

NYC Cognitive Therapy

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COGNITIVE BEHAVIOR THERAPY

FOR DEPRESSION

Burns Depression Checklist *

Instructions: Place a check (✓) in the box to the right of each of the 15 symptoms to indicate how much this type of feeling has been bothering you in the past several days.

	0--NOT AT ALL	1--SOMEWHAT	2--MODERATELY	3--A LOT
1. Sadness: Have you been feeling sad or down in the dumps?				
2. Discouragement: Does the future look bleak or hopeless?				
3. Low self-esteem: Do you feel worthless or think of yourself as a loser?				
4. Inferiority: Do you feel inadequate or inferior to others?				
5. Guilt: Do you get self-critical and blame yourself?				
6. Indecisiveness: Is it hard to make decisions?				
7. Irritability and frustration: Have you been feeling angry or resentful?				
8. Loss of interest in life: Have you lost interest in your career, hobbies, family, or friends?				
9. Loss of motivation: Do you feel overwhelmed and have to push yourself hard to do things?				
10. Poor self-image: Do you think you're looking old or unattractive?				
11. Appetite changes: Have you lost your appetite? Or, do you overeat compulsively?				
12. Sleep changes: Is it hard to get a good night's sleep? Are you tired and sleeping too much?				
13. Loss of libido: Have you lost your interest in sex?				
14. Hypochondriasis: Do you worry a lot about your health?				
15. Suicidal impulses: Do you think life is not worth living or think you'd be better off dead? **				
Total Score on items #1 - #15 →				

* Copyright © 1984 by David D. Burns, MD (from *The Feeling Good Handbook*, Plume, 1990.)

** Anyone with suicidal urges should seek immediate help from a mental health professional.

Burns Depression Checklist Answer Sheet

Instructions: Put a 0, 1, 2, or 3 in the space to the right of each of the 15 symptoms from the Burns Depression Checklist. Use this key to indicate how much each symptom has bothered you in the past several days: 0 = not at all; 1 = somewhat; 2 = moderately; 3 = a lot.

1.	1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.	7.
8.	8.	8.	8.	8.	8.	8.
9.	9.	9.	9.	9.	9.	9.
10.	10.	10.	10.	10.	10.	10.
11.	11.	11.	11.	11.	11.	11.
12.	12.	12.	12.	12.	12.	12.
13.	13.	13.	13.	13.	13.	13.
14.	14.	14.	14.	14.	14.	14.
15.	15.	15.	15.	15.	15.	15.
total score						
today's date						

Scoring Key for the Burns Depression Checklist

Total Score	Degree of Depression
0 - 4	minimal or no depression
5 - 10	normal but unhappy
11 - 20	borderline to mild depression
21 - 30	moderate depression
31 - 45	severe depression

Positive Feelings Test*

Instructions. Use checks (✓) to indicate how you've been feeling **over the past week**, including today.

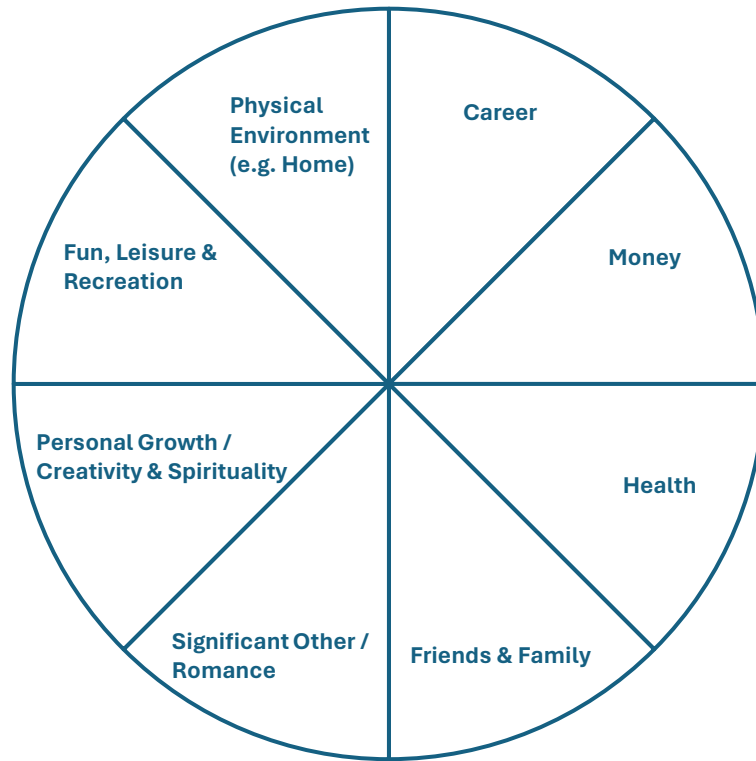
Please answer all the items.

	0—Not at all	1—Somewhat	2—Moderately	3—A lot	4—Extremely
1. I feel worthwhile.					
2. I feel close to people.					
3. People support and care about me.					
4. I enjoy life.					
5. I often laugh and smile.					
6. I feel motivated to do things.					
7. I feel productive.					
8. I feel hopeful.					
9. I feel peaceful.					
10. My life has a deeper meaning.					
Total Items 1 to 10 →					

Scoring Key

Score	Interpretation
0 – 8	Not at all happy or fulfilled
9 – 16	Slightly happy and fulfilled
17 – 24	Moderately happy and fulfilled
25 – 31	Very happy and fulfilled
33 – 40	Extremely happy and fulfilled

The Wheel of Life



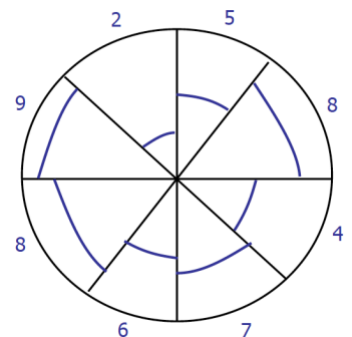
Life Domains:	Wins:	Intentions:
Physical Environment (e.g. Home)		
Career		
Money		
Health		
Friends & Family		
Significant Other/Romance		
Personal Growth/Creativity & Spirituality		
Fun, Leisure & Recreation		

WHEEL OF LIFE INSTRUCTIONS:

The 8 sections in the Wheel of Life represents balance.

- Please change, split or rename any category so that it’s meaningful and represents a balanced life for you.
- Next, taking the center of the wheel as 0 and the outer edge as 10, rank you **level of satisfaction** with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example).
- The new perimeter of the circle represents **your** “Wheel of Life.” Is it a bumpy ride?
- What did you learn? What intentions or changes are most important to you right now? How can you bring this into your week?

EXAMPLE



Creating Credit Lists

Credit lists help clients focus on their behaviors that are *contrary* to their negative core beliefs related to helplessness. It's also supportive of a new core belief. You can use this technique from the beginning of treatment, before you have even identified an old core belief or developed a new core belief.

I did this with Jamal, a client with dependent personality disorder and depression. I hypothesized at our intake evaluation session that he had a core belief in the category of helplessness.

We defined credit as—ANYTHING YOU DO THAT'S EVEN A LITTLE DIFFICULT, BUT YOU DO IT ANYWAY.

Alternatively, credit can be defined as ANYTHING YOU DO REASONABLY WELL.

In the following transcript, I encourage Jamal to create a credit list which will indirectly support a new core belief of competence, in contrast to his old core belief of incompetence.

[Transcript start]

Therapist: It's great you did that [cleaned up the kitchen and bedroom]. You weren't able to do that before. [pause] Did you give yourself credit for doing it?

Client: No. I guess I didn't think about it.

Therapist: It seems to me that you don't give yourself much credit these days.

Client: There's not much I deserve credit for.

Therapist: Well, I guess it depends on how you define "credit." Can I tell you my definition?

Client: [nods]

Therapist: You deserve credit for anything you do that's even a little difficult, but you do it anyway.

Client: [looks skeptical]

Therapist: There's a reason to recognize that you deserve credit. It's so you can strengthen the idea that you can take control; you can get yourself to do things; and you can improve your life.

Client: Well, getting out of bed is hard. You mean, you want me to give myself credit for that?

Therapist: Absolutely, I give myself credit for getting out of bed every day. Because I'd much rather pull the covers over my head and go back to sleep. But I don't. I muster the energy and I get up. [pause] Now, once you're feeling better, you can have the choice of giving yourself credit for small things or not.

Client: [shrugs]

Therapist: Would you be willing to give it a try this week? Just acknowledging that you deserve credit when you do things that are even a little difficult? You could say, “I deserve credit for this.” Or “It’s good I’m doing this.”

Client: But it seems silly to me, to praise myself for doing things I should be doing anyway.

Therapist: On the other hand, you could look at it this way. I go through the day saying, “Good,” when I finish a task, like seeing a client, or writing an email, or doing an errand. I give myself double credit whenever I cook dinner. Because I could have chosen not to do those things. [pause] What do you think is the effect of saying “Good” on how I feel about myself throughout the day?

Client: I guess it makes you feel better about yourself.

Therapist: Yes, it does. And it’s a counterbalance against self-criticism. So if I make a mistake, I can say, “Oh, well. I wish I hadn’t done that. But at least I did a lot of good things today.”

Client: I still have trouble thinking I should praise myself for doing what I should be doing.

Therapist: Do you have that idea about your kids, too? That you shouldn’t praise them for things they should be doing?

Client: [thinks] No, I guess not.

Therapist: Can you give me an example?

Client: Let’s see. When Cassie finished her homework last night, I said, “That’s good.” And when she helped me unload the dishwasher, I said, “You’re a big help.”

Therapist: Exactly. Now you could have viewed it differently. You could have said to yourself, “Cassie doesn’t deserve credit because she’s supposed to do her homework and help me in the kitchen.” [pause] But you didn’t. And what effect do you think it had when you praised her.

Client: Probably made her feel good.

Therapist: And could it have made her feel capable and effective?

Client: Yes, I guess so.

Therapist: And come to think of it, doesn’t she deserve credit for doing these things, even though she was supposed to do them?

Client: Yeah.

Therapist: You’ve told me how critical your mother was when you were growing up. Did she praise you for things you should have done?

Client: No. Never that I can think of.

Therapist: Hmmmmn. What do you make of that?

Client: She only seemed to comment on things I did wrong, or she thought I did wrong.

Therapist: Well, no wonder you tend to see yourself as useless. But I have to say, it's admirable that you've forged a different path with your daughter. So how about trying to apply it to yourself?

Client: I see the point. I suppose I could try.

Therapist: Good! Can we start a list now? What did you already do today that was even a little difficult but you did it anyway? And what does that tell us about you?

[Transcript end]

Reflection Question

What did you learn about credit lists? Post important points on the Forum.

Practice Exercise

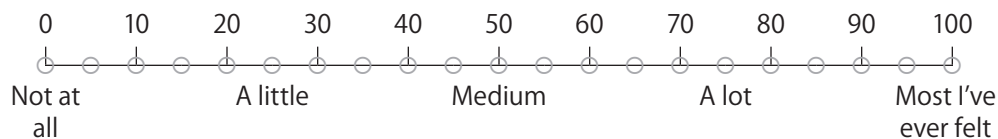
Do a roleplay or write a script in which you suggest that a client keep a credit list that points out behaviors that are contrary to his or her core belief. Help the client understand that these behaviors indicate the client's positive traits.

EXERCISE: Using the Activity Record

First, choose a mood (depression or low mood, if that is why you are reading this chapter) that you want to improve, and write this mood here:

Mood:

During this week, you will be rating this mood on a 0–100 scale:



Fill in your Activity Record ([Worksheet 13.4](#) on pp. 206–207) for one week. For each hour, write in the activity you were doing, and rate your mood on the 0–100 scale. You may forget to do it for some hours, but the more hours you fill in for the week, the more you will have a chance to learn about the mood you are rating. Therefore, if you forget to do it one day, don't give up – just continue the ratings when you remember.

To help you remember to fill out the Activity Record, carry a copy with you or make a digital reminder to take notes on your activities and moods as you go through the day. It is not necessary to fill it out every hour. Most people can remember their activities and moods for several hours, so you may be able to fill it out several times a day rather than hourly. For example, at lunchtime, you can write in all your morning activities and mood ratings. At dinnertime, you can do the afternoon hours. At bedtime, you can fill in the evening hours.

WORKSHEET 13.4. Activity Record

Write in each box: (1) Activity. (2) Mood ratings (0–100). (Mood I am rating: _____)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6–7 A.M.							
7–8 A.M.							
8–9 A.M.							
9–10 A.M.							
10–11 A.M.							
11 A.M.– 12 noon							
12 noon– 1 P.M.							
1–2 P.M.							
2–3 P.M.							

(continued on next page)

WORKSHEET 13.4 (continued from previous page)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3–4 P.M.							
4–5 P.M.							
5–6 P.M.							
6–7 P.M.							
7–8 P.M.							
8–9 P.M.							
9–10 P.M.							
10–11 P.M.							
11 P.M.– 12 midnight							
12 midnight– 1 A.M.							

EXERCISE: **Learning from My Activity Record**

Now that you have charted your moods and activities for one week, analyze your Activity Record to look for patterns. Worksheet 13.5 lists some questions that will help you learn from your Activity Record.

WORKSHEET 13.5. Learning from My Activity Record

1. Did my mood change during the week? If so, how? What patterns do I notice?
2. Did my activities affect my mood? If so, how?
3. What was I doing when I felt better? Are these activities in my best long-term interest? What other activities could I do that might also make me feel better?
4. What was I doing when I felt worse? Are these activities in my best interest? If so, is there a way I could do them that would help me feel better while I was doing them?
5. Were there certain times of the day (e.g., mornings) or week (e.g., weekends) when I felt worse?
6. Can I think of anything I could do to feel better during these times?
7. Were there certain times of the day or week when I felt better? Can I learn anything helpful from this?
8. Looking at my answers to these questions, what activities can I plan in the coming week to increase the chances that I will feel better this week? Over the next few weeks?

EXERCISE: Activity Scheduling

Before filling out [Worksheet 13.6](#) on the next page, write down at least several activities you want to plan for each day. You might find it helpful to review [Worksheet 13.5](#), on page 208, especially your answers to questions 3, 6, and 8. It is helpful to think of several activities in each of the following categories and spread them out throughout the week.

Pleasurable activities:

Activities that accomplish something:

What I can do to begin to approach things I have been avoiding:

Activities that fit with my values:

Some activities could fit in a variety of categories. For example, walking or exercising may be pleasurable for one person, may be an accomplishment for someone else, and may fit with a value of doing healthy activities for yet another person. If you have been avoiding exercise for some time, it may even be overcoming avoidance. Put activities in whatever category makes sense to you. The important thing is to do activities in each of the four areas throughout the week.

WORKSHEET 13.6. Activity Schedule

Referring to the “[Activity Scheduling](#)” exercise (p. 213), use this worksheet to schedule some activities. Write down the times and days of the week you plan to do these activities. If something more enjoyable or more important comes along, you can do that activity instead during that time period. If you do something different during any time period, put a line through or bracket what you had planned and write down what you actually did. For each time period in which you planned an activity, write down: (1) Activity. (2) Mood ratings (0–100).

(Mood I am rating: _____)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6–7 A.M.							
7–8 A.M.							
8–9 A.M.							
9–10 A.M.							
10–11 A.M.							
11 A.M.– 12 noon							
12 noon– 1 P.M.							
1–2 P.M.							

(continued on next page)

WORKSHEET 13.6 (continued from previous page)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
2–3 P.M.							
3–4 P.M.							
4–5 P.M.							
5–6 P.M.							
6–7 P.M.							
7–8 P.M.							
8–9 P.M.							
9–10 P.M.							
10–11 P.M.							
11 P.M.– 12 midnight							
12 midnight– 1 A.M.							

Behavioral Experiment

Target cognition What belief or assumption do you want to test? How much do you believe it now? (0-100%)	Experiment What could you do to test this belief or prediction?	Outcome & learning What happened? What did you learn? How much do you believe it now? (0-100%)	What next? How can you build on what you have just learned?
<ul style="list-style-type: none">• What is your prediction?• Rate how much you believe the target cognition now (0-100%).• What do you normally do to prevent the prediction from coming true? (your safety behaviors).	<ul style="list-style-type: none">• How, where, and when will you test it?• Which safety behaviors will you need to drop to make it a fair test?• What data will you need to record?	<ul style="list-style-type: none">• Re-rate how much you believe the target cognition now (0-100%)	<ul style="list-style-type: none">• What other experiments could you do?• Is once enough? Or do you need to try this experiment again?

WORST, BEST, AVERAGE *

Choose a statement in which you apply a harsh critical label to yourself, for instance, "I'm a loser," "I'm a bad mother," "I'm a failure." Then, write down the opposite of the label that you have applied to yourself, for instance, the opposite of "bad mother" may be "adequate mother," "good mother," "good enough mother," "great mother," etc.

Write the positive label here: _____

List at least 5 qualities of a "good" marital partner, therapist, parent, human, etc.	At your worst (0-100)	At your best (0-100)	On average (0-100)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Now focus on one specific quality/characteristic that you'd like to improve and list three specific steps that you could take to improve in that area:

1. _____
2. _____
3. _____