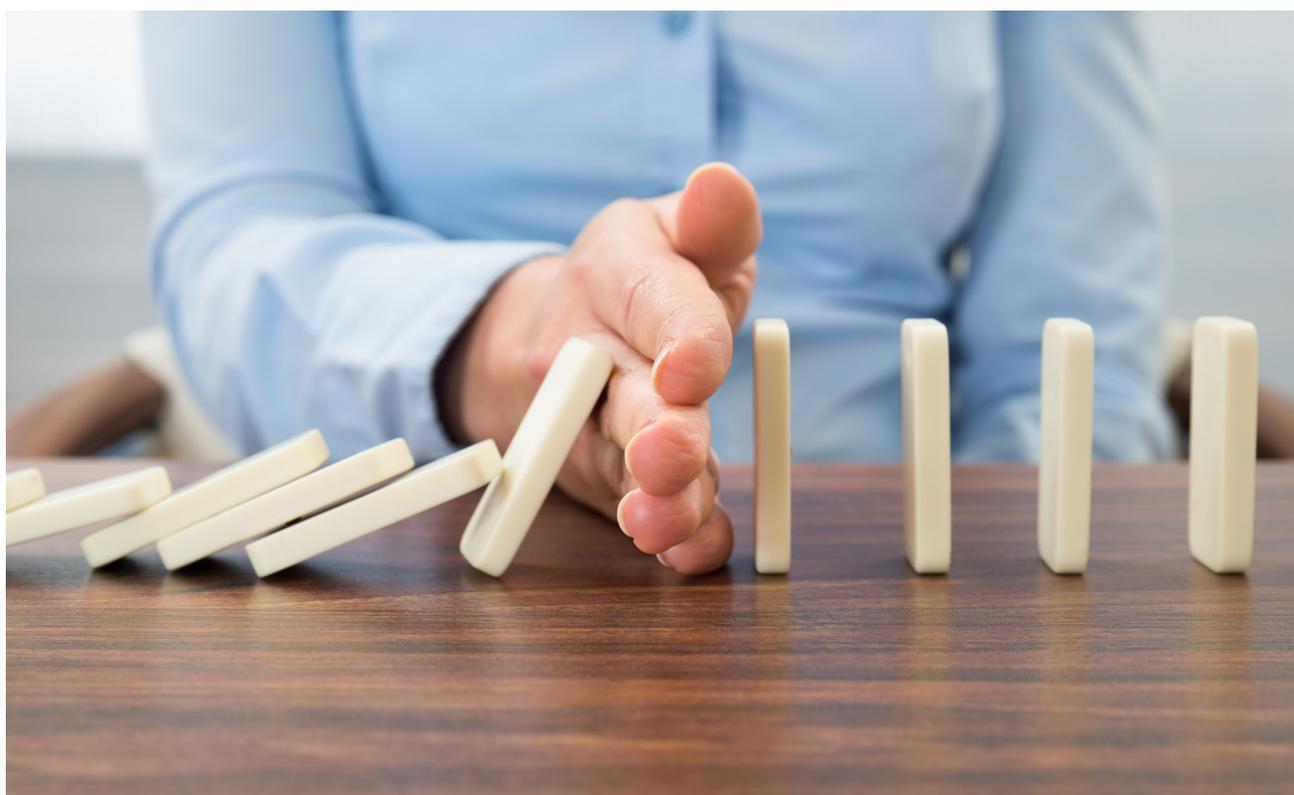


Throughout this program you have been provided with information and an opportunity to apply skills. You have been encouraged to learn more about yourself, and in particular, how the interactions between what you do, feel and think, impacts on you. At this point, we hope you have made some important changes to your life.

Having experienced anxiety or depression can increase the likelihood of experiencing them again in the future. If you notice changes to what you are doing, how you are feeling, and what you are thinking, that last anywhere from a few days to a week, you may be experiencing a *setback* – this is common. A setback is when unhelpful behaviours, feelings or thoughts become more frequent. Responding to a setback by using the techniques you have learnt throughout this program can get you back on track.

If your mental health declines for longer than that, then you may be experiencing a *relapse*. Relapse is when you return to the previous behaviours, feelings and thoughts which caused the anxiety or depression in the first place, and are causing significant disruption to your life.

Relapse is not inevitable and does not happen without warning signs. The techniques you have learnt throughout this program can help you avoid or reduce the severity of relapse. Your confidence will grow as you continue to apply the techniques that you have put into practice. Supported by NETTS and your Relapse Prevention Plan (see next pages) you will have a clear plan to respond to any setback and get back on track.



NETTS:

New skills and knowledge, Exploring opportunities, Traps and Triggers, Solutions



New knowledge and skills you have learnt



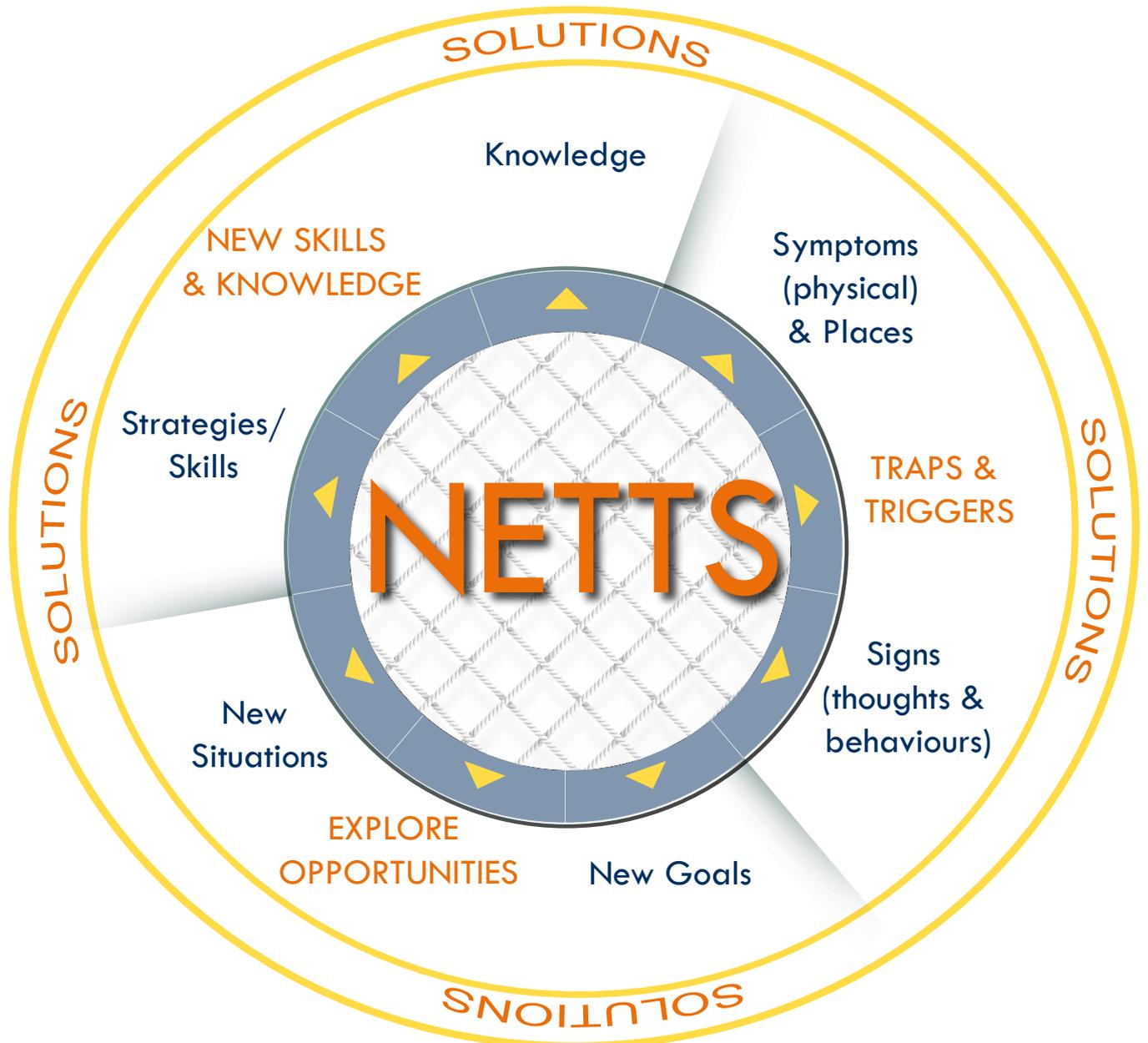
Exploring how these skills and knowledge can be applied to other areas/situations in your life



Traps and Triggers that can disrupt your recovery



Solutions for when you feel you may be experiencing a setback or relapse



Traps and Triggers

What early warning signs, thoughts, and feelings I need to be aware of:

People and places that can disrupt my recovery:

Solutions

What's next?

People and/or services I will contact if I need some additional support:

When will I schedule my routine 'Wellbeing Check-in' day and time?

- Developing your RPP is something that you will do together with your coach as part of this program.
- We recommend that you keep this resource and refer to it as you need.
- It may also be helpful for you to choose a routine 'Wellbeing Check-in' day and time every few weeks to review your progress (e.g., by re-rating your initial problem statement and goals you recorded in the INSPIRATION section of this workbook and adding in and rating any new goals that you have developed).





This guided self-help workbook is designed as an essential resource in the delivery of Low Intensity Cognitive Behaviour Therapy (LiCBT).