

**Plymouth State University**  
**Counseling Center**



**Getting Unstuck**

**Workbook**

**Plymouth State University Counseling Center**  
**(603) 535-2461**  
**<https://campus.plymouth.edu/counseling>**

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# Welcome!

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

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

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

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

If at any time you feel that you need additional support, please let your Getting Unstuck leader know or contact the Counseling Center at (603) 535-2461. You may also find additional resources online at <https://campus.plymouth.edu/counseling>

## Frequently Asked Questions (FAQ)

### **What is Getting Unstuck?**

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

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

Three sessions allows you sufficient time to learn the concepts with time to practice between sessions. Keeping it to three 50-minute sessions allows you to find time in your busy schedule to learn these skills.

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

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

### **What if I don't feel comfortable in groups?**

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

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

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

### **Why do I have to do homework?**

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

**What if I didn't do my homework?**

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

# **SESSION 1: DEPRESSION 101**

## Common Depressive Symptoms

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

# Cross Sectional Formulation

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

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

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

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

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

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

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

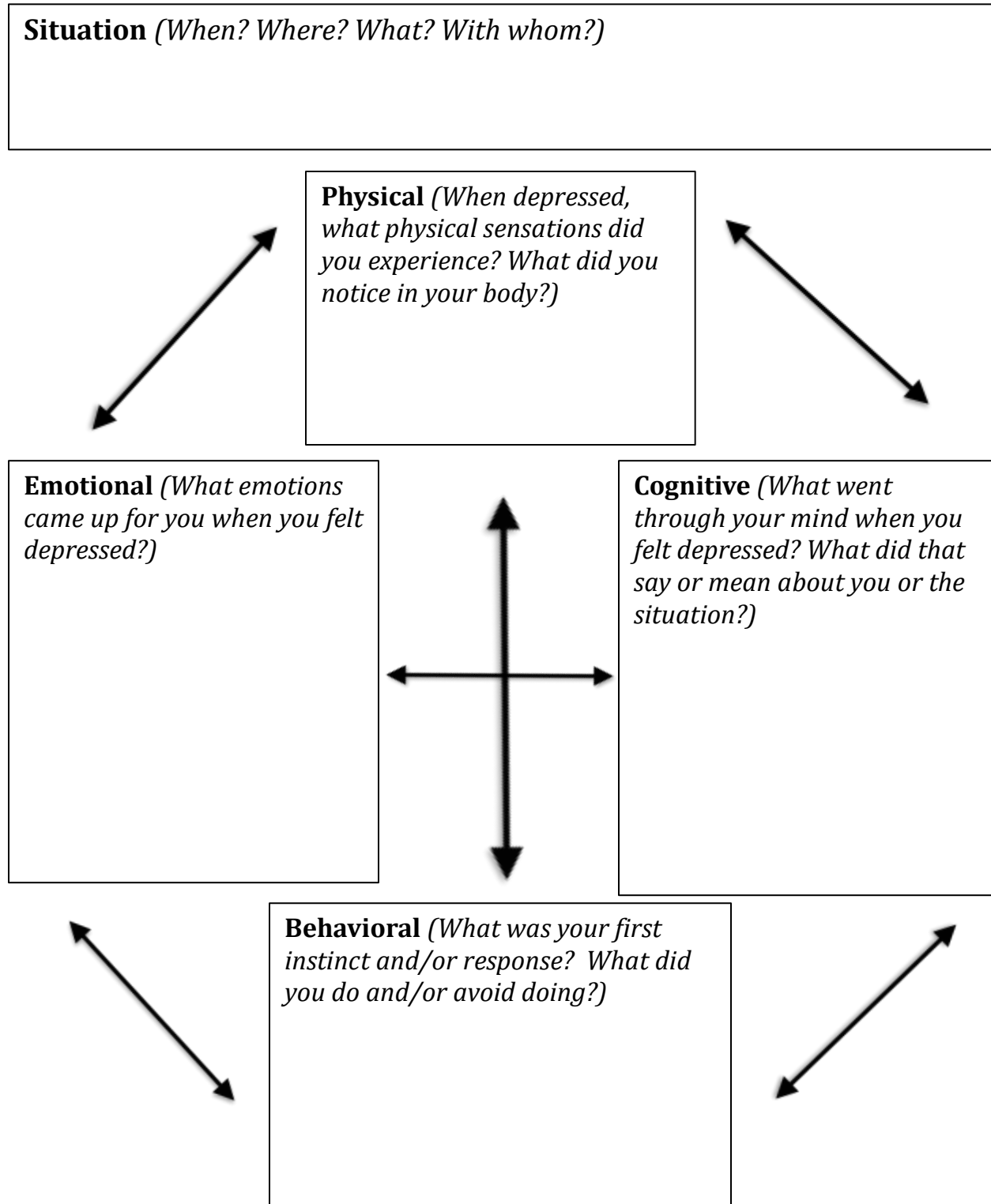
**I knew I shouldn't have asked her; she's way smarter than me and she knows it. If we had worked together, I only would have brought down the grade. I'm so stupid. She must hate me.**

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

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



## Cross Sectional Formulation







## Sleep Hygiene

1. **Get regular.** Go to bed and get up at more or less the same time every day, even on weekends and days off!
2. **Get up and try again.** Try to go to sleep only when tired. If you haven't been able to get to sleep after about 30 minutes, get up and do something calming (not stimulating) until you feel sleepy, then return to bed and try again.
3. **Avoid caffeine and nicotine.** Avoid consuming any caffeine (coffee, tea, soda, chocolate) or nicotine (cigarettes) for at least 4-6 hours before going to bed. These act as stimulants and interfere with falling asleep.
4. **Avoid alcohol.** Avoid alcohol for at least 4-6 hours before bed because it interrupts the quality of sleep.
5. **Bed is for sleeping.** Try not to use your bed for anything other than sleeping and sex, so that your body comes to associate bed with sleep.
6. **Electronics curfew.** Don't use back-lit electronics 60 minutes prior to bed, as the artificial light inhibits hormones and neurons that promote sleep.



7. **No naps.** Avoid taking naps during the day. If you can't make it through the day without a nap, make sure it is for less than an hour and before 3pm.
8. **Sleep rituals.** Develop rituals to remind your body that it is time to sleep, like relaxing stretches or breathing exercises for 15 minutes before bed.
9. **No clock-watching.** Checking the clock during the night can wake you up and reinforces negative thoughts such as, "Oh no, look how late it is, I'll never get to sleep."
10. **The right space.** Make your bed and bedroom quiet and comfortable for sleeping. An eye mask and earplugs may help block out light and noise.
11. **Keep daytime routine the same.** Even if you have a bad night's sleep, it is important that you try to keep your daytime activities the same as you had planned. That is, don't avoid activities because you feel tired. This can reinforce the insomnia.



## Exercise Tips

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



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

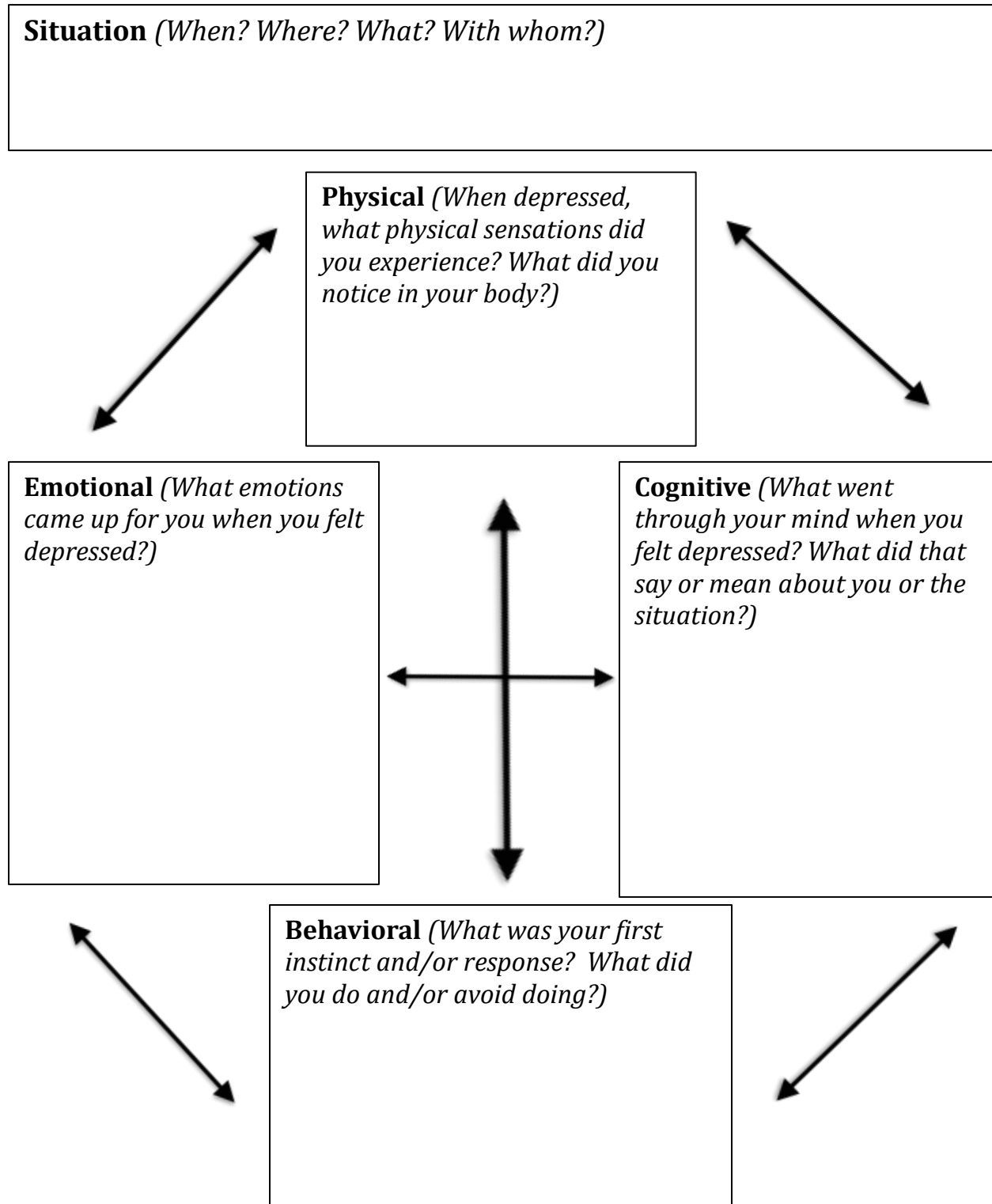


## **Session 1 Homework Assignments**

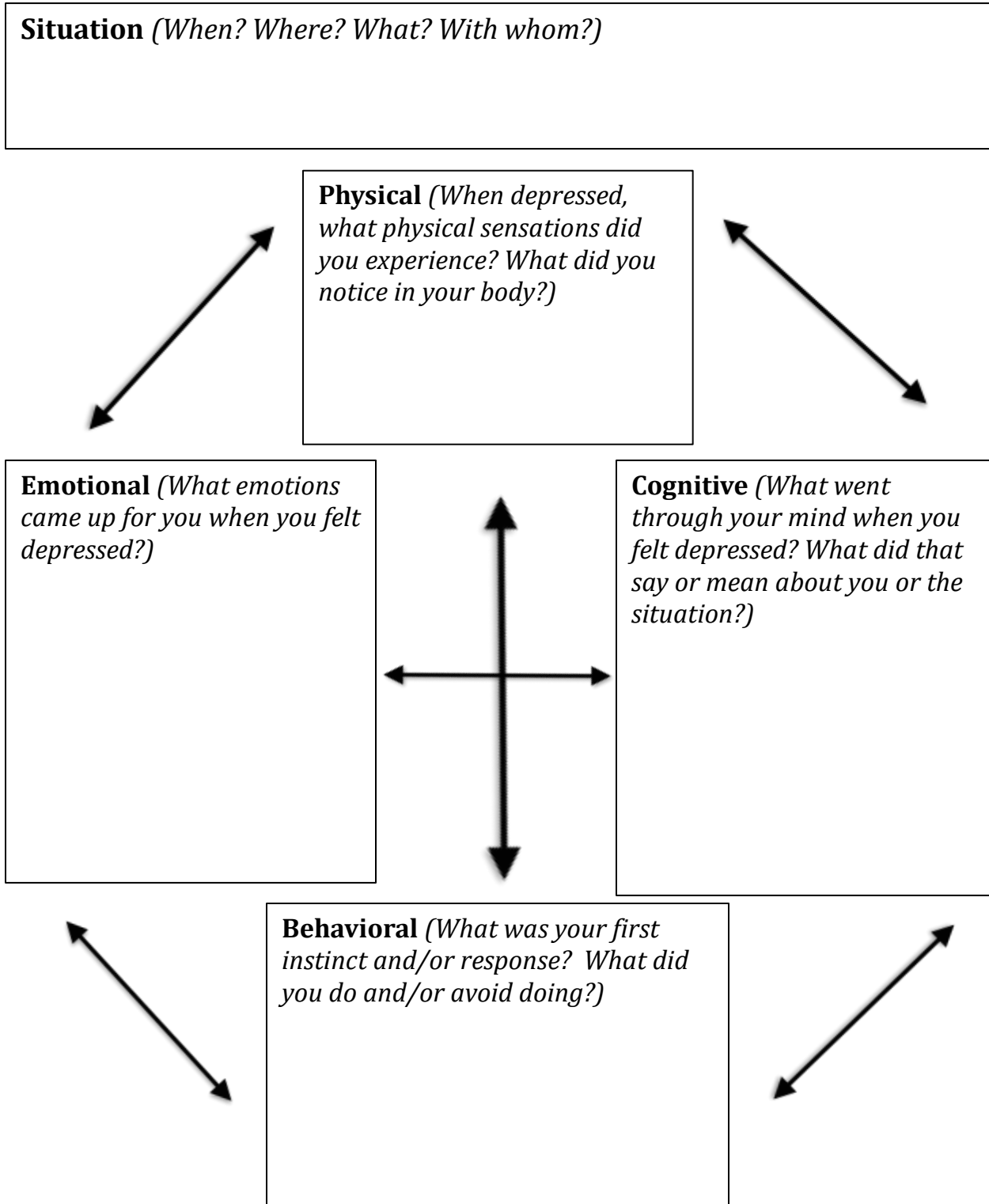
Homework 1: Complete at least one cross sectional formulation for review next week (multiple blank copies provided starting on page 13).

Homework 2: Implement one sleep hygiene and one exercise tip over the next week.

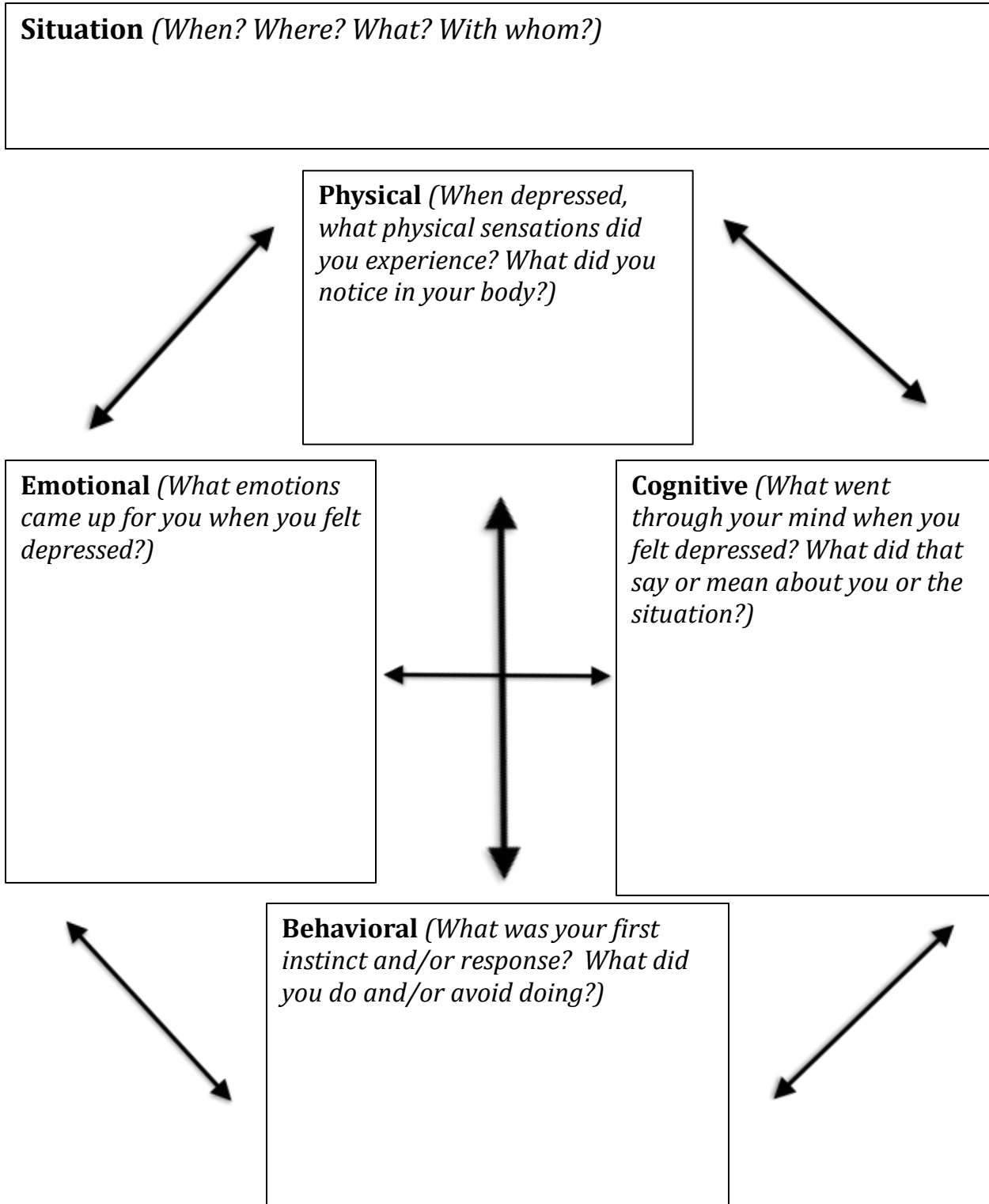
## Cross Sectional Formulation



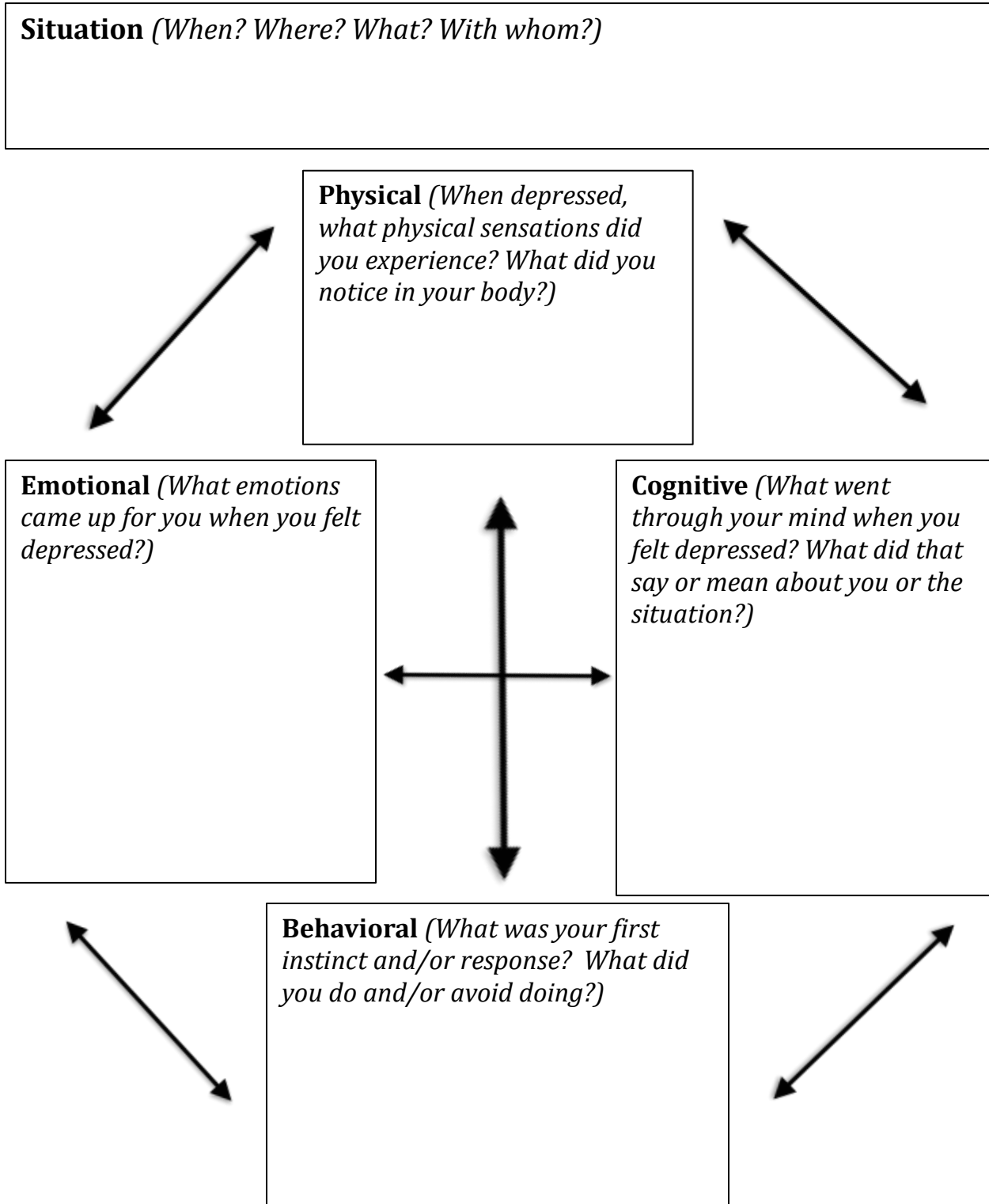
# Cross Sectional Formulation



# Cross Sectional Formulation



# Cross Sectional Formulation





# **SESSION 2: UNHELPFUL THOUGHTS AND BEHAVIORS**

## How To Stay Depressed

- Stay still, don't do anything.
- Stay in bed if you can; if not, sit in the same chair or lay on the couch.



- Watch excessive amounts of TV or go online for hours, particularly viewing social media.
- Sleep during the day and don't sleep at night.

- Focus on the past, your fears, faults and resentments.
- Imagine the future will be the same or worse than the past or present.
- Isolate; avoid other people, including friends and family.



- If you can't avoid other people, try to talk to the same person or few people.
- If you do talk to people, talk about the same topic, usually how depressed or unhappy you are.

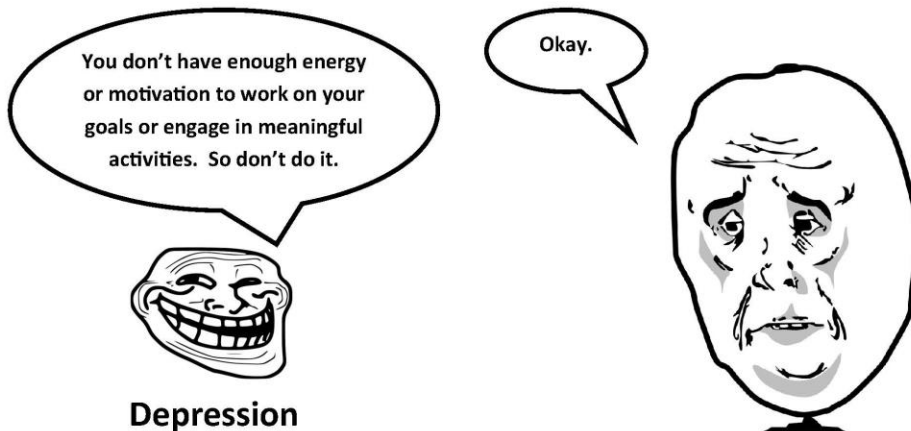
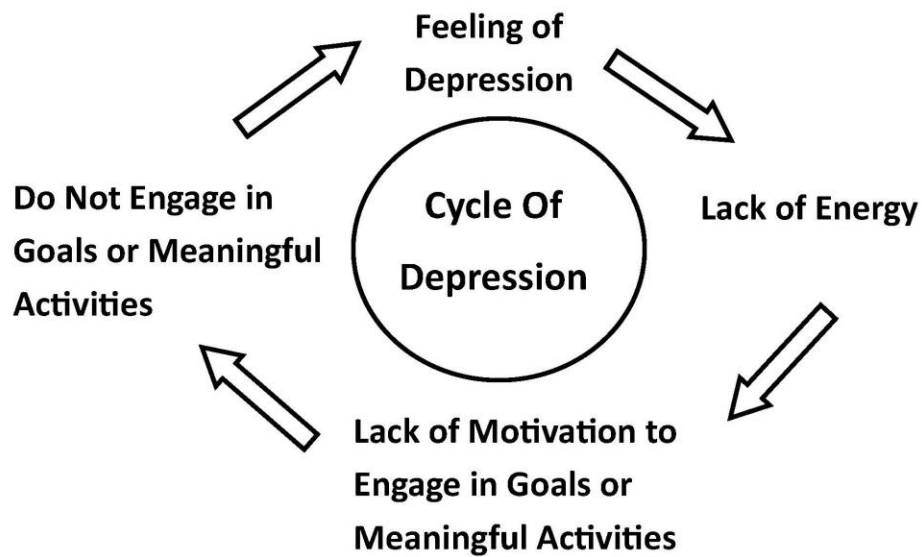
- Eat poorly; overeat or stop eating. Eat predominantly junk food, sugar, and carbs.



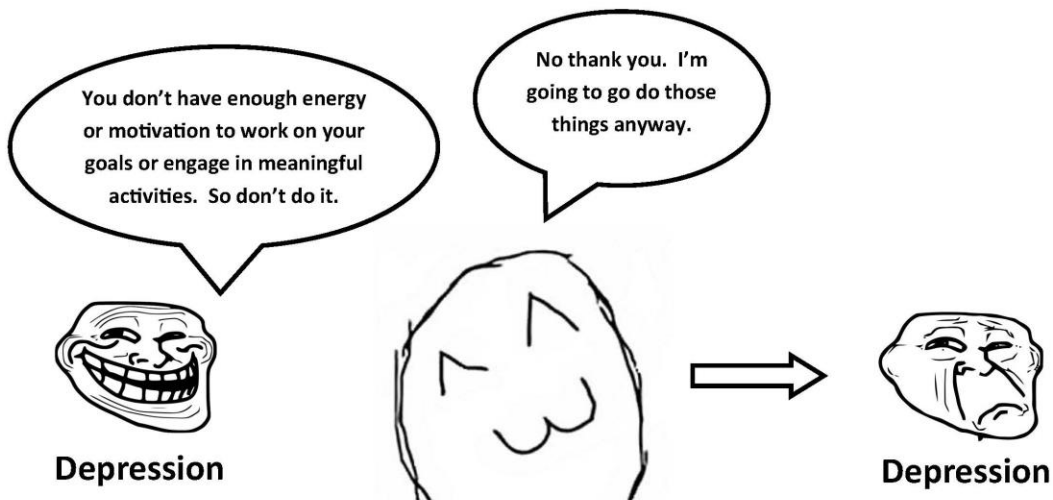
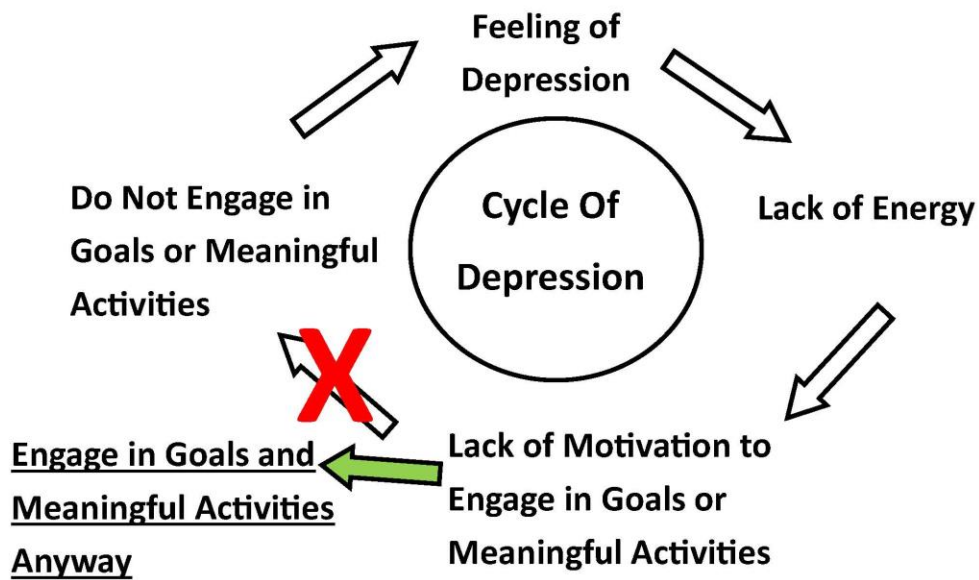
- Don't pursue hobbies, passions, or interests.
- Drink alcohol, smoke cigarettes, and/or use other drugs.
- Don't ask for help.

Adapted from Bill O'Hanlon's "Do One Thing Different"

## Cycle of Depression: How Depression Tricks People










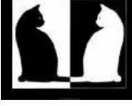




# Cycle of Depression: Getting Out of the Cycle



## Unhelpful Thinking Habits

Over the years, we tend to get into unhelpful thinking habits such as those described below. We might favour some over others, and there might be some that seem far too familiar. Once you can identify your unhelpful thinking styles, you can start to notice them – they very often occur just before and during distressing situations. Once you can notice them, then that can help you to challenge or distance yourself from those thoughts, and see the situation in a different and more helpful way. *Blue text (italics) helps us find alternative, more realistic thoughts.*

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

**Balancing Unhelpful Thinking Habits**

Change in Emotions

New/More Helpful Thoughts

Unhelpful Thinking Habits

Emotions

Physical Reactions

## Unhelpful Behaviors

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

## **Session 2 Homework Assignments**

Homework 1: Complete “Maintaining Depressed Mood” worksheet (page 25)

Homework 2: Complete at least one Cross Sectional Formulation worksheet for review next week (multiple blank copies provided starting on page 26)



## Maintaining Depressed Mood

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

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

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

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

Day	Thoughts	Behaviors
1		
2 (Sat or Sun)		

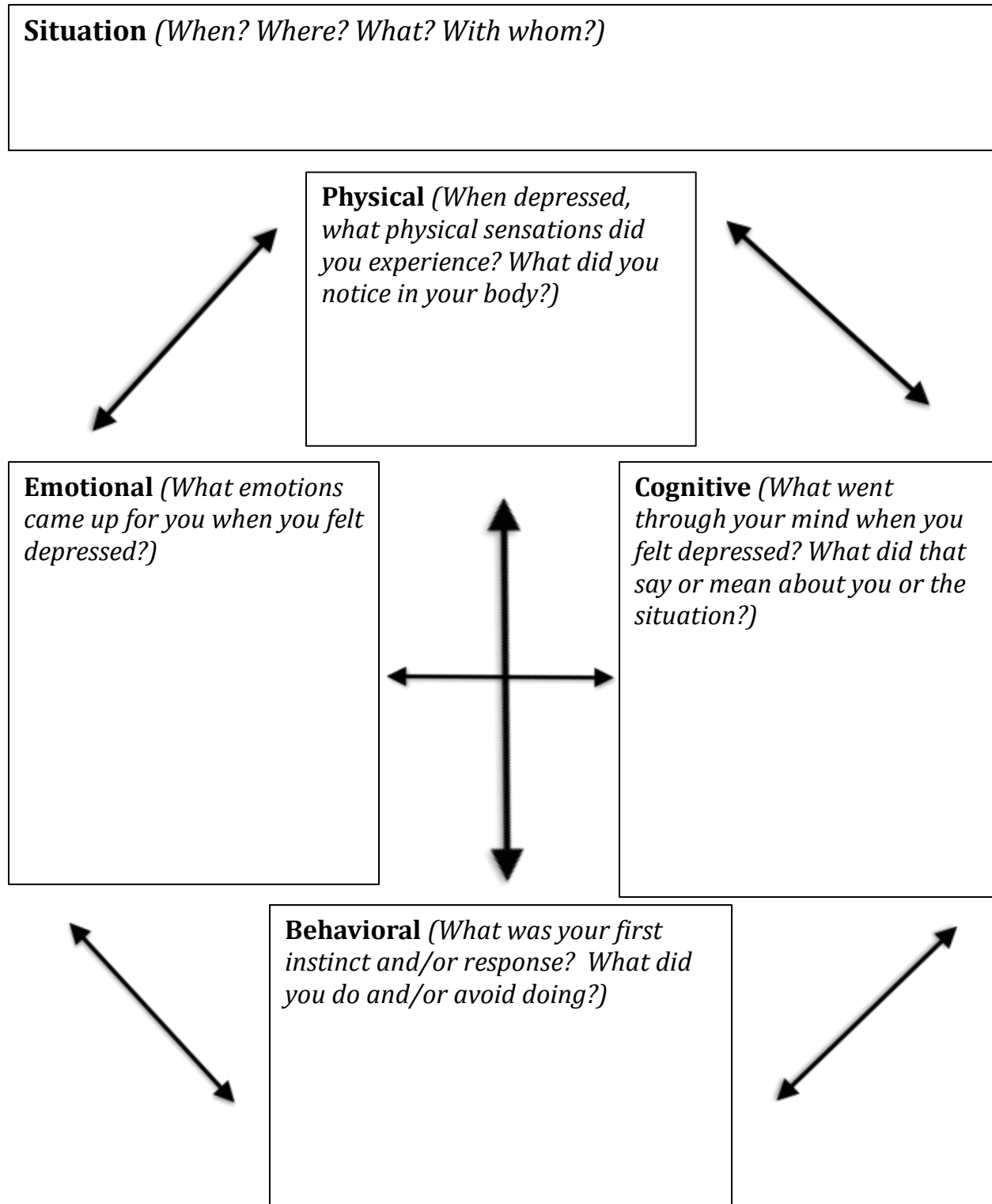
### **Things I think and do that help me feel okay, good, and/or accomplished:**

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

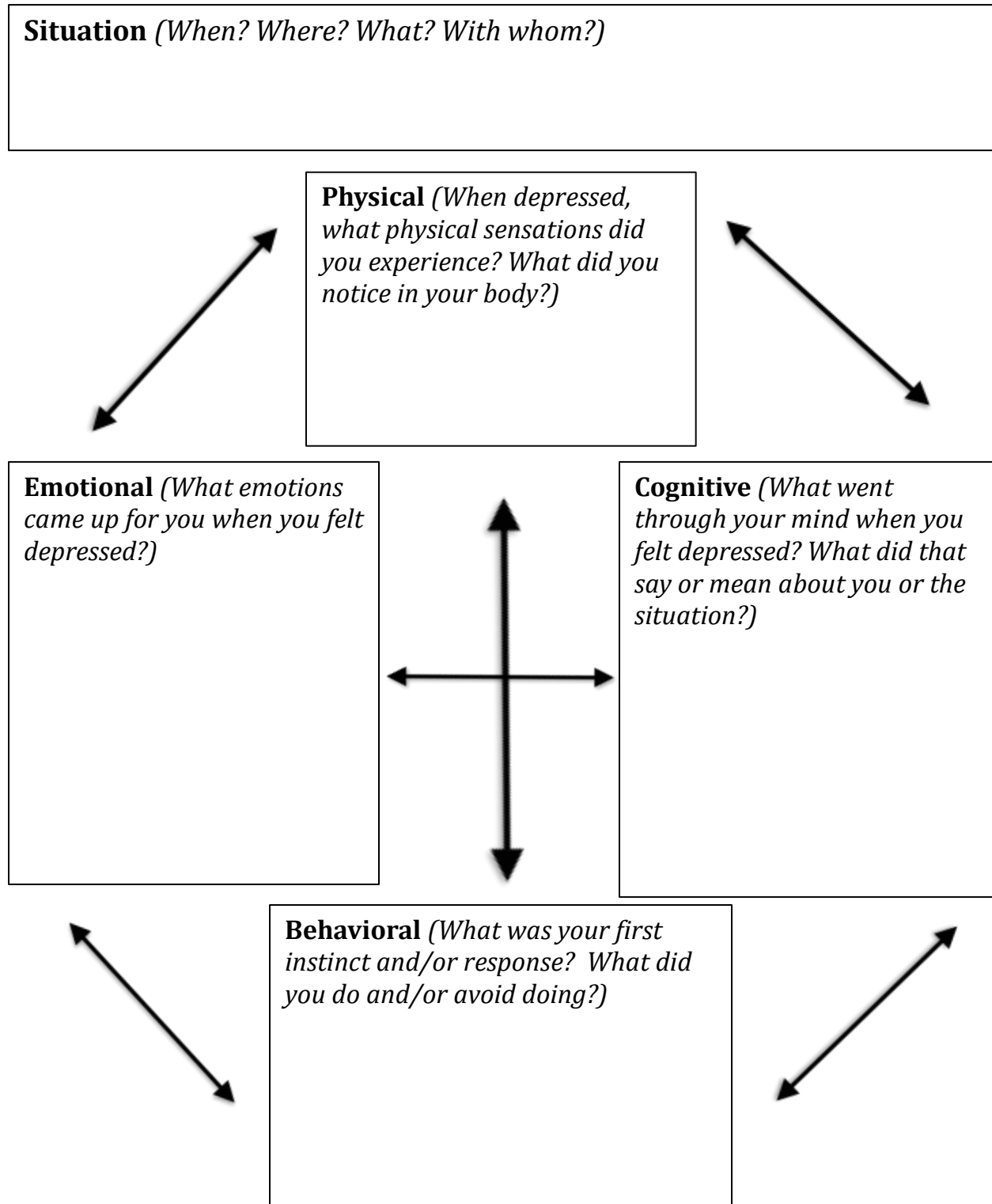
Examples of behaviors: Read a book for fun, go to a club meeting, brush my teeth at night, go to the library to study, clean/organize my room, eat breakfast, take vitamins, call a friend, go to a coffee shop, do a chore

Day	Thoughts	Behaviors
1		
2 (Sat or Sun)		

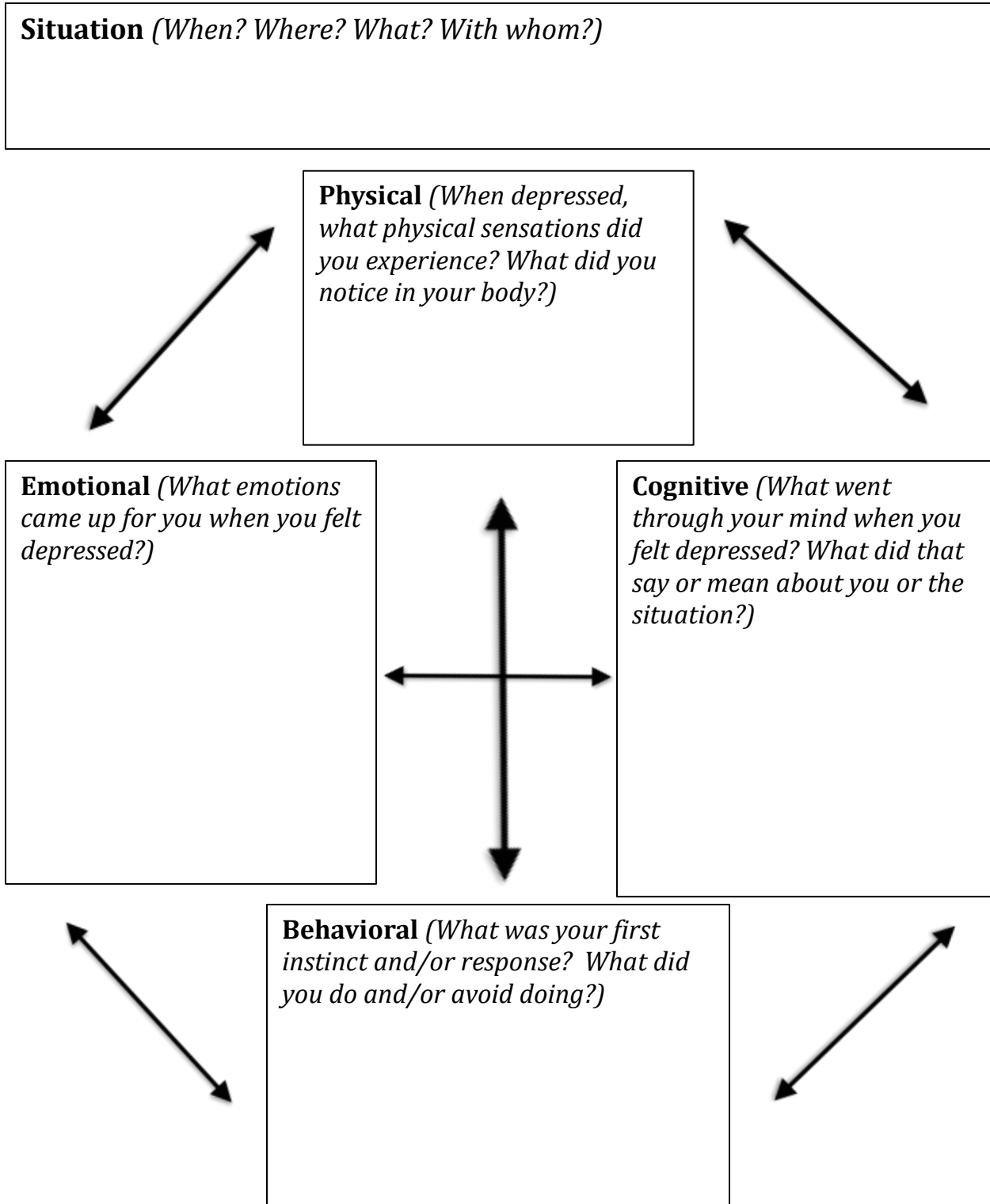
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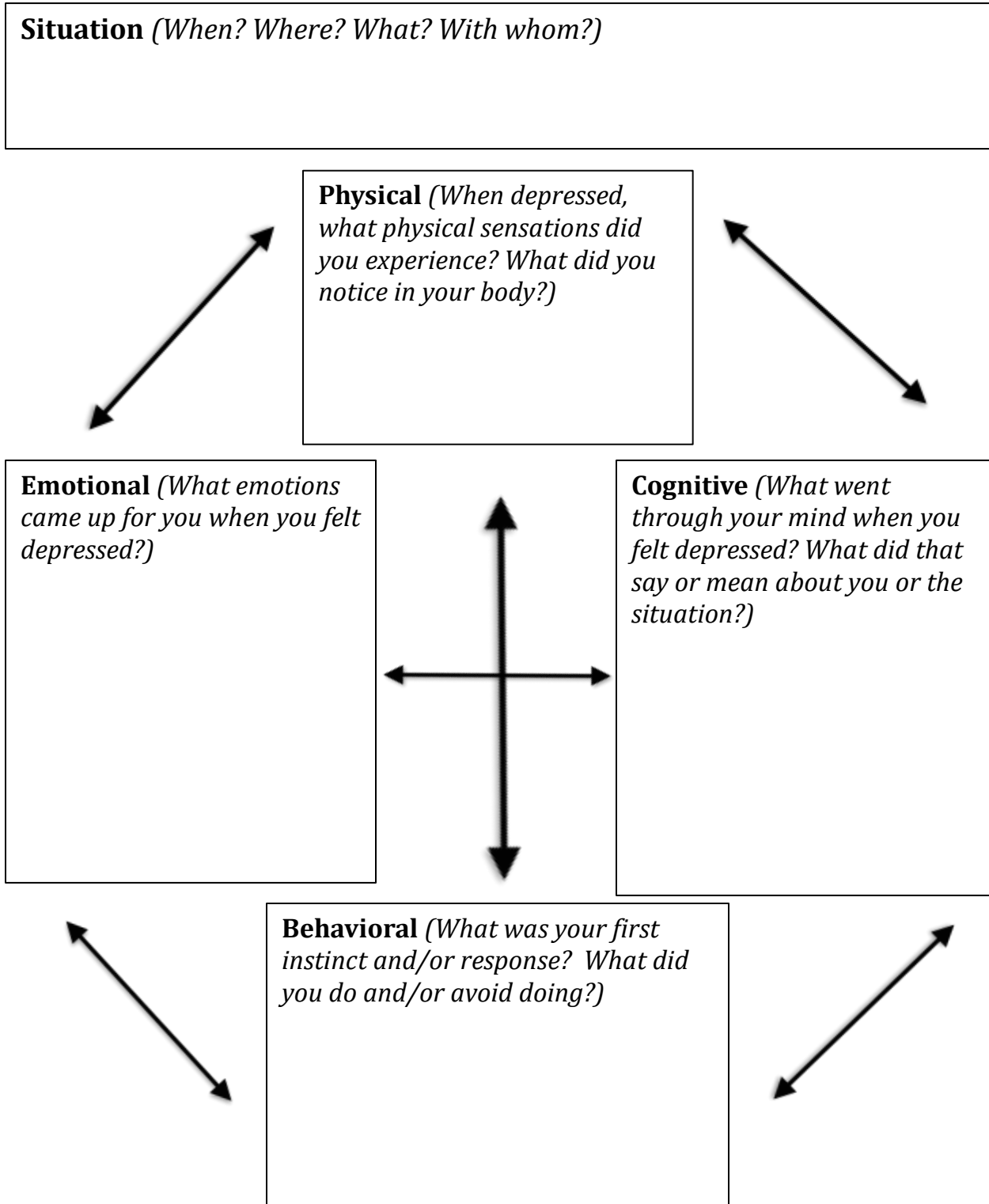
## Cross Sectional Formulation



## Cross Sectional Formulation



# Cross Sectional Formulation



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

## Self-Affirmations

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

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

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

### My Self-Affirmations:

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

- When was a time that you felt proud of yourself and why?
- Have you ever forgiven someone who has hurt you?
- Have you ever received a compliment that you agree with?
- What would your best friend or a loved one say about you?

**Feeling Guilty?** Consider this:

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

## Alternative Thoughts Worksheet

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

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

### Things to Ask Myself:

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

### Alternative Thoughts and Images:

***She might already have a partner.***

***I've done well in this class so far, so I might not be stupid.***

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



## Alternative Thoughts Worksheet

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










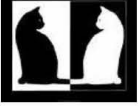


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### Alternative Thoughts and Images:

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<p><b>Compare and despair</b> Seeing only the good and positive aspects in others, and getting upset when comparing ourselves negatively against them. <i>Am I doing that 'compare and despair' thing? What would be a more balanced and helpful way of looking at it?</i></p> 	<p><b>Catastrophising</b> - Imagining and believing that the worst possible thing will happen <i>OK, thinking that the worst possible thing will definitely happen isn't really helpful right now. What's most likely to happen?</i></p> 
<p><b>Critical self</b> Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not (totally) our responsibility <i>There I go, that internal bully's at it again. Would most people who really know me say that about me? Is this something that I am <b>totally</b> responsible for?</i></p> 	<p><b>Black and white thinking</b> - Believing that something or someone can be only good or bad, right or wrong, rather than anything in-between or 'shades of grey'. <i>Things aren't either totally white or totally black – there are shades of grey. Where is this on the spectrum?</i></p> 
<p><b>Shoulds and musts</b> - Thinking or saying 'I should' (or shouldn't) and 'I must' puts pressure on ourselves, and sets up unrealistic expectations. <i>Am I putting more pressure on myself, setting up expectations of myself that are almost impossible? What would be more realistic?</i></p> 	<p><b>Memories</b> - Current situations and events can trigger upsetting memories, leading us to believe that the danger is here and now, rather than in the past, causing us distress right now. <i>This is just a reminder of the past. That was then, and this is now. Even though this memory makes me <u>feel</u> upset, it's not <u>actually</u> happening again right now.</i></p> 

**Balancing Unhelpful Thinking Habits**

Physical Reactions                      Emotions                      Unhelpful Thinking Habits                      New/More Helpful Thoughts                      Change in Emotions

## Other Helpful Thought Tips

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



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

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



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

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



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

## Helpful Behavioral Tips

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

### Ideas for Socializing

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

### Ideas for Pleasant Activities

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

### Ideas for Mastery Activities

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

## Other Helpful Behavioral Tips for Managing Depression

1. **Get sunlight:**

Aim for 5 to 15 minutes of sunlight a day.



Sunlight increases the brain's release of serotonin, which is associated with boosting mood.

2. **Get a massage:** Massage boosts serotonin and decreases stress hormones. Try giving yourself a massage by lying on or leaning against a tennis ball or rolling it against your muscles.

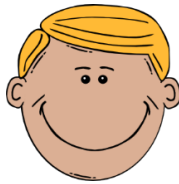
3. **Practice Yoga:** Yoga works to improve mood and has benefits similar to that of exercise and relaxation techniques.



Yoga poses that incorporate back bends and opening the chest help to increase positive emotions.

4. **Stand up straight:** Your body tells your brain how to feel. Stand up straight and open your chest to feel more confident.

5. **Smile (even if you're faking):** When you smile, you are more likely to perceive positive emotions in other people, which can positively impact your mood.



Smiling will lead your brain to believe that you are happy.

6. **Laugh (even if you're faking):** Your brain does not distinguish



between real and fake laughter. If your brain gets signals from your body that you should feel happy, then it is more likely to feel happy.

7. **Do Progressive Muscle Relaxation:** Flex a tight muscle for a few seconds and release. Pay particular attention to your facial muscles as those have the largest effect on emotion.

8. **Create/listen to music:** Music can help regulate your emotions. It can be soothing and help you feel calm and/or it can be energizing and pump you up.

9. **Dance:** Dancing combines music and physical activity so it is a double whammy.



10. **Journal:** Labeling your emotions and writing your story can be cathartic and help you organize your thoughts.

Adapted from Alex Korb's "The Upward Spiral"

## Pleasant Activities

Acting	Amusing people	Attending a concert	Beachcombing	Being alone	Being with animals	Being at the beach
Being complimented	Being coached	Being counseled	Being in the country	Being at a family get-together	Being at a fraternity/sorority	Being with friends
Being with happy people	Being in the mountains	Being with my roommate	Being with someone I love	Being told I am loved	Being with my parents	Bird-watching
Boating/canoeing	Budgeting my time	Buying things for myself	Buying something for someone I care about	Camping	Caring for plants	Canning/Making preserves
Cheering for something	Collecting things	Combing/brushing my hair	Completing a difficult task	Complimenting or praising someone	Cooking	Counseling someone
Dancing	Dating someone I like	Designing/Drafting	Discussing my favorite hobby	Doing art work	Doing experiments	Doing favors for people I like
Doing housework	Dreaming at night	Driving long distances	Eating good meals	Exploring/Hiking	Expressing love to someone	Feeling the presence of a Higher Power
Fishing	Fixing machines	Gardening/Doing yardwork	Gathering natural objects	Giving gifts	Giving a party for someone	Getting up early
Getting massages	Giving massages	Going to an amusement park/zoo	Going to a barber/beautician	Going to a concert	Going to lectures	Going to a luncheon/potluck
Going to a health club/sauna/spa	Going to the movies	Going to a museum	Going on nature walks/field trips	Going to a play	Going to a restaurant	Going to a reunion
Going to a spiritual/peaceful place	Going to a sports event	Having coffee/tea with friends	Having daydreams	Having friends over to visit	Having a lively talk	Having lunch with friends
Having an original idea	Having spare time	Hearing jokes	Helping someone	Hiking	Horseback riding	Improving my health
Kicking sand/pebbles/leaves	Kissing	Knitting/crocheting	Laughing	Learning something new	Listening to the radio	Listening to music
Looking at the stars/moon	Making charitable donations	Making food to give away	Making a new friend	Meditating/Doing yoga	Planning or organizing something	Playing sports
Playing cards	Playing music	Playing with a pet	Playing in nature	Playing a board game/chess	Photography	Repairing things
Reading	Reminiscing	Riding in an airplane	Running/jogging	Saying prayers	Seeing beautiful scenery	Seeing old friends
Sewing	Shaving	Singing	Sleeping late	Smelling a flower or plant	Seeing good things happen to people	Solving a puzzle/crossword
Speaking a foreign language	Staying up late	Smiling at people	Taking a bath	Using my strengths	Watching TV	Writing in a journal

## EFFECTIVE SELF-CARE



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You will never become so good at taking care of yourself that you lead a stress-free life. However, there is much you can do to help alleviate stress reactions.

No single technique will relieve all your stress, but paying attention to the following three areas of self-care may build up your *hardiness* (your ability to handle more stress with less distress) and your *resilience* (your ability to “bounce back” after particularly stressful or traumatic events).

### *Physical*

Regular exercise  
Sleep  
Healthy eating  
Drinking enough water  
Humor and laughter  
Limit your consumption of alcohol  
Pilates or yoga  
Relaxation techniques (such as progressive muscle relaxation, diaphragmatic breathing, visualization and meditation)  
Massage, whirlpool, sauna  
Repetitive activities (such as cross-stitching, walking, quilting, drawing and cooking)

### *Emotional and relational*

Nurturing relationships  
Contact with home/friends through email, phone, tapes  
Talking  
Humor  
Ongoing support group  
Reflection: journaling, writing, meditating, poetry  
Creative activity such as drawing, sculpting, cooking, painting and photography  
Movies, books, music  
Having balanced priorities  
Understanding traumatic stress and have realistic expectations  
Counseling

### *Spiritual*

Knowing your values: Where do you tend to find meaning and purpose in life?  
Participating in a community of meaning and purpose  
Regular times of prayer, reading, meditation  
Spiritually meaningful conversations  
Singing or listening to meaningful music  
Contact with religious leaders or inspiring individuals  
Time with art, nature or music  
Solitude



## Alternative Response Worksheet

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

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

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

***She might already have a partner.***

***I've done well in this class so far, so I might not be stupid.***

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

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

**Coping Strategies I Can Use:**

- Deep breathing*
- Distract myself*
- Seek support from a friend/ family member*
- Do a pleasurable activity*
- Use alternative response worksheet*
- Other \_\_\_\_\_*
- Other \_\_\_\_\_*

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

***Optimistic***

***Confident***

***Relaxed***

***Neutral***

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

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

## Alternative Response Worksheet

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

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

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

**Coping Strategies I Can Use:**

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

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

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

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

### *Alternative THOUGHTS:*

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

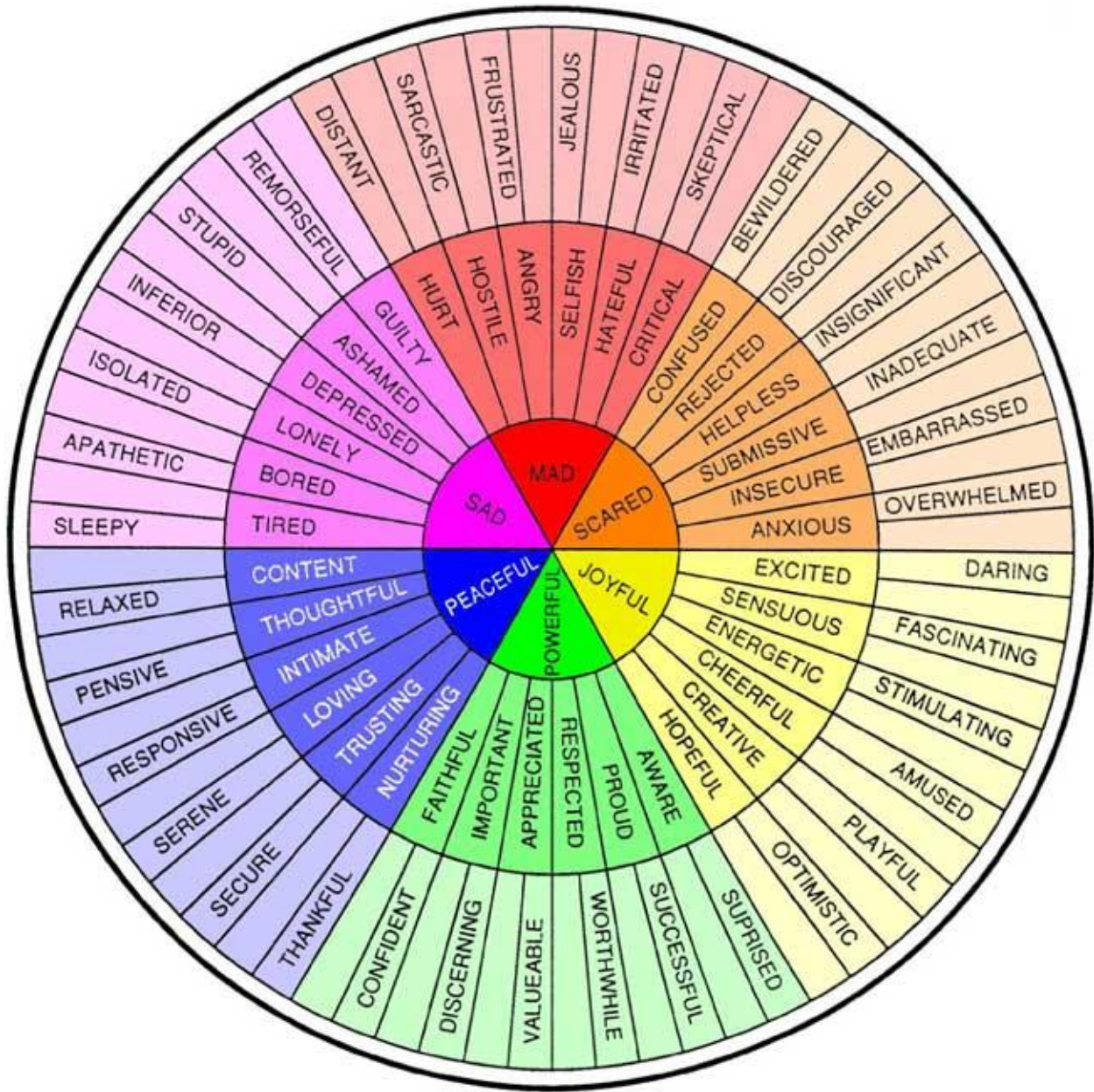
### *Alternative BEHAVIORS:*

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

### *Alternative FEELINGS:*

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

# Feelings Wheel





# APPENDIX

## Understanding Depressive and other Related Disorders

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

Some of the most common disorders include:

**Major Depressive Disorder:** Involves experiencing depressive episodes, which must last for two weeks, and include a minimum of 5 symptoms.

**Persistent Depressive Disorder:** A less extreme depressive presentation that includes a depressed mood and at least 2 other symptoms that last for at least two years. May have episodes of major depression along with periods of less severe symptoms, but symptoms must last for two years.

**Premenstrual Dysphoric Disorder:** Several depressive symptoms present consistently during the week prior to menses.

**Bipolar II Disorder:** Includes experiences of both depressive episodes as well as "mixed" or hypomanic episodes (i.e., elevated mood with other expansive symptoms).

**Cyclothymic Disorder:** Persistent periods of alternating between "highs" and "lows" that are subthreshold for hypomanic and depressive episodes.

**Disruptive Mood Dysregulation Disorder:** Recurrent temper outbursts and persistently irritable or angry mood for at least one year (present between ages 6-18).

## **Plymouth State University** **Campus Resources**

Plymouth State University (PSU) offers many helpful campus resources to support students in their learning and emotional well-being. These PSU resources provide students with valuable assistance in making connections in the PSU community, academic support, services related to safety and protection of students' rights/wellbeing, physical health services, financial support, and career services.

Please see the list below to learn more about the services available to PSU students.

### **PSU Community Involvement/Making Connections**

#### **Student Activities Office**

The Student Activities Office (SAO) serves as a resource for Student Clubs and Organizations, oversees the student-run weekend programming organization Plymouth's Awesome Weekends (PAW), promotes the LEADS program, and provides exciting events for the campus community.

Office Location: Hartman Union Building (HUB)- Student Involvement Office- First Floor

Phone Number: (603) 535-2639

Website: <https://campus.plymouth.edu/student-activities/>

#### **Office of Community Impact**

“Community impact promotes community engagement including service learning projects, off campus FWS opportunities, service trips, and professional development tools and workshops for students.”

Office Location: Hartman Union Building (HUB)- First Floor

Phone Number: (603)-535-2372 or (603)-535-3274

Website: <https://www.plymouth.edu/prospective/get-to-know-psu/get-to-know-psu/student-life/community-impact/>

#### **Recreation Programs**

Provides group exercises, intramural sports, and sports clubs to PSU students.

Office Location: Hartman Union Building (HUB)- Room 115

Phone Number: (603) 535-2956

Website: <https://campus.plymouth.edu/fitness/>

#### **Athletics**

Provides information about team sports at PSU.

Office Location: PE Center or ALLWell North

Phone Number: (603) 535-2770

Website: <http://athletics.plymouth.edu/landing/index>



### Residential Life

Provides a safe and enriching environment where students live, learn and grow. Residential Life employees Community Advisers (CAs), whom are student workers available to other students as a resource in their residence halls. CAs can be helpful in referring students to available campus resources.

Office Location: Speare Administration Building- Room 218

Phone Number: (603) 535-2260

Website: <https://campus.plymouth.edu/residential-life/>

### Campus Ministry

Encourages students, faculty, and staff to think about faith and spirituality in personal, academic, and social ways.

Office Location: Reflection & Spiritual Care Center

Phone Number: (603) 535-2673

Website: <https://campus.plymouth.edu/campus-ministry/>

### Global Engagement Office

Assists students in providing the following services: International Student Services, Study Away Advising, National Student Exchange, International Student Exchange, and Short-term trips.

Office Location: Speare Administration Building- Room 108

Phone Number: (603) 535-3370

Website: <https://campus.plymouth.edu/global/>

## **Academic Support**

### Plymouth Academic Support Services (PASS)

Provides academic counseling, peer tutoring, and services for students with disabilities that are designed to engage students in developing effective learning strategies and skills.

Office Location: Speare Administration Building- Room 209

Phone Number: (603) 535-2270

Website: <https://www.plymouth.edu/current-students/student-success/academic-support/>

### Campus Accessibility Services

Committed to helping students with disabilities maximize their potential while helping them to develop and maintain independence through self-determination and self-advocacy.

Office Location: Speare Administration Building- Room 210

Phone Number: (603) 535-3300

Website: <https://campus.plymouth.edu/accessibility-services/>

### Center for Student Success/Advising

“Each student is assigned an academic advisor and is encouraged to meet and discuss their program requirements with their advisor. The Center serves as an additional advising resource, particularly in relation to the graduation review process.”

“The Center also manages the Academic Warning, Probation and Severance system on campus, and provides counsel to students in academic difficulty on the best and fastest ways to return to good academic standing.”

Office Location: Speare Administration Building- Room108

Phone Number: (603) 535-3065

Website: <https://campus.plymouth.edu/undergraduate-advising/>

### Writing Center

Provides professional and student consultants to help you with your writing needs,” such as help with papers, resumes, cover letters, presentations, speeches, and scripts.

Office Location: Lamson Library- Lower Level

Phone Number: (603) 535-2831

Website: <https://campus.plymouth.edu/writing-center/>

### Math Activity Center

“For students who want some help with their math classes or just need a quiet place to complete their homework. The mission of the MAC is to help you become a more successful student of mathematics.”

Office Location: Hyde Hall- Room 301

Phone Number: (603) 535-2233

Website: <https://campus.plymouth.edu/math/activity-center/>

### Office of the Registrar

The Office of the Registrar is committed to the delivery of high quality service to all past, present and future constituents while providing timely information. Their primary goal is to provide support for the teaching and learning missions of Plymouth State University. The yearly academic calendar can also be found on the website of this office.

Office Location: Speare Administration Building- First Floor

Phone Number: (603) 535-2345

Website: <https://campus.plymouth.edu/registrar/>

## **Campus Safety and Protection of Student Rights/Wellbeing**

### University Police

Works to create and maintain a safe, campus environment.

Office Location: University Police Department

Emergencies: 911 (Ask for University Police)

Emergencies: Call or Text 911

Police Communications Emergency: 603-536-1626

Business Line: (603) 535-2330

PSU Alert Line: (603) 535-3535

Dial this number for school cancellations and weather alerts

Tip Line: (603) 535-8477

Leave a confidential voice message tips

Website: <https://campus.plymouth.edu/police/>

### Frost House Student Services (Dean of Students Office)

Responds to the informational and personal concerns of students and oversees the protection of student rights.

Office Location: Frost House

Phone Number: (603) 535-2206

Website: <https://campus.plymouth.edu/frost-house/>

### C.A.R.E. Support

Receives and responds to concerns related to students and staff, coordinates interventions, and makes recommendations for further action.

Office Location: Frost House

Phone Number: (603) 535-2206

Website: <https://www.plymouth.edu/current-students/student-success/care-support/>

### S.A.F.E. Walk Program

Provides safe walk escorts to and from any location across campus when students may not feel safe walking alone (Thurs., Fri., and Sat. each semester).

Office Location: University Police Department

Phone Number: (603) 535-2330

Website: <https://campus.plymouth.edu/police/services/safewalk-program/>

## **Physical and Mental Health Services**

### Health Services

Provides compassionate and professional care, committed to promoting, maintaining & improving the health and wellbeing of the entire student.

Office Location: Mary Taylor House

Phone Number: (603) 535-2350

Website: <https://campus.plymouth.edu/health/>

### The Plymouth State University Counseling Center

Provides counseling and consultation services to students, as well as consultation to faculty, administrators, and parents.

Office Location: The Plymouth State University Counseling Center (near Hyde Hall)

Phone Number: (603) 535-2461

Website: <https://campus.plymouth.edu/counseling/>

## **Financial Support**

### **Student Financial Services**

The Student Financial Services Office provides students, parents, faculty and staff with the highest level of customer service by assisting in a professional and courteous manner. They are committed to providing you, our students, with the most timely and accurate billing information possible and hope the information on their website will assist you in meeting your financial responsibilities at Plymouth State University.

Office Location: Speare Administrative Building- Room 118

Phone Number: (603) 535-2215 or toll-free 1-877-846-5755

Website: <https://campus.plymouth.edu/student-account-services/>

### **Financial Aid**

Assists qualified students who are unable to meet their entire educational expenses from their own and their family's resources.

Office Location: Speare Administration Building- Room 118

Phone Number: (603) 535-2338

Website: <https://campus.plymouth.edu/financial-aid/>

### **Student Support Foundation**

A student led organization with the mission of keeping students in school through short term emergency assistance and long term student support. The Student Support Foundation operates the campus food pantry and creates a culture of philanthropy on our campus.

Office Location: Hartman Union Building (HUB)- The Office of Community Impact- First Floor

Food Pantry Location: Belknap Hall- Back Side

Phone: (603)-535-2372 or (603)-535-3274

Website: <https://campus.plymouth.edu/student-support-foundation/>

## **Career Services**

### **Career Development Office**

Assists students in career exploration and career counseling

Office location: Speare Administration Building- Room 108

Phone Number: (603) 535-2589

Website: <https://www.plymouth.edu/current-students/student-success/career-services/>

## **Special Thanks**

The Plymouth State University Counseling Center would like to extend our gratitude to California Polytechnic State University's Counseling Services for giving us permission to use and adapt their workshop/group materials. Thank you!