



Alberta 
Anxiety to  Calm 

JOURNAL

4 WEEK WORKSHOP

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Name

ALBERTA ANXIETY TO CALM Questionnaires

Burns Anxiety Inventory – Week 1

Name	
Date	Date of birth (MM/DD/YYYY)

Instructions: Indicate how much each of the following 33 symptoms has been bothering you in the past several days, by marking the box that applies to you.

	0 NOT AT ALL	1 SOMEWHAT	2 MODERATELY	3 A LOT
CATEGORY I: ANXIOUS FEELINGS				
1. Anxiety, nervousness, worry or fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Feeling things around you are strange or foggy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Feeling detached from all or part of your body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sudden unexpected panic spells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apprehension or a sense of impending doom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Feeling tense, stress, “uptight” or on edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CATEGORY II: ANXIOUS THOUGHTS				
7. Difficulty concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Racing thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Frightening fantasies or daydreams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Feeling on the verge of losing control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Fears of cracking up or going crazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Fears of fainting or passing out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Fears of illnesses, heart attacks or dying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Fears of looking foolish in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Fears of being alone, isolated or abandoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Fears of criticism or disapproval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Fears that something terrible will happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Skipping, racing or pounding of the heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Pain, pressure or tightness in the chest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on page ii ►

ALBERTA ANXIETY TO CALM Questionnaires

	0 NOT AT ALL	1 SOMEWHAT	2 MODERATELY	3 A LOT
CATEGORY III: PHYSICAL SYMPTOMS				
20. Tingling or numbness in the toes or fingers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Butterflies or discomfort in the stomach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Constipation or diarrhea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Restlessness or jumpiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Tight, tense muscles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Sweating not brought on by heat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. A lump in the throat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Trembling or shaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Rubbery or “jelly” legs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Feeling dizzy, lightheaded or off balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Choking or smothering sensations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Headaches or pains in the neck or back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Hot flashes or cold chills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Feeling tired, weak or easily exhausted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Introduction

If you struggle with anxiety and want to learn tools to manage your anxiety, this workshop is for you! This workbook includes highlights of the **Alberta Anxiety to Calm** information we will be sharing with you. Use it to guide you with the skills and bring it with you to every class. When you are finished this workshop you can refer back to it to practice the skills you learned.

Alberta Anxiety to Calm is a Primary Care Network workshop designed by psychologists and clinical social workers with the support of family doctors.

Over the next **4 weeks**, you will **practice skills** proven to help you **manage your anxiety**.

The **three areas** we will be addressing are:

Challenge Myself: Challenge my thoughts, behaviours and emotions

Live Well: Learn exercise that will help me to manage my anxiety

Find Calm: Learn exercises that will help me to manage my anxiety

Skills

These skills have been proven to be effective through research and our participant use. You will be introduced to a **few skills each week** throughout the workshop. Participants who have the biggest reduction in anxiety use **one or more** of these skills every day. It will take **commitment** and **practice** to incorporate these skills into your daily life.

Week 1

Challenge Myself: Benefits of Anxiety/Respond to Stress

Live Well: Sleep

Find Calm: Breathing Exercises

Week 2

Challenge Myself: Thinking About Thinking/Challenge My Beliefs About My Anxiety

Live Well: Build Support

Find Calm: Progressive Muscle Relaxation

Week 3

Challenge Myself: Tolerating Uncertainty/The Worry and Problem Solving Tree

Live Well: Use Music to Influence My Mood

Find Calm: 5-4-3-2-1 Grounding Exercise

Week 4

Challenge Myself: Honour My Emotions

Live Well: Find a Pleasurable Experience/Evaluation/Reflect on My Success

Find Calm: Discover the Benefits of Loving Kindness

Housekeeping

- Each class will have a **Vitality Break** about halfway through—this is a chance to refresh yourself—walk around, use the facilities and get some water.
- Bring your **Anxiety Journal** each week.

Workshop Informed Consent Participation

Welcome to PCN group workshops. We are excited to work and learn with you over the next few weeks. We want you and other workshop members to have a positive experience during the workshop. We ask you to review and sign the following consent form. Please feel free to ask the facilitators if you have a question.

Workshop Format

- Provides education and skill-based group workshops to the public.
- Provides trained health professionals to facilitate the workshops.
- Keeps the group on track in a safe environment.

Participant Responsibility

Attendance

- Please make every effort to attend on time.
- If you miss a workshop, review the material you missed prior to the next workshop.
- Let the facilitator know if you will be late or miss a workshop.
- If you miss more than two classes, please consider registering for the next workshop.
- You may withdraw from the workshop at any time.
- If you do not wish to remain in a workshop, discuss the potential benefit of other resources with the facilitator.
- If you require individual support for your situation, you can speak to your facilitators at a break. During the workshop we will focus on class experiences.
- Virtual attendance:
 - No picture taking or recording.
 - Put video on so we can all see you.
 - Be in a private location to keep confidentiality for all in the workshop.
 - Chat directly with one of the facilitators if you have something you want to discuss privately. We can also contact you by phone if you would prefer, during break or after class.

ALBERTA ANXIETY TO CALM Introduction

Participation

- To get the most benefits and growth from our workshops, try the activities, participate in discussions, and do homework. Use “I” language when sharing rather than advice giving.
- Some topics may be uncomfortable. You have the option to decline to answer a question or take part in an activity. Feel free to discuss this with your facilitator.
- Treat other workshop members with the same courtesy that you would like to receive. Please refrain from providing unsolicited advice. Encourage and validation are appropriate.
- Have private conversations at break rather than during the workshop.
- Safety is of utmost importance, therefore verbal or physical harassment to others will not be tolerated. Anyone who violates this rule will be asked to leave the workshop and will be called by a facilitator to discuss expectations for returning.
- Refrain from trauma sensitive sharing. We all have different experiences and we want a safe place for all.

Housekeeping

- There is a \$20.00 material fee for each workshop but this can be waived due to financial hardship.
- Please turn off your cell phone or put it on silence/vibrate.
- You can bring snacks. Please dispose of your garbage.
- Give a workshop facilitator a thumbs-up if you need to leave the room before a break so they know that you are okay. If you are gone for more than five minutes, one of the facilitators will come to check on you.
- Avoid wearing fragrances.
- Smoking is only permitted outside as per City bylaws.
- Children are neither permitted to come to class nor be left with administration staff.

Confidentiality (Protections and Limitations)

- All information shared by the participant will be kept confidential within the workshop.
- A letter will be sent to your physician about your participation in the workshop and kept on your medical file.
- No information will be released to any other party except when:
 - There is a risk of harm to the participant or others,
 - There is a risk of harm to a child or other vulnerable person,
 - A lawyer subpoenas the records for a court case.

ALBERTA ANXIETY TO CALM Introduction

Evaluation

PCN conducts evaluation of all workshops. Your involvement and feedback helps us ensure high quality workshops.

- All evaluations are voluntary.
- Any information provided, will be kept confidential.

All information collected from the workshop will be aggregated into reports. No individual participants will ever be identified. Comments that participants provide about the program may be used for reporting purposes, but will not be used in any way that can identify individual participants.

- In order to show progress and as part of the care provided by the PCN, it may be necessary to communicate aspects of the evaluation with your family physician.

I, _____, I consent to participate in the workshop and am aware that these workshops collect data for evaluation purposes.

Client/guardian signature

Date

Client PHN

Name of Family Doctor

Name of clinic

Location of Clinic

Facilitator's signature

Information on this form is collected under the authority of section 33(c) of FOIP and/or section 20 (b) of HIA (pursuant to sections 27.1 and 27.2 of HIA) for the purposes of providing health services and carrying out planning and resource allocation, health system management, public health surveillance and health policy development.

For more information about the collection of information on this form, please contact the Executive Director, please contact your executive director, _____ organization at _____ (phone number).

ALBERTA ANXIETY TO CALM Introduction

Throughout this course, we are going to help you develop skills, knowledge and awareness in these areas that will help you to better cope with anxiety.

We will help you to learn skills to keep your anxious mind and body from standing between you and your life. You will learn ways to be kinder to yourself, accept all of who you are and the way your body reacts to thoughts, situations, and feelings in a way that you may not have done before.

The **practice** and the **lived experience** is where we really see progress. That is why the homework is so important. It's the small steps we do over time that will make the changes you want to experience.



*You can talk to your doctor to see if this is could also help you.

Week 1

Week 1 Skills

Challenge Myself: Benefits of Anxiety/Respond to Stress

Live Well: Sleep Well

Find Calm: Breathing Exercises

Skill

Challenge Myself: Benefits of Anxiety

Healthy Anxiety: Fight or Flight Response

What happens in our bodies when we are exposed to real danger?

How the body reacts	Purpose
Breathing gets faster	To take in more oxygen
More blood to muscles and limbs; muscles tense up	More strength and speed
More blood to brain	Act more instinctively
Heart beats quicker, blood pressure increases, blood sugar increases	More energy
Pupils dilate	See clearer
Sweat	To prevent overheating
Digestion slows down	Not needed in time of fight or flight

We then jump out of the way to **safety** and our bodies return to **normal**.

Anxiety: Threat Response

You can be triggered to have the fight or flight response from an emotional memory. You get all the symptoms of fight or flight, but there is no real danger present, your alarm is misfiring or flipping your lid. We will watch a video now that will give you more insight into what flipping your lid is all about.

Skill

Challenge Myself: Respond to Stress

Stress can cause big problems if you do not recognize and respond to it well, it can create or magnify anxiety and deplete your resources.

Definition of Stress

Stress is any demand placed on the mind or body. It becomes a problem when life demands exceed the resources we have to cope. Stress can cause big problems if you do not recognize and respond to it well. It can create or magnify anxiety and deplete your resources to deal with it.

Different Types of Stress

1. **Environmental:** multiple demands in our environment that we have to adjust to (e.g., weather, traffic, sounds, lighting, dishwasher not working, not finding a close enough parking spot).
2. **Social:** The management of your various roles and interactions with others (family, friends, coworkers, and pets). The impact on your well-being when others demand your time, energy, and collaboration (e.g., financial problems, loss of a loved one, conflict).
3. **Physiological:** Your physical health status. Our age, any developmental changes, nutrition, activity level, and the demands placed on the body due to our life roles. Stress can create or intensify persistent pain.
4. **Thoughts:** Your brain is constantly scanning for threats in your environment and body. If it interprets and labels your persistent situation as threatening, it will turn on your stress response and see what resources you have to cope.

ALBERTA ANXIETY TO CALM Week 1

In the **Self Study** section, complete **Symptoms of Stress** self assessment after class located on **page 14**.

Steps to effectively cope with stress:

1. Become aware of habitual ways of responding to stress
2. Evaluate coping skills and their effectiveness.
3. Identify a different response to a current stressor.
4. Acknowledge skills already used.

What kind of stressor do I have (listed on page 9)?

How dangerous are you thinking this situation will be on a scale from 1 – 10?

1 2 3 4 5 6 7 8 9 10

Fine/
safe

Awful/
dangerous

What do you think will happen?

If this was to happen, what is your confidence that you would be able to handle it on a scale from 1 – 10?

1 2 3 4 5 6 7 8 9 10

Not at all
confident

Very
confident

What did I learn about my stress/anxiety response?

ALBERTA ANXIETY TO CALM **Week 1**

Consider completing the [Tactics for Coping with Stress Inventory](#) located in the [Self Study](#) section on **page 17** and [Stressful Situation Worksheet](#) on **page 18**.

What is a good coping skill?

What do I do to respond to one of my stressors?

What is the smallest step I could take to handle this situation better?

Skill

Live Well: Sleep Well

Realistic Expectations For Sleep

Research shows that people have **different sleep needs** and that you don't have to worry about getting eight hours per night to stay healthy. Sleep needs decrease as we age. The **average person does not fall asleep instantly** and healthy sleepers take 20 – 25 minutes to fall asleep.

Awakening during the night **3 – 4 times** is a **normal** occurrence and only becomes a problem when individuals become alarmed about awakenings and are not easily able to return to sleep.

How can you get a better sleep?

- Avoid napping during the day.
- Avoid stimulants close to bedtime.
- Exercise regularly; complete your workout at least 2 hours before bedtime.
- Avoid food right before sleep.
- Seek exposure to natural light early in the day.
- Establish a regular relaxing bedtime routine.
- Avoid activities other than sleep in your bed.
- Make sure that the sleep environment is pleasant and relaxing.
- A self-directed sleep workshop is available—talk to us about attending an orientation to see if the workshop is something you are interested in.

When to seek additional medical support:

1. Changes in ability to function in daily activities.
2. Mood changes.
3. Family/friends report you snore/gasp in sleep.
4. If you take sleep medications (prescribed/over the counter), consult with a pharmacist to discuss impact on your sleep.

ALBERTA ANXIETY TO CALM Week 1

Tracking Sleep

Tracking information when sleep went well can help you focus on healthy patterns. When you get a better sleep, what's different? You can use a [Sleep Diary](#), like this one from [anxietycanada.com](#) to help you track your sleep habits, or use the App [Insomnia Coach](#).

Sleep Diary

Use this form to keep track of your progress. Each morning, place a check mark in the box beside the strategies you used the day before and then rate your overall sleep quality for that night.

Sleep strategy	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Comfortable sleep environment							
Relaxation exercise							
Light bedtime snack							
Exercised late afternoon or early evening (but at least 2 hours before bed)							
Followed bedtime routine							
Woke up at set time							
Went to bed when sleepy							
Used bed only for sleep							
Got out of bed if not asleep within 20 – 30 minutes							
Avoided caffeine, alcohol and smoking at least 4 hours before bedtime							
Avoided naps							
Natural light in the morning							
Other strategy (specify)							
Quality of sleep (Rate from 0 – 10): 0 = poor sleep/restless and unsatisfied 10 = no sleep problems/restful and satisfied							

Comments:

Skill

Find Calm: Breathing Exercises

Many of our **Finding Calm** skills are based on breathing. The first skill today is **Breathing Exercises**. You can use these when you are feeling anxious and as a regular body maintenance/stress control. It is recommended that you try these 15 times a day. If 15 times seems too big a goal, start small and work toward 15. Remember one of the best ways to stop your alarm from going off is to do deep breathing.

Diaphragmatic “Belly Breathing”

1. Put your hands on your chest and belly
2. Observe where your air moves as you take normal breaths
3. Breathe in deeply. Hold, then breathe out for longer than you breathed in.

Reminder! It will take more than breathing to reach your goal, but this is where we can start.

You can try out this **Breathing Reset Exercise** over the next week.

Check-out

My Plan to Practice This Week's Skills

Challenge Myself: Respond to Stress. Before my anxiety/stress gets too high, how will I respond differently?

Live Well: Sleep Well. Use the sleep diary to monitor my sleep habits. I will practice the following good sleep habit:

Find Calm: Breathing Exercises. When will I use the Breathing Exercises? I will practice the Breathing Reset Exercise _____ times a day.

Self Study Symptoms of Stress

Self Assessment

Check off any of the following **symptoms of stress** that I have experienced in the last week.

Physical Symptoms

- Headaches
- Indigestion
- Stomach aches
- Sweaty palms
- Sleep difficulties
- Dizziness
- Back pain
- Tight neck, shoulders
- Racing heart
- Restlessness
- Tiredness
- Ringing in ears

Behavioral Symptoms

- Excess smoking
- Bossiness
- Compulsive gum chewing
- Critical attitude
- Grinding teeth at night
- Overuse of alcohol
- Compulsive eating
- Inability to get things done

Emotional Symptoms

- Crying
- Nervousness, anxiety
- Boredom, no meaning to things
- Edginess – ready to explode
- Feeling powerless to change things
- Overwhelming feeling of pressure
- Anger
- Loneliness
- Unhappiness for no reason
- Easily upset

Cognitive Symptoms

- Trouble thinking clearly
- Forgetfulness
- Lack of creativity
- Memory loss
- Indecisiveness
- Thoughts of running away
- Constant worrying
- Loss of sense of humour

Spiritual Symptoms

- Emptiness
- Loss of meaning
- Doubt
- Unforgiving
- Martyrdom
- Looking for magic
- Loss of direction
- Cynicism
- Apathy
- Need to “prove” self

Relational Symptoms

- Isolation
- Intolerance
- Resentment
- Loneliness
- Lashing out
- Hiding
- Clamming up
- Lowered sex drive
- Nagging
- Distrust
- Lack of intimacy
- Using people
- Fewer contacts with friends

Please consider one stressful situation that comes to mind after reviewing the different types of stress:

Self Study

Tactics For Coping With Stress Inventory

Instructions

Listed below are some common ways of coping with stressful events. Mark those that are characteristic of your behaviour or that you use frequently.

- 1. I ignore my own needs and just work harder and faster.
- 2. I seek out friends for conversation and support.
- 3. I eat more than usual.
- 4. I engage in some type of physical exercise.
- 5. I get irritable and take it out on those around me.
- 6. I take a little time to relax, breathe, and unwind.
- 7. I smoke a cigarette or drink a caffeinated beverage.
- 8. I confront my source of stress and work to change it.
- 9. I withdraw emotionally and just go through the motions of my day.
- 10. I change my outlook on the problem and put it in a better perspective.
- 11. I sleep more than I really need to.
- 12. I take some time off and get away from my working life.
- 13. I go out shopping and buy something to make myself feel good.
- 14. I joke with my friends and use humour to take the edge off.
- 15. I drink more alcohol than usual.
- 16. I get involved in a hobby or interest that helps me unwind and enjoy myself.
- 17. I take medicine to help me relax or sleep better.
- 18. I maintain a healthy diet.
- 19. I just ignore the problem and hope it will go away.
- 20. I pray, meditate, or enhance my spiritual life.
- 21. I worry about the problem and am afraid to do something about it.
- 22. I try to focus on the things I can control and accept the things I can't.

Evaluate your results

The **even-numbered items tend to be more constructive ways to deal with stress** and the **odd-numbered items tend to be less constructive ways of coping with stress**. Congratulate yourself for the even-numbered items you checked. Think about whether you need to make some changes in your thinking or behaviour if you checked any odd-numbered items. Consider experimenting with some even-numbered items you haven't tried before.

Adapted from "The relaxation and stress reduction workbook" Davis/Eshelman/McKay, 2008 at timetothrive.com

Self Study Stressful Situation Worksheet

For the stressful situation you chose on **page 10**:

How awful or dangerous are you thinking this situation will be on a scale from 1 – 10?

1 2 3 4 5 6 7 8 9 10

Fine/
safe

Awful/
dangerous

What do you think is going to happen?

If this was to happen, what is your confidence that you would be able to handle it on a scale of 1 – 10?

1 2 3 4 5 6 7 8 9 10

Not at all
confident

Very
confident

Please follow the instruction on the [Tactics For Coping With Stress Inventory](#) to further explore the ways you deal with the stressful situation you chose on **page 15**.

What even number responses am I already doing from the [Tactics For Coping With Stress Inventory](#)?

What is one small thing I can do to build on my constructive ways to deal with stress?

Less constructive (odd numbered) responses can become automatic. Many can reduce anxiety quickly and temporarily. However they let us continue to distract from or avoid our feelings and needs.

What is the smallest step I can do to handle this situation better?

Week 2

Self Check-in

Challenge Myself: What did I do differently when a **stressful situation** came up?

Live Well: Sleep. What good sleep habits did I use?

Find Calm: When did I use the **Breathing Exercise**?

What difference did it make?

Week 2 Skills

Challenge Myself:

Thinking About Thinking/Challenge My Beliefs About My Anxiety

Live Well: Build Support

Find Calm: Progressive Muscle Relaxation

Skill

Challenge Myself: Thinking About Thinking

What are your beliefs about thinking?

Do you notice a change in anxiety connected to certain thoughts?

Part 1: Understanding Thinking That Fails to Reflect the Whole Picture

Automatic Thoughts (Thinking Traps)

All or Nothing Thinking

Sometimes called “black and white thinking.”

If I'm not perfect, I have failed.

Either I do it right or not at all.

Challenging the Trap:

- Things don't have to be black and white.
- What is the less extreme way of looking at this?
- Are there any shades of grey or acceptable options between perfect and horrible?
- What is a reasonable option between the two extremes that I can believe in?

Mental Filter

Only paying attention to certain types of evidence.

Noticing our failures but not seeing our success.

Challenging the Trap:

- Am I only noticing bad stuff and filtering out the good?
- What is going well here?
- What have I done right?
- Am I wearing my “gloomy glasses?”
- What is a balanced view of what is happening?

Jumping to Conclusions

There are two key types of jumping to conclusions:

1. **Mind Reading** (imagining we know what others are thinking)
2. **Fortune Telling** (predicting the future)

Challenging the Trap:

- Am I thinking that I can predict the future?
- Are there other outcomes that may be better or just as likely?
- Am I 100% sure that is what this person is thinking?
- These are my thoughts, not theirs.
- What else might be happening for them?
- Am I assuming the worst possible outcome will happen?
- What is most likely to happen?

Emotional Reasoning

Assuming that because we feel a certain way, what we think must be true.

I feel embarrassed so I must be an idiot.

Challenging the Trap:

- Just because it feels bad doesn't guarantee it is bad.
- My feelings are a reaction to my thoughts.
- Is it a false alarm?
- Would another person feel this way in this situation?
- Is it possible that my emotions are colouring how I see the situation?

Labelling

Assigning labels to ourselves or other people.

I'm a loser.

I'm completely useless.

They're such an idiot.

Challenging the Trap:

- Am I telling myself that this label is all I am?
- Is that really fair and accurate?
- What is the evidence that this is true of myself or others all of the time?
- Am I comparing my blooper reel to someone else's polished product?
- Am I labelling someone else based on one event?

Overgeneralizing

Seeing a pattern based on a single event, or being overly broad in the conclusions we draw.

Everything is always bad.

Nothing good ever happens.

Challenging the Trap:

- Am I taking one event and applying it to everything forever?
- What is the likelihood that things could change, be better, or just be different from how they are now?
- Does this thought help me?
- Or am I trapping myself?

Disqualifying the Positive

Discounting the good things that have happened or that you have done for some reason or another.

Challenging the Trap:

- Am I overlooking something good that I have done?
- What is the bigger picture here?
- Am I allowed to feel good about the things I have done well without saying they don't matter or were easy?

Magnification (Catastrophizing) and Minimization

Blowing things out of proportion (catastrophizing), or inappropriately shrinking something to make it seem less important.

Challenging the Trap:

- Am I making this a bigger deal than it needs to be?
- Am I discounting something that should be taken into account as well?
- What is the big picture of what is happening?
- Thinking the worst possible thing is definitely going to happen is not helpful right now.
- What's most likely to happen?

Shoulds and Musts

Using critical words like *should*, *must* or *ought* can make us feel guilty or like we have already failed.

If we apply shoulds to other people, the result is often frustration.

Challenging the Trap:

- Am I putting more pressure on myself setting expectations that are almost impossible?
- What would be a more realistic expectation?
- Can I accept what is happening and where I am without judgement and self-criticism?
- If this is where I am, what is the point in “shoulding” myself?
- Can I make a plan to move more to where I want to be, rather than wasting my energy beating myself up?

Personalization

Blaming yourself or taking responsibility for something that wasn't completely your fault. Conversely blaming other people for something that was your fault.

Challenging the Trap:

- There's my internal bully again, would most people who really know me say that about me?
- Is this something that I am totally responsible for?
- There was nothing that someone else could have done.
- Can I take responsibility for my role and then allow myself some compassion by viewing the role of others as well?
- Can I get a whole picture rather than just part of it?

Thinking Traps

Thinking Traps are ways of thinking that fail to reflect the facts or whole view of a situation. Review the **Thinking Traps** and insert some of your own examples.

Thinking Trap	Examples	My own example
<p>1. Fortune-telling (Jumping to Conclusions)</p> <p>You predict that things will turn out badly.</p>	<p>"I know I'll mess up."</p> <p>"I will not be able to manage my anxiety."</p>	
<p>2. All or Nothing Thinking</p> <p>You look at things in absolute, black and white categories.</p>	<p>"Anything less than perfect is a failure."</p> <p>"I had a piece of chocolate cake. Now my diet is completely ruined!"</p>	
<p>3. Mind-reading (Jumping to Conclusions)</p> <p>You assume that people are reacting negatively to you.</p>	<p>"Others think I'm stupid."</p> <p>"She doesn't like me."</p>	
<p>4. Over-generalization (Patterns)</p> <p>You view a single negative event as a never ending pattern of defeat.</p>	<p>"I always make mistakes."</p> <p>"I am never good at public speaking."</p>	
<p>5. Labelling</p> <p>You use a single negative word to describe yourself.</p>	<p>"I'm stupid."</p> <p>"I'm a loser."</p>	
<p>6. Mental Filtering</p> <p>You dwell on the negatives while ignoring all the positives.</p>	<p>You believe your presentation was bad – one person complained and you received many compliments.</p>	
<p>7. Catastrophizing (Magnification)</p> <p>You blow things way out of proportion.</p>	<p>"I'll freak out and no one will help."</p> <p>"I'm going to make such a fool of myself, everyone will laugh at me, and I won't be able to survive the embarrassment."</p>	
<p>8. Should and Must Statements</p> <p>You have an expectation about how to feel and behave.</p>	<p>"I should have known..."</p> <p>"He/She should have been on time."</p> <p>"The world should be fair."</p>	

ALBERTA ANXIETY TO CALM Week 2

Thinking Trap	Examples	My own example
<p>9. Blame (Personalization)</p> <p>Self-blame – You blame yourself for something you are not entirely responsible for.</p> <p>Other blame – You blame others and overlook ways you contributed to the problem.</p>	<p>"I didn't get the job because I asked about sick days."</p> <p>"It's your fault that the trip got cancelled."</p> <p>"She looks upset, maybe I did something."</p>	
<p>10. Emotional Reasoning</p> <p>You reason from your feelings.</p>	<p>"I feel anxious, so I must not be getting better."</p>	
<p>11. Disqualifying the Positive (Discounting the Positive)</p> <p>You reject positive experiences by insisting they "don't count."</p>	<p>"I got lucky in that class; I did poorly at that task, so I'm just not good at it."</p>	

Adapted by J. Tilbury from ©anxietybc.com and David Burns

Part 2: Awareness Log: A Tool to Evaluate and Adjust Your Thinking

Without overthinking it, what is one **Automatic Negative Thought (ANT)** you have about yourself related to your anxiety? This thought might be about your perception of how others view you, how safe you feel in the world, or how you cope with stress and deal with emotions.

Thoughts

Without overthinking it, what is one **Automatic Negative Thought (ANT)** you have about yourself related to your anxiety? This thought might be about your perception of how others view you, how safe you feel in the world, or how you cope with stress and deal with emotions.

You can also focus your attention on a mildly stressful situation. What thoughts come to mind?

Is this true?

Now look at the list of unhelpful **Thinking Traps** on pages 22 – 24. See if any of your thoughts fall into one or more of these categories. Choose one thought that is linked to a **Thinking Trap**.

Other Possibilities

Now that you have identified a **Thinking Trap** you commonly use, look at the questions below. These questions are ways of challenging your automatic thoughts to explore different perspectives and possibilities. Let these questions guide you as you complete the chart. You will find an extra blank form on page 62 that you can copy for future use.

1. Identify a **Thought** that you often tell yourself. You can use the **Thinking Trap** worksheet to help you identify one that resonates with you.
2. Ask yourself, is this a fact or **100% completely true**?
3. Ask yourself, what are some **Other Possibilities**? Use the **Challenge the Trap** questions on pages 22 – 24 to help guide you through this part.
4. Evaluate. Does adjusting your thoughts change your anxiety level?

Skill

Challenge Myself:

Challenge My Beliefs About My Anxiety

Here are some examples of **Automatic Negative Thoughts** we may have about ourselves, others, and the world as it relates to our anxiety:

- I'm extremely anxious and right now I can't stop it.
- My life is horrible.
- I can't stand this feeling.
- I am going to feel like this forever.
- I'll never be happy.
- I'm a failure. Everyone else has their life together.
- I'm going to mess things up if I make the wrong decision.
- No one likes me. They're all just pretending.
- My anxiety makes me unlovable.
- This time the anxiety is never going to go away.
- There is something wrong with me.

Today we are going to practice some helpful ways to respond to your **Automatic Negative Thoughts** differently. We are going to give you a few minutes to work through one thought linked to your anxiety on **page 29**.

Awareness Log

1. Put your **Automatic Negative Thought (ANT)** in the first column of your **Awareness Log**.
2. Fill out the second.
3. Identify what **Thinking Traps** are linked to your **ANT**. If you need to review **Thinking Traps**, they are on **pages 22 – 24**.

Automatic Negative Thought (ANT)	Is this absolutely 100% true?	Other Possibilities <i>Challenge the Trap</i>	Emotions	Behaviour/Action

ALBERTA ANXIETY TO CALM **Week 2**

Look at the **Challenging the Trap** questions to help shift your perspective.

What are other helpful possible thoughts about yourself related to your anxiety?

If I really believed these new thoughts or possibilities were true, what would be different?

Fill out the third column of your **Awareness Log**.

Skill Live Well: Build Support

Sometimes we think of anxiety as **only our problem** when it really **affects others** as well. Consider how to include others who love and support us as part of the healthy changes we are making. You may wish to learn more at: www.anxietycanada.com/articles/how-friends-and-family-can-help.

Who are my support people?

Helpful support

Unhelpful support

My role

ALBERTA ANXIETY TO CALM **Week 2**

Specifically, what do I need from others to support me in reaching my goals?

Partner

Friends

Family

Coworkers/boss

Skill

Find Calm: Progressive Muscle Relaxation*

Relaxation is a way to **change** the focus of attention for **managing a wandering mind** and the **physical symptoms** that come with anxiety.

What did I notice before **Progressive Muscle Relaxation**?

What did I notice after?

*If you want a reference back to this skill and many of the others in class, please visit our Red Deer PCN website: www.reddeerpcn.com

Check-out

Challenge Myself: Thinking About Thinking. How will I use my **Awareness Log** this week?

Challenge My Beliefs about My Anxiety. I will focus on the helpful thought:

Live Well: Build Support. How will I build my support network?

Find Calm: Progressive Muscle Relaxation. I will continue to practice **Progressive Muscle Relaxation** _____ times a day. When will I use this?

Week 3

Self Check-in

Challenge Myself: What did I notice as I challenged my thinking?

What did I notice as I began challenging my beliefs about my anxiety?

Live Well: How did I build on my support system?

Find Calm: When did I use the **Progressive Muscle Relaxation**?

Week 3 Skills

Challenge Myself: Tolerating Uncertainty/The Worry and Problem Solving Tree

Live Well: Be Active

Live Well: Use Music to Influence My Mood

Find Calm: 5-4-3-2-1 Grounding Exercise

Skill

Challenge Myself: Tolerating Uncertainty

To have creativity, is to have imagination; and when we have imagination, uncertainty becomes a companion.

How Well Do I Tolerate Uncertainty?

Eliminating uncertainty and unpredictability from your life is both impossible and unhelpful.

To reduce symptoms of anxiety, or to feel “hope in the future,” we can get into behaviours that can take up a great deal of time and energy. Many of the behaviours are healthy (e.g., problem solving, planning, gaining knowledge, accessing support), however they can become unhealthy once they negatively impact the quality of life for you and for your loved ones.

Some things we might say or do to cope:

- “I can’t cope not knowing.”
- “I know the chances of it happening are so small but, it still could happen.”
- “I need to be 100% sure.”
- I prefer that something bad happens right now rather than go on any longer not knowing.
- It’s hard to make a decision or put a plan or solution in place, because I first need to know how it will work out.
- I seek reassurance or guidance from others.
- I worry, I need to think about all parts of the situation.
- I make lists.
- I double check to “make sure.”
- I do not trust anyone either at work or at home to do certain tasks because they might not do it right or be trusted to complete it.
- I procrastinate.
- I distract myself, keep busy.
- If I don’t know if something will go well, I procrastinate doing it.

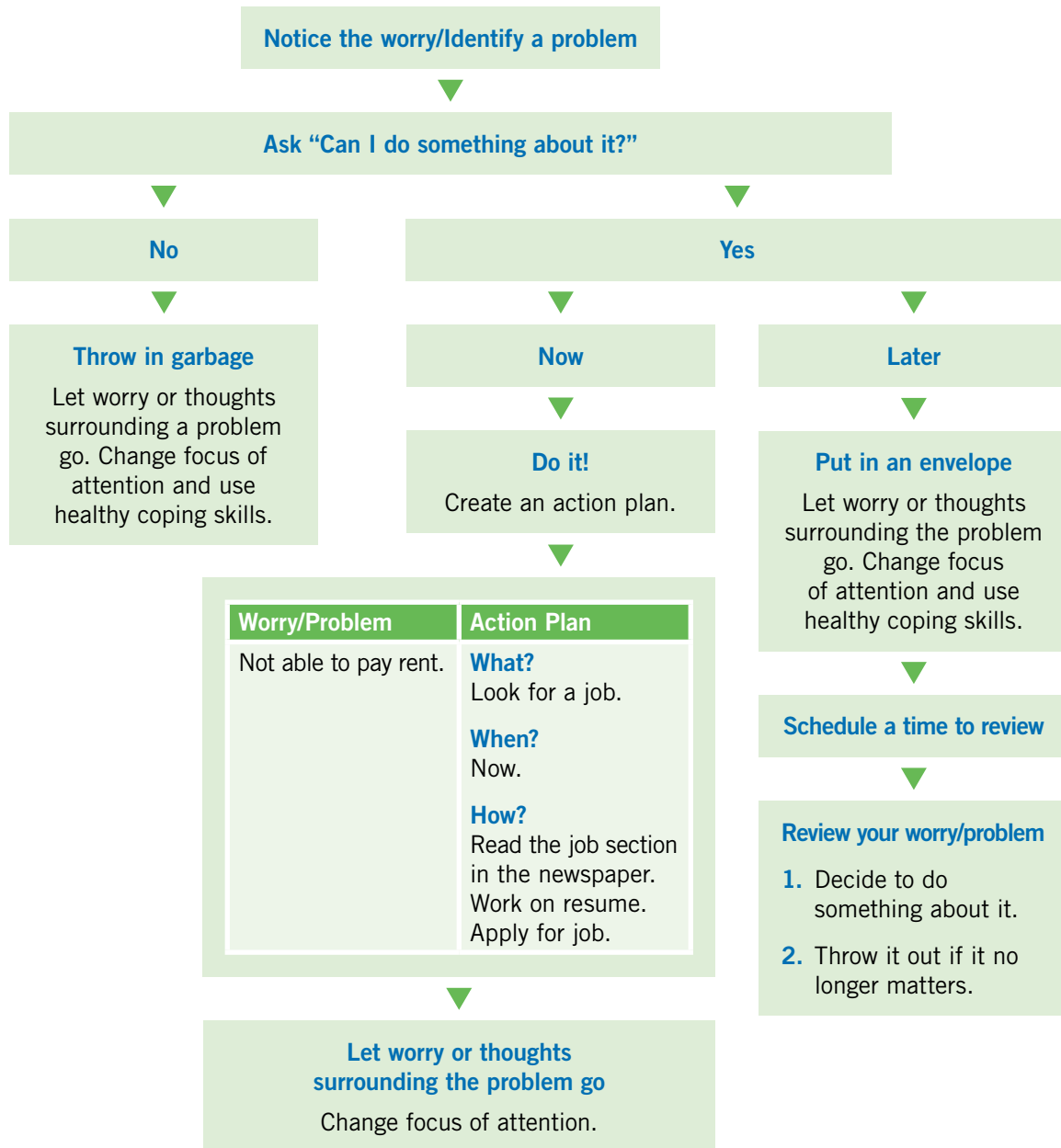
What do I often predict will happen?

Advantages and Disadvantages of Worry

Advantages of Worry	Disadvantages of Worry
It prepares me so that if a bad things happens, I can cope better (avoids disappointment).	It increases anxiety and makes me feel physically ill.
It shows I care.	It can invite trouble.
It motivates me.	It interferes with my ability to concentrate and make decisions.
It helps me solve problems and find solutions.	It can cause procrastination.

Insert some ideas of your own in the free space above.

The Worry and Problem Solving Tree



The Worry and Problem Solving Tree

Worry can come to your awareness with a **thought, bodily sensation** or **emotion**. The tool we are about to work through will help you to **decide what to do with your worry** with the end result of it causing **less anxiety**.

Instructions

Pick **3 – 5 worries** and write them down on the strips of paper.

Sort them into two piles:

- **No** I can't do anything about it **OR**
- **Yes** I can do something about it.
- The **no** pile – these are things you have no control over-take those pieces of paper and **throw them in the garbage**.

Take your yes pile. These are worries you have control over. Sort the pieces into two more piles:

- If you can do something about it **now** create an **action plan**. We will do this in a few minutes.
- If you can do something about it **later** put it in the **envelope**.
- **Later**, put a date on the calendar for when you will review the envelope again. Tell yourself, **“for today, this is back in the envelope.”** It may be that when you next look at it, that worry/problem will already be taken care of.
- Sometimes, putting it back in the envelope isn't enough. What are some ways that we have learned so far in **Anxiety to Calm** class to redirect our attention, relax our nervous system, or tolerate what is uncomfortable?
 1. Let your worry or thought go through **relaxation**. Which one(s) would you use?
 2. **Acceptance**: “There's nothing I can do today to prepare for that” or “I know that's coming but for now I have to work on...”
 3. Identify a **Thinking Trap**. Use my **Awareness Log**.
 4. Other ideas? Look up on the Internet:
 - Worry time
 - Worry script
 - Putting worry in a box or jar
 - Try to move towards your fears, rather than avoid
 5. Schedule a time this week to go through this again.

Action Plan

This should be **very specific**. Make **choices** that **you have the most influence over**. In the example on the worry/problem solving tree you may not have full control over getting a job. So once you have applied, you might have to look at other avenues for money, such as getting a roommate, selling something or getting help like social assistance.

Take a few minutes to work on an action plan on your worksheet for one or two of the worries or problems that you can **do something about now**. **If you can't come up with something specific, it tells you about what category it falls into.**

Action Plan

Situation	Action (if any)
1.	What
	When
	How
2.	What
	When
	How
3.	What
	When
	How
4.	What
	When
	How
5.	What
	When
	How

Reflection questions after doing the action or letting my anxious thoughts go:

1. How did I feel while doing it? Was it harder or easier than what I thought?

2. What happened? Did everything turn out okay?

3. If it did not turn out as planned, what did I do? What does this tell me about my ability to cope with negative outcomes in the future?

4. Are there some uncertainties in your life that you can live with? How do you do this? Can you do the same thing in situations where you have difficulty tolerating uncertainty?

Skill Live Well: Be Active

Regular physical activity decreases:

- **Symptoms of depression:** 30 minutes of exercise 3 times a week can be as effective as taking an antidepressant
- **Anxiety levels:** 5 minutes of exercise can be enough to decrease an anxiety episode

Regular physical activity increases:

- Mood
- Energy
- Coping
- Attention, focus and productivity
- Self-esteem and self-confidence
- Group activities improve mood, social connections and health.

What is my current activity level?

When I do exercise, what do I notice about myself?

Does anything get in the way of me being active?

What can I do to make being active a regular part of my routine of self-care?

Skill

Live Well: Use Music to Influence My Mood

Music can affect mood. Singing and humming can even help to manage anxiety.

Listen to the music medley in class and jot down your reaction as you listen to each genre.

Type of Music	My Reaction
Rock	
Folk	
Soul	
Electronic Dance	
Blues	
Classical	
Reggae	
Gospel	
Country	
Musical	

Type of Music	My Reaction
World	
Disco	
March	
R&B	
Film Score	
Latin	
Children's	
Funk	
Pop	
New Age	

ALBERTA ANXIETY TO CALM Week 3

How do I currently **Use Music to Influence My Mood?**

What are some of my favourite songs?

What difference does it make?

Can you think of new ways music can help with emotions?

Skill

Find Calm: 5-4-3-2-1 Grounding Exercise

The first skill today is the **Grounding Exercise**. It is a simple tool to **check through** your **entire body** to notice physical sensations. This can help you gain **awareness** of yourself in the **present moment**.

What did I notice before the 5-4-3-2-1 Grounding Exercise?

What did I notice after?

What did I learn?

Check-out

My Plan to Practice This Week's Skills

Challenge Myself: Tolerating Uncertainty. How will I work on my worry action plan and/or let go of worries that aren't in my control?

Live Well: Choose to Be Active. What one thing will I do to increase my activity?

Use Music to Influence My Mood. How will I use music this week to influence my mood?

Find Calm: When will I use the **5-4-3-2-1 Grounding Exercise**? When or What days will I plan to use it?

Week 4

Self Check-in

Challenge Myself: Tolerating Uncertainty. How did I work on my worry action plan and/or let go of worries that aren't in my control?

Live Well: Choose to Be Active. What did I do to increase my activity?

Find Calm: Use Music to Influence My Mood. How did I use music this week to influence my mood?

Find Calm: When did I use the **5-4-3-2-1 Grounding Exercise**?

What difference did it make?

Week 4 Skills

Challenge Myself: Honour My Emotions

Live Well: Find a Pleasurable Experience

Find Calm: Discover the Benefits of Loving Kindness

Skill

Challenge Myself: Honour My Emotions

Ignoring, burying or denying our emotions can cause anxiety. For example, you can feel stressed, lonely and abandoned and have panic attacks every night when these emotions are most intense.

How My Car Works...

- When the check engine light comes on, what do you do? Smash it? Ignore it?
- What are the consequences? Cost? Time? Breakdown?
- Dashboard indicators are like your emotions, when you ignore them, sometimes your “car” blows up...

The top 4 emotions that cause anxiety

1. **Sadness** – The purpose of sadness: Tells us we have lost something important to us.
2. **Anger** – The purpose of anger: We feel we have been wronged/ unjust or we have had an attack to self-worth.
3. **Fear** – The purpose of fear: A danger of threat alert.
4. **Guilt** – The purpose of guilt: We’ve done something wrong and need to make it right.

Do you allow yourself to feel these emotions?

How do you handle these emotions?

1. **Sadness**

2. **Anger**

3. **Fear**

4. **Guilt**

Emotions can give us **direction**. They can often point to something that **needs to be dealt with** or resolved.

ALBERTA ANXIETY TO CALM Week 4

Emotions need to be **specific** to **give us direction**. Example “something’s wrong” vs. overheated, out of gas, battery dead.

Emotion example: “I feel mad” vs. “I feel irritated”

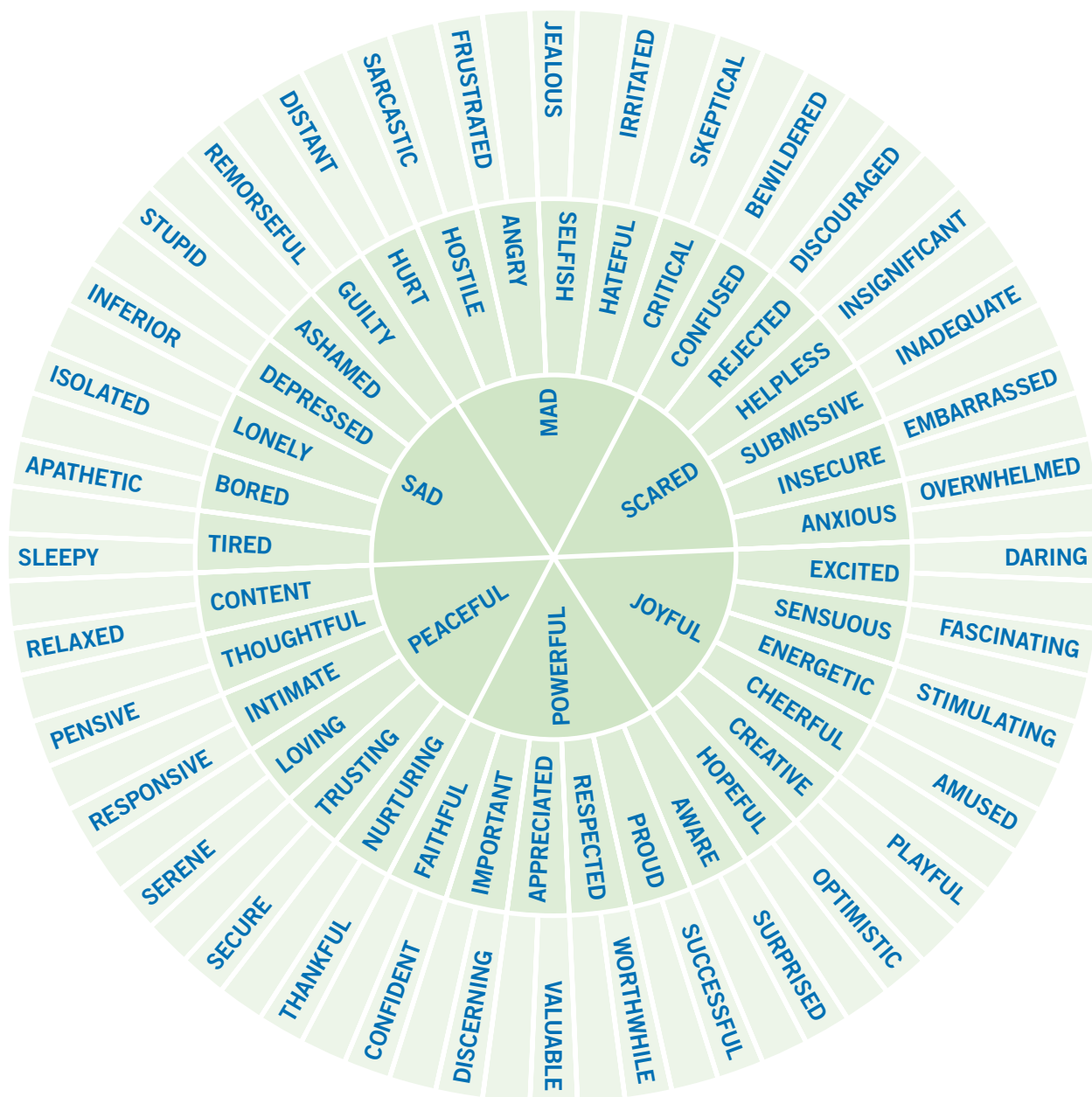
We need to **respond** to our emotions, not run from them, or try to force them to go away or change. These emotions can bubble up in the form of anxiety. **Being specific** about what **emotion** we are feeling can help us **decide what to do**.

We encourage you to be specific by going **beyond** the typical six emotions listed in the centre of the wheel.

Use this **Feelings Wheel** to help you **give your feelings a name** and decide how **intense** they are.

ALBERTA ANXIETY TO CALM Week 4

Feelings Wheel



Emory University School of Medicine

Developed by Dr. Gloria Willcox
P.O. Box 48363 St. Petersburg, FL 33743

How to Work Through Your Emotions

Name the Emotion

I am feeling (e.g. angry, sad, fearful, worried): _____

I felt like (describe feeling in a few words): _____



Identify the Cause

I was (where):

I remember noticing:



Identify the Behaviour

When I felt: _____ I (behaviour/action): _____

What I wish I had done was: _____



Challenge the Emotion

Was my feeling appropriate to the situation? _____

Is the situation a distress that I can control? _____

If it is out of my control, is this a distress I have to accept or tolerate? _____

What have you already started doing to sooth your emotions?

Skill

Live Well: Find a Pleasurable Experience

“Research has shown that more frequent simple pleasures actually provide greater enjoyment than occasional spectacular ones.”

- Anxiety and Depression Workbook For Dummies, Charles Elliot and Laura Smith

Pleasure means different things to different people. **What does it mean to you? Write down some words or phrases that describe your definition of pleasure.**

Find a pleasurable experience

Connect with your senses

- What you can hear?
- What you can smell?
- What you can feel?
- What you can see?
- What can you taste?

What did I find pleasurable?

What did I learn?

Skill

Find Calm:

Discover the Benefits of Loving Kindness

Often, people who experience anxiety are critical and hard on themselves. We need to learn how to practice **kindness** and **compassion**.

- Antidote to perfectionism (e.g., “I must be perfect”)
- Compassionate and forgiving to self and others
- Generates positive emotion

What did I notice before the [Loving Kindness Meditation](#)?

What did I notice after?

What did I learn?

Enjoy My Success/Evaluations

You have worked hard and developed tools and skills in many areas over these 4 weeks.

Please share with the workshop what have I been able to accomplish in these 4 weeks?

What am I most proud of?

Review page 10/11 and why you came to this workshop. Now what else am I looking forward to doing?

Burns Anxiety Inventory – Week 4

Name		Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Date	Date of birth (MM/DD/YYYY)		

Instructions: Indicate how much each of the following 33 symptoms has been bothering you in the past several days, by marking the box that applies to you.

	0 NOT AT ALL	1 SOMEWHAT	2 MODERATELY	3 A LOT
CATEGORY I: ANXIOUS FEELINGS				
1. Anxiety, nervousness, worry or fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Feeling things around you are strange or foggy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Feeling detached from all or part of your body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sudden unexpected panic spells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apprehension or a sense of impending doom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Feeling tense, stress, “uptight” or on edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CATEGORY II: ANXIOUS THOUGHTS				
7. Difficulty concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Racing thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Frightening fantasies or daydreams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Feeling on the verge of losing control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Fears of cracking up or going crazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Fears of fainting or passing out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Fears of illnesses, heart attacks or dying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Fears of looking foolish in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Fears of being alone, isolated or abandoned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Fears of criticism or disapproval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Fears that something terrible will happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Skipping, racing or pounding of the heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Pain, pressure or tightness in the chest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on page 57 >

ALBERTA ANXIETY TO CALM **Week 4**

	0 NOT AT ALL	1 SOMEWHAT	2 MODERATELY	3 A LOT
CATEGORY III: PHYSICAL SYMPTOMS				
20. Tingling or numbness in the toes or fingers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Butterflies or discomfort in the stomach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Constipation or diarrhea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Restlessness or jumpiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Tight, tense muscles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Sweating not brought on by heat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. A lump in the throat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Trembling or shaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Rubbery or “jelly” legs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Feeling dizzy, lightheaded or off balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Choking or smothering sensations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Headaches or pains in the neck or back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Hot flashes or cold chills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Feeling tired, weak or easily exhausted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We are collecting this information according to the requirements specified in the Health Information Act of Alberta, sections 27 (1)(a), (g)

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Participant Evaluation – Week 4

Date

We welcome your feedback about the [Alberta Anxiety to Calm](#) workshop and are interested in your experience with the workshop. Thank you for your time in completing these questions.

About the Program

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1. Please check the box that reflects your overall satisfaction in taking Alberta Anxiety to Calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Please check the best answer about the Alberta Anxiety to Calm workshop:	Strongly disagree	Disagree	Agree	Strongly agree
a. The workshop content was relevant to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The workshop was easy to understand and follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The workshop provided opportunities to learn and practice skills to manage my anxiety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The workshop provided a good mix between listening and group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Anxiety workbook is a useful reference in practicing anxiety management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am confident I can use the skills learned in my daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The workshop environment felt safe and non-judgemental.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The instructors were knowledgeable and prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on page 59 ►

ALBERTA ANXIETY TO CALM Week 4

3. What was **most** helpful about this workshop?

4. What was **least** helpful about this workshop?

Personal Changes

	Least										Most
5. On a scale of 1– 10, how distressed did you feel prior to your first Alberta Anxiety to Calm workshop class?	1	2	3	4	5	6	7	8	9	10	
6. On a scale of 1 – 10, how distressed did you feel after your last Alberta Anxiety to Calm workshop class?	1	2	3	4	5	6	7	8	9	10	

7. Which **three** Anxiety management techniques do you intend to use regularly?

About You

8. **Are you?** Male Female Transgender Male Transgender Female Two-spirit Non-Binary
 Prefer not to say

Describe yourself _____

9. **Age:** 18-24 25-44 45-64 65+

10. How many classes did you attend during this 4 Week workshop?	1	2	3	4
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Thank you for completing this survey!

Check-out

My Plan to Practice This Week's Skills

Challenge Myself: Honour My Emotions. I will work on:

Find Calm: Living Kindness. I will continue to use the Loving Kindness Meditation _____ times a day.
When will I use this?

Live Well: Find Pleasure. This week how can I add a pleasure experience to my daily routine?

Enjoy My Success. How will I celebrate my successes from these 4 weeks?

Resources

Apps

Think full: Apple

MindShift: Apple and android

Websites

www.anxietycanada.com Promotes awareness of anxiety disorders and provides resources.

www.anxieties.com Self-help for anxiety. Dr. Reid Wilson.

www.dontpaniclive.com Self-help forms from Dr. Reid Wilson's book by the same name.

www.reddeerpcn.com Look under patient resource, Anxiety to Calm relaxation CD.

Awareness Log

Thoughts	Is this true?	Other possibilities	Emotions	Behaviour/action

If I really believed these new thoughts or possibilities, what would be different?

Helpful Thoughts Checklist

Instructions: Place a check mark beside each statement that you believe some of the time and would like to strengthen or a statement others have made about you. It could be a statement that you would like to have or believe would be helpful in decreasing your anxiety.

- I'm a solid person.
- If I work hard at something, I can master it.
- I'm a survivor.
- Others trust me.
- I care about other people.
- People respect me.
- If I prepare in advance, I usually do better.
- I deserve to be respected.
- I like to be challenged.
- I'm intelligent.
- I can figure things out.
- I'm friendly.
- I can handle stress.
- I can learn from my mistakes and be a better person.
- I'm a good spouse (and/or parent, child, friend, lover).

Source. Adapted from Wright JH, Wright AS, Beck AT: Good Days Ahead: The Multimedia Program for Cognitive Therapy. Professional Edition, Version 3.0. Louisville, KY, Mindstreet, 2010. Used with permission. Copyright © 2010 Mindstreet.



Alberta 
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