

Cognitive Behavioral Therapy Fundamentals: Tools for Clients; Strategies for Clinicians

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Agenda

- Introduce CBT conceptualization of depression
- Review session structure and measures
- Introduce tools for treating depression from CBT framework
- Discuss behavioral interventions
- Discuss challenges with implementing CBT
- Conclusions & homework

Poll

- What causes depression?
- What maintains depression?
- Is changing thoughts enough to help a depressed client?



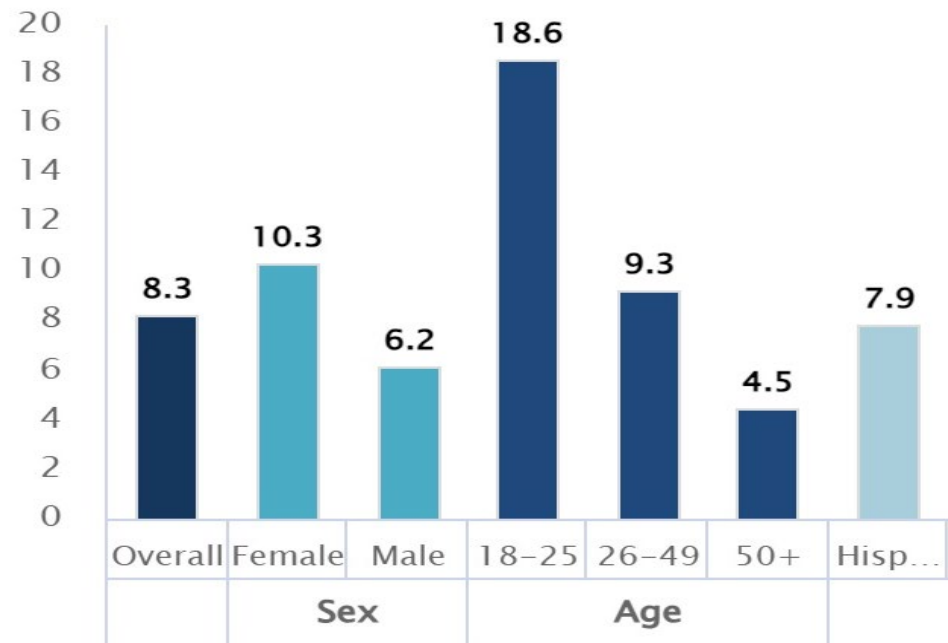
<https://www.youtube.com/watch?v=9Tp2wX7UTnM>

“You are a table”

Depression in the U.S. at a glance

Past Year Prevalence of Major Depressive Episode U.S. Adults (2021)

Data Courtesy of SAMHSA



An estimated 21.0 million adults in the United States had at least one major depressive episode in 2021. This number represented 8.3% of all U.S. adults.

The prevalence of major depressive episode was higher among adult females (10.3%) compared to males (6.2%).

The prevalence of adults with a major depressive episode was highest among individuals aged 18-25 (18.6%).

The prevalence of major depressive episode was highest among those who report having multiple (two or more) races (13.9%).

You are likely to run into these clients



In 2021, an estimated 61.0% U.S. adults aged 18 or older with major depressive episode received treatment in the past year.



Among those individuals with major depressive episode with severe impairment, an estimated 74.8% received treatment in the past year.

CBT has been found to be quite effective for treating depression, especially showing short term gains

Depression and CBT

Based on CBT: depression is connected to negatively biased thinking in clients as reflected in their thoughts about:

- Themselves (worthlessness)
- The future (will never improve)
- The world (no one cares)



Therapeutic Approach



- Specific goals are set based upon a problem list
- Sessions are structured, with agendas that flow from stated goals and objectives
 - Goals are SMART
 - Agendas
 - Check-in - Begin with standardized measures, Likert scale questions - SUDs
 - What is the challenge, what is interfering with the goal?
 - How can we bring skills to change this issue
 - Sessions end with session summary, takeaways and homework
- Clients are assigned homework and expected to complete assignments as they are reviewed in upcoming sessions
- Expectation is that treatment will be short term and will transition when skills are taught and goals are reached
- Therapy is assumed to taper according to client need, beginning with weekly sessions and then eventually moving to once every 4 weeks

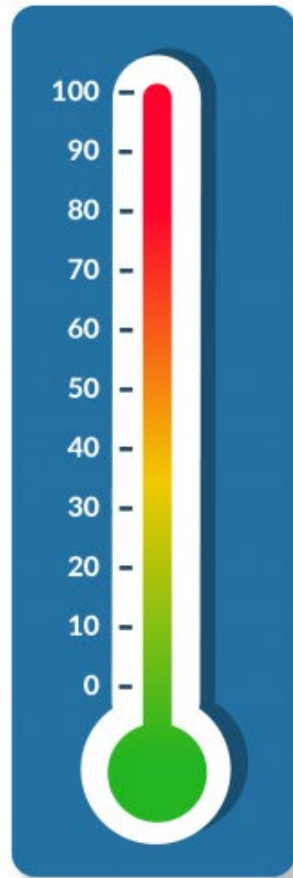
PHQ- 9 – Depression Screener

Over the last 2 weeks, how often have you been bothered by any of the following problems?
(use "✓" to indicate your answer)

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself—or that you are a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead, or of	0	1	2	3

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Subjective Units of Distress (SUDs) SUDs Thermometer (Centre for Clinical Psychology)



- 100** Highest anxiety/distress that you have ever felt.
- 90** Extremely anxious/distressed.
- 80** Very anxious/distressed; can't concentrate. Physiological signs present.
- 70** Quite anxious/distressed; interfering with functioning. Physiological signs may be present.
- 60** Moderate-to-strong anxiety or distress.
- 50** Moderate anxiety/distress; uncomfortable, but can continue to function.
- 40** Mild-to-moderate anxiety or distress.
- 30** Mild anxiety/distress; no interference with functioning.
- 20** Minimal anxiety/distress.
- 10** Alert and awake; concentrating well.
- 0** No distress; totally relaxed.

Burns Brief Mood Survey – Checking in with clients before and after

Brief Mood Survey*	Before Session				
	0—Not at all	1—Somewhat	2—Moderately	3—A lot	4—Extremely
Instructions. Use checks (✓) to indicate how you're feeling <i>right now</i> . Please answer all the items.					
How depressed do you feel right now?					
1. Sad or down in the dumps		X			
2. Discouraged or hopeless		X			
3. Low self-esteem, inferiority, worthlessness		X			
4. Loss of motivation to do things	X				
5. Loss of pleasure or satisfaction in life	X				
Total →				3	

	After Session				
	0—Not at all	1—Somewhat	2—Moderately	3—A lot	4—Extremely
	X				
	X				
	X				
	X				
	X				
Total →				0	

Suicidal urges: Do you sometimes

1. Feel like you'd be better off dead?	X				
2. Have suicidal thoughts or fantasies?	X				
3. Have urges or plans to end your life?	X				
Total →				0	

	X				
	X				
	X				
Total →				0	

How **anxious** do you feel right now?

1. Anxious			X		
2. Frightened			X		
3. Worrying about things	X				
4. Tense or on edge			X		
5. Nervous			X		
Total →				8	

	X				
	X				
	X				
	X				
Total →				1	

How **angry** do you feel right now?

1. Frustrated		X			
2. Annoyed		X			
3. Resentful	2				
4. Angry	X				
5. Irritated	X				
Total →					

	X				
	X				
	X				
	X				
	X				
Total →				0	

Happiness*	Before Session				
	0—Not at all	1—Somewhat	2—Moderately	3—A lot	4—Extremely
Instructions. Use checks (✓) to indicate how you're feeling <i>right now</i> . Please answer all the items.					
1. Happy and joyful				X	
2. Hopeful and optimistic				X	
3. Worthwhile, high self-esteem			X		
4. Motivated, productive					X
5. Pleasure and satisfaction in life					X
Total →				16	

	After Session				
	0—Not at all	1—Somewhat	2—Moderately	3—A lot	4—Extremely
					X
					X
					X
					X
					X
Total →					20

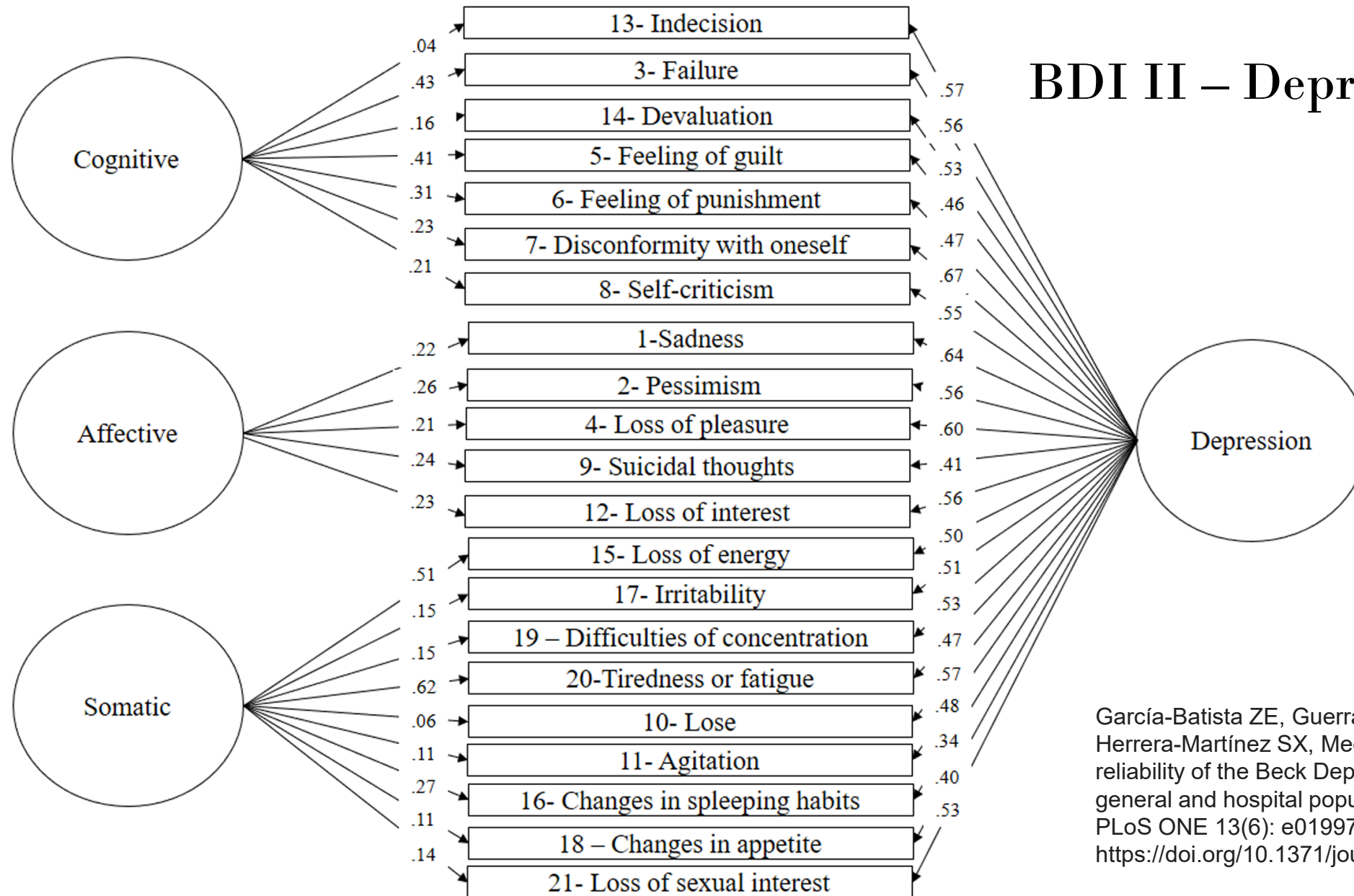
Relationship Satisfaction*	Before Session						
	0—Very Dissatisfied	1—Moderately Dissatisfied	2—Somewhat Dissatisfied	3—Neutral	4—Somewhat Satisfied	5—Moderately Satisfied	6—Very Satisfied
Put the name of an important relationship in your life:							
<u>David</u>							
Use checks (✓) to indicate how you feel about this relationship. Please answer all 5 items.							
1. Communication and openness						X	
2. Resolving conflicts						X	
3. Degree of affection and caring						X	
4. Intimacy and closeness						X	
5. Overall satisfaction						X	
Total →							30

	After Session						
	0—Very Dissatisfied	1—Moderately Dissatisfied	2—Somewhat Dissatisfied	3—Neutral	4—Somewhat Satisfied	5—Moderately Satisfied	6—Very Satisfied
							X
							X
							X
							X
							X
Total →							30

How much psychotherapy homework have you done since your last session? (✓)

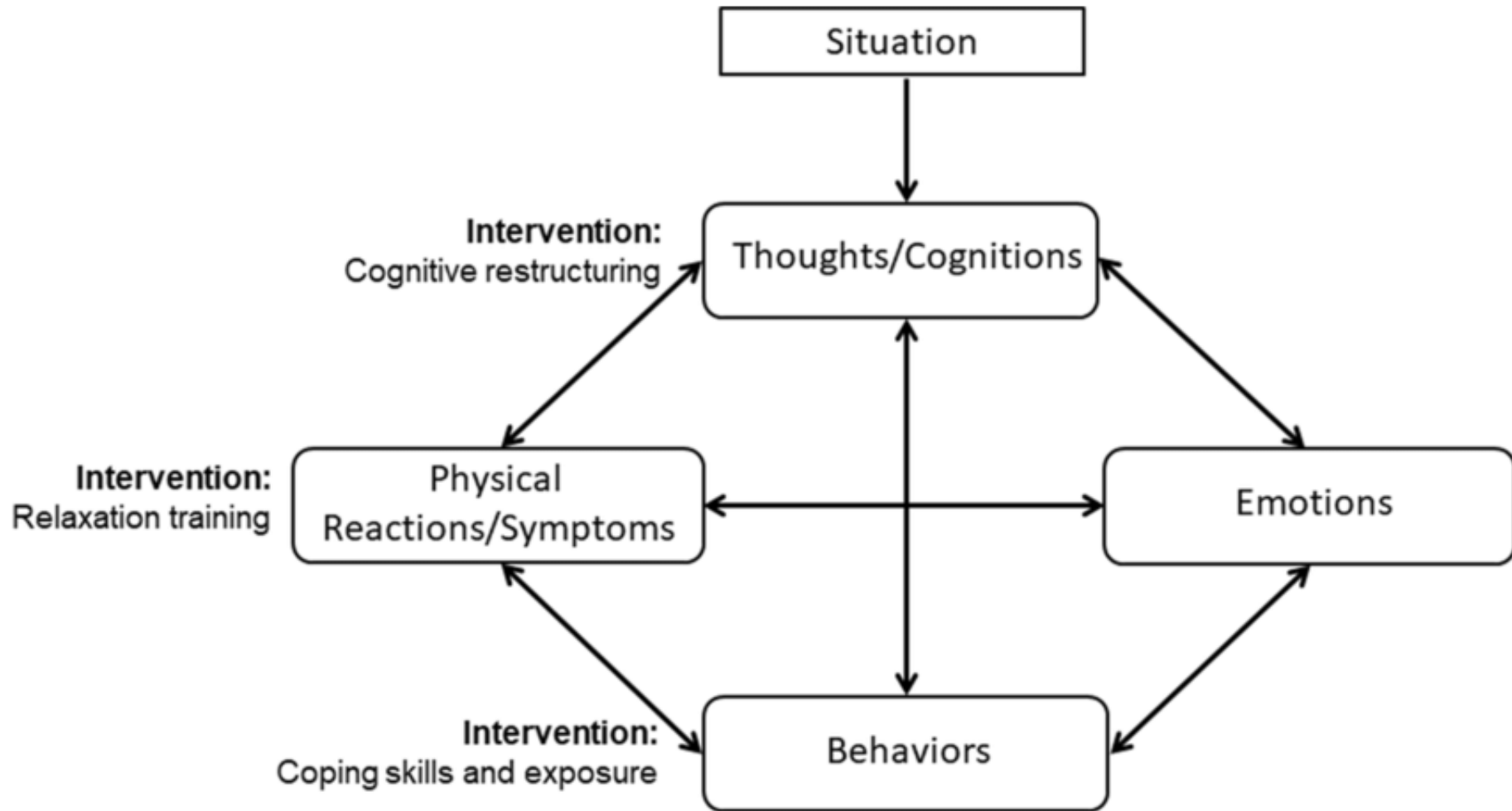
None	A little	A moderate amount	A lot
			X

BDI II – Depression Factors



García-Batista ZE, Guerra-Peña K, Cano-Vindel A, Herrera-Martínez SX, Medrano LA (2018) Validity and reliability of the Beck Depression Inventory (BDI-II) in general and hospital population of Dominican Republic. PLoS ONE 13(6): e0199750. <https://doi.org/10.1371/journal.pone.0199750>

The Model





Behavioral Activation

Goals of behavioral activation

- Client and clinician can gain a sense of client's current activity levels
- Gives client opportunity to do more of what counteracts depressive mood and less of what nurtures it
- Through activity scheduling, clients can learn more about the ebbs and flows of depressive feelings and their relationship to activity
- Counteract the depressive tendency to withdraw from life
- Purposely schedule activities that involve pleasure, mastery and social interaction (three essential components of wellbeing)
- Use problem solving to overcome obstacles to engagement
- To create behaviors that are self-reinforcing
 - Clients can't wait to feel motivated before action, motivation comes through/from action

Tool – Activity Schedule

Time	Monday Activity/mood	Tuesday Activity/mood	Wednesday Activity/mood	Thursday Activity/mood	Friday Activity/mood	Saturday Activity/mood	Sunday Activity/mood
5-7am	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
7am	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
8am	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
9am	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
10am	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
11am	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
12am	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
1pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
2pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
3pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
4pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
5pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
6pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
7pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>
8pm	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/>

Sokol & Fox (2019) offer several Key Concepts for Behavioral Activation



1. Action precedes motivation
2. Success is in the effort, not the outcome
3. Establish a goal and rationale
4. Plan and schedule
5. Self talk – change “give up” thoughts to “go-to” thoughts
6. Take credit
7. Reward
8. Put it all together

“Give Up” thoughts to “Go to” thoughts:

- “I’ll do it later”
- “It’s not going to help”
- “I can’t do this”
- “I am too tired”
- “I’d rather take a nap”
- “I have already tried everything and nothing works”

- “If I put it off, I am less likely to do it at all. Later means never”
- Just because I don’t feel like doing something, doesn’t mean I can’t do it. I can do things that I don’t want to do.
- Telling myself I can’t do something makes it harder for me to even try. I have done many things I thought I could not do.

- _____
- _____
- _____

Cognitive Restructuring

- Automatic Thoughts
- Downward Arrow
- Socratic Questioning
- Thinking Errors/Unhelpful thinking
- Thought register/Thought record



Identifying ATs

QUESTIONS TO IDENTIFY AUTOMATIC THOUGHTS WORKSHEET

REMEMBER: JUST BECAUSE I THINK SOMETHING, DOESN'T NECESSARILY MEAN IT'S TRUE. WHEN I CHANGE MY UNHELPFUL OR INACCURATE THOUGHTS, I'LL LIKELY FEEL BETTER.

1. WHAT'S GOING THROUGH MY MIND? OR "WHAT AM I THINKING?"

2. WHAT AM I DEFINITELY NOT THINKING? (IDENTIFYING AN OPPOSITE THOUGHT CAN HELP PROMPT YOU TO IDENTIFY THE ACTUAL THOUGHT.)

3. WHAT DOES THE SITUATION MEAN TO ME?

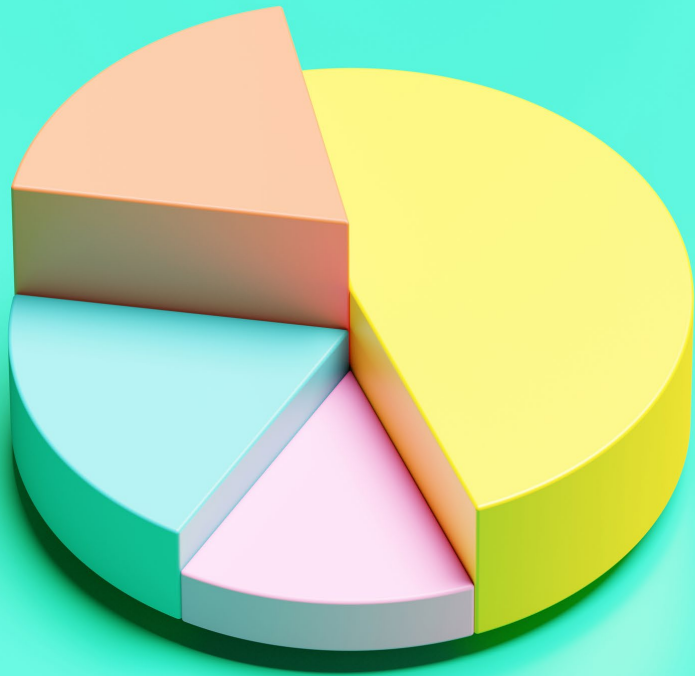
4. AM I MAKING A PREDICTION? OR REMEMBERING SOMETHING?

Thought Record

Thought Record Sheet – 7 column

Situation / Trigger	Feelings Emotions – (Rate 0 – 100%) Body sensations	Unhelpful Thoughts / Images	Facts that <u>support</u> the unhelpful thought	Facts that provide evidence <u>against</u> the unhelpful thought	Alternative, more realistic and balanced perspective	Outcome Re-rate emotion
	<p><i>What emotion did I</i></p>	<p><i>What went through my mind? What disturbed me? What did those thoughts/images/memories</i></p>			<p><i>STOPP! Take a breath....</i></p> <p><i>What would someone else say about this situation? What's the bigger picture? Is there another way of seeing it?</i></p>	<p><i>What am I feeling now? (0-100%)</i></p> <p><i>What could I do differently? What would be more effective?</i></p>

Responsibility Pie Chart



- A hallmark of depression is a pervasive sense of guilt and worthlessness
- Depressed clients often take responsibility for things that are not theirs OR they take on too much responsibility
- Most situations involve several contributing factors to outcomes, not just one
- Encouraging clients to consider the responsibility they are taking can be helpful with restructuring

Poem: Putting it together

- <https://www.youtube.com/watch?v=-Ktdf2KQ58c>

A note on environment – context matters



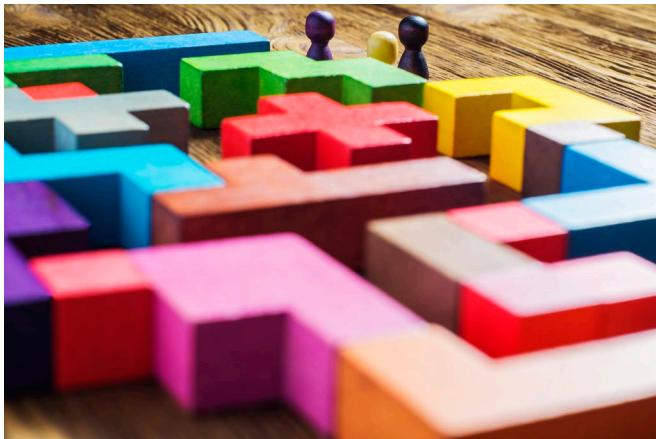
- SDOH – social determinants of health (for example)
 - Access to safe external environments & green spaces
 - Access to resources that promote health – including fresh food options
 - Access to healthcare systems that are inclusive and trustworthy
 - Access to communities that are free from violence by community members, police and others
 - Access to jobs that pay livable wages
- Structural vulnerability
 - “Structural vulnerability is the violence of injustice and inequity, embedded in ubiquitous social structures and normalised by stable institutions and regular experience.⁸ Structures in this context refer to social relations, including economic and political factors, which contribute to shaping how individuals and groups interact with a social system.” (Albanese, Blane & Williamson, 2021)
- Power, agency and autonomy over one’s life

Summary of Tools (so far)



- Therapy Agenda
- Measurable goals
- Assessments & SUDs levels
- Behavioral activation & Activity scheduling
- Cognitive Restructuring
- Thought Records
- Pie Chart
- Unhelpful Thought patterns
- Socratic Questioning
- Downward arrow techniques
- Attending to environment

Challenges to Implementation



- Therapist comfort in “teacher role”
- Maintaining structure of session
- Clients may find structure constraining
- Clients may not have clearly identified goals
- Clients may feel undermined by some of the techniques, i.e. Socratic questioning
- Clients may feel unmotivated to complete homework (may feel overwhelmed)
- Clients may feel very attached to thoughts
- Lack of belief in process/intervention

Thank you!
Questions?

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