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Welcome!

Welcome to Anxiety Toolbox, a fast-paced, 3-session seminar intended to help increase your understanding and knowledge about anxiety. 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 goal of this seminar is to provide you with life-long tools you can use while facing anxiety-triggering situations. Remember, this intervention is not intended to “get rid of” your anxiety. While occasionally unpleasant, some anxiety can actually be a helpful and motivating emotion. Our hope is that these three sessions provide you with a jumping board from which to integrate skills into your daily life in the service of reducing anxiety.

By the end of this course, you will have received a lot of information and at times it may feel overwhelming. Remember that like any skill (e.g., learning to ride a bike), the skills you will learn in Anxiety Toolbox 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.

Think of your practice of these skills as 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 prevents a buildup of anxiety and stress over time. 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 anxiety related concerns, you may debrief with a therapist following completion of Anxiety Toolbox to discuss options.

If at any time you feel that you need additional support, please let your Anxiety Toolbox leader know or contact the Plymouth State University 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 Anxiety Toolbox?**
Anxiety Toolbox is a fast-paced three-session seminar specifically designed to help people who struggle with a variety of anxiety-related concerns (e.g., panic attacks, Generalized Anxiety, test anxiety). The goal of this seminar is to provide education on anxiety and to teach coping skills for managing anxiety symptoms.

**Why does Anxiety Toolbox use a 3-session model?**
Teaching Anxiety Toolbox over the course of 3 sessions allows you sufficient time to learn the concepts with time to practice between sessions. Keeping it to three 1-hour 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 taught in Anxiety Toolbox are difficult and take time to build. For this reason, we invite group members to continue the group after 3 sessions.

**What if I don’t feel comfortable in groups?**
Many people feel a little anxious about participating in a group. Anxiety Toolbox is structured and curriculum-driven, like an academic class. You are not required to speak to the entire group 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 about yourself.

**What if I have an urgent need to see a counselor during Anxiety Toolbox?**
Simply let the facilitator or Counseling Center's 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 anxiety; in order to achieve that goal, regular practice is essential. The more you practice, the more you may find you get out of this workshop. The assignments are for you and only you, in the service of your own personal growth. You will not be required to provide your responses at any time during this workshop; however, it's important to bring your responses as you may be asked to look back on 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 of whether or not you were able to complete the homework assignment. 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: ANXIETY 101
Anxiety - Avoidance Roller Coaster

(A person is confronted with an anxiety-producing situation which leads to an uncomfortable sense of worry and agitation.)

(The anxiety-producing situation is avoided, and the person receives a feeling of relief. However, next time the anxiety will be worse.)

Adapted from http://www.therapistaid.com/therapy-guide/cbt-for-anxiety
Cycle of Anxiety:
How Anxiety Tricks People

Exposure to Feared Situation

Fear of Situation is Increased or Reinforced

Avoid Feared Situation/Run Away

Feeling of Relief

Anxiety

This is too scary. Run away and you will feel better.

Anxiety

Okay!
Cycle of Anxiety:

Getting Out of the Cycle

Exposure to Feared Situation → Feeling of Relief

Fear of Situation is Increased or Reinforced → Anxiety

Anxiety → Approach Feared Situation and Use Coping Skills

Avoid Feared Situation/Run Away → Anxiety

Diagram:

- This is too scary. Run away and you will feel better.
- No thank you. I’m going to approach the feared situation and use coping skills.

Anxiety Toolbox Workbook
Plymouth State University Counseling Center
(603) 535-2461
Threat System (Fight or Flight)

The ‘fight or flight’ response gets the body ready to fight or run away. Once a threat is detected your body responds automatically. All of the changes happen for good reasons, but may be experienced as uncomfortable when they happen in ‘safe’ situations.

- Thoughts racing: helps us to evaluate threat quickly and make rapid decisions, can be hard to focus on anything but the feeling of danger.
- Changes to vision: tunnel vision, or vision becoming ‘sharper’.
- Dizzy or lightheaded.
- Breathing becomes quicker and shallower to take in more oxygen and make our body more able to fight or run away.
- Dry mouth.
- Heart beats faster: feeds more blood to the muscles and enhances ability to fight or run away.
- Adrenal glands release adrenaline: adrenaline signals other organs to get ready.
- Hands get cold: blood vessels in the skin contract to force blood towards major muscle groups.
- Palms become sweaty: the body sweats to keep cool, this makes it a more efficient machine.
- Muscles tense: ready to fight or run away, they may also shake or tremble.
- Bladder urgency: muscles in the bladder relax in response to stress.
Cross Sectional Formulation

**Situation** *(When? Where? What? With whom? What did you feel anxious about?)*
A student invited me to a party in my residence hall, but I didn’t know her very well and felt anxious about going.

**Physical** *(When anxious, what physical sensations did you experience? What did you notice in your body?)*
Heart racing, tight chest, shallow breathing, hot

**Emotional** *(What emotions came up for you when you felt anxious?)*
Scared, ashamed, Lonely, agitated, nervous

**Cognitive** *(What went through your mind when you felt anxious? What did that say or mean about you or the situation?)*
I won’t know anyone at the party and will feel awkward. No one will like me because I’m so socially awkward. I won’t have fun. But if I say no, this person won’t like me and I wouldn’t make friends.

**Behavioral** *(What was your first instinct and/or automatic response? What did you do and/or avoid doing at the time?)*
My first instinct was to say no. I avoided saying no but telling her that I would think about it. I never got back to her. I didn’t go to the party.
Cross Sectional Formulation

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

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

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

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

**Behavioral** *(What was your first instinct and/or automatic response? What did you do and/or avoid doing at the time?)*
Common Anxiety Symptoms

Physical Symptoms
- Increased heart rate
- Shortness of breath
- Chest pain or pressure
- Choking sensation
- Dizziness, lightheadedness
- Sweating, hot flashes, chills
- Nausea, upset stomach, diarrhea
- Trembling, shaking
- Weakness, unsteadiness, faintness
- Tense muscles, rigidity
- Dry mouth
- Other: ________________

Behavioral Symptoms
- **Avoidance** of threat cues or situations
- **Escape**, flight
- Pursuit of safety, reassurance
- Restlessness, agitation, pacing
- Hyperventilation
- Freezing, motionlessness
- Difficulty speaking
- Other: ________________

Cognitive Symptoms
- Fear of losing control, being unable to cope
- Fear of physical injury or death
- Fear of “going crazy”
- Fear of negative evaluations by others
- Frightening thoughts, images, or memories
- Perceptions of unreality or detachment
- Poor concentration, confusion, distractibility
- Narrowing of attention, hypervigilance for threat
- Poor memory
- Difficulty in reasoning, loss of objectivity
- Other: ________________

Emotional Symptoms
- Feeling nervous, tense, wound up
- Feeling frightened, fearful, terrified
- Being edgy, jumpy, jittery
- Being impatient, frustrated
- Other: ________________

Adapted from *The Anxiety and Worry Workbook* by Clark and Beck
Feelings Wheel
Sleep Hygiene

What is Sleep Hygiene? ‘Sleep hygiene’ is the term used to describe good sleep habits. Considerable research has gone into developing a set of guidelines and tips which are designed to enhance good sleeping, and there is much evidence to suggest that these strategies can provide long-term solutions to sleep difficulties.

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 & try again.** Go to sleep only when tired. If you haven’t been able to fall asleep after 30 minutes, get up and do something calming (not stimulating) until you feel sleepy, then return to bed and try again.

3. **Avoid caffeine & 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.** Do not 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 prevents hormones and neurons that promote sleep.

7. **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.

8. **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.

9. **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.

10. **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.”

11. **Keep daytime routine the same.** Even if you have a bad night 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.

Adapted from http://www.cci.health.wa.gov.au
Session 1: Homework Assignment

**Homework 1:** Complete at least 1 Simple Cross Sectional Formulation worksheet for review next week (multiple blank copies provided starting on page 16)

**Homework 2:** Practice Deep Breathing

**Homework 3:** Implement 1 Sleep Hygiene Tip
Cross Sectional Formulation

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

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

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

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

**Behavioral** *
(What was your first instinct and/or automatic response? What did you do and/or avoid doing at the time?)*
Cross Sectional Formulation

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

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

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

**Behavioral** *(What was your first instinct and/or automatic response? What did you do and/or avoid doing at the time?)*
Cross Sectional Formulation

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

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

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

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

**Cognitive** *(What went through your mind when you felt anxious? What did that say or mean about you or the situation?)*
SESSION 2:
AUTOMATIC THOUGHTS
AND UNHELPFUL
COGNITIONS
Cross Sectional Formulation

**Situation** *(When? Where? What? With whom? What did you feel anxious about?)*
A student invited me to a party in my residence hall, but I didn’t know her very well and felt anxious about going.

**Physical** *(When anxious, what physical sensations did you experience? What did you notice in your body?)*
Heart racing, tight chest, shallow breathing, hot

**Emotional** *(What emotions came up for you when you felt anxious?)*
Scared, ashamed, Lonely, agitated, nervous

**Cognitive** *(What went through your mind when you felt anxious? What did that say or mean about you or the situation?)*
I won’t know anyone at the party and will feel awkward. No one will like me because I’m so socially awkward. I won’t have fun. But if I say no, this person won’t like me and I wouldn’t make friends.

**Behavioral** *(What was your first instinct and/or automatic response? What did you do and/or avoid doing at the time?)*
My first instinct was to say no. I avoided saying no but telling her that I would think about it. I never got back to her. I didn’t go to the party.
### 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 – 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.

<table>
<thead>
<tr>
<th>Mental Filter</th>
<th>Judgements</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <em>Am I only noticing the bad stuff? Am I filtering out the positives? Am I wearing those ‘gloomy specs’? What would be more realistic?</em></td>
<td>Making evaluations or judgements about events, ourselves, others, or the world, rather than describing what we actually see and have evidence for. <em>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?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Emotional Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believing we know what’s going to happen in the future. <em>Am I thinking that I can predict the future? How likely is it that that might really happen?</em></td>
<td><em>I feel bad so it must be bad! I feel anxious, so I must be in danger. Just because it feels bad, doesn’t necessarily mean it is bad. My feelings are just a reaction to my thoughts – and thoughts are just automatic brain reflexes.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mind-Reading</th>
<th>Mountains and Molehills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assuming we know what others are thinking (usually about us). <em>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?</em></td>
<td>Exaggerating the risk of danger, or the negatives. <em>Am I exaggerating the bad stuff? How would someone else see it? What’s the bigger picture?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare and despair</th>
<th>Catastrophising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing only the good and positive aspects in others, and getting upset when comparing ourselves negatively against them. <em>Am I doing that compare and despair thing? What would be a more balanced and helpful way of looking at it?</em></td>
<td><em>Imagining and believing that the worst possible thing will happen. OK, thinking that the worst possible thing will definitely happen isn’t really helpful right now. What’s most likely to happen?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical self</th>
<th>Black and white thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not (totally) our responsibility. <em>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 totally responsible for?</em></td>
<td><em>Believing that something or someone can be only good or bad, right or wrong, rather than anything in-between or ‘shades of grey’. Things aren’t either totally white or totally black – there are shades of grey. Where is this on the spectrum?</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shoulds and musts</th>
<th>Memories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking or saying ‘I should’ (or shouldn’t) and ‘I must’ puts pressure on ourselves, and sets up unrealistic expectations. <em>Am I putting more pressure on myself, setting up expectations of myself that are almost impossible? What would be more realistic?</em></td>
<td><em>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. This is just a reminder of the past. That was then, and this is now. Even though this memory makes me feel upset, it’s not actually happening again right now.</em></td>
</tr>
</tbody>
</table>

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*www.getselfhelp.co.uk/unhelpful.htm* © Carol Vivyan 2009, permission to use for therapy purposes *www.get.gg*
### Balancing Unhelpful Thinking Habits

<table>
<thead>
<tr>
<th>Physical Reactions</th>
<th>Emotions</th>
<th>Unhelpful Thinking Habits</th>
<th>New/More Helpful Thoughts</th>
<th>Change in Emotions</th>
</tr>
</thead>
</table>

Identifying Triggers Worksheet

While at times it may be difficult to identify a trigger, understanding your triggers for anxiety is an important step in helping you know when to implement and/or emphasize practice of the coping strategies you will learn in Anxiety Toolbox. Triggers can be external events (e.g., a test) or internal stimuli (e.g., a physical sensation or emotion) that led to your experience of anxiety (i.e., the emotional, physical, cognitive, and behavioral symptoms previously discussed during this workshop). Remember that sometimes the symptoms themselves can be a trigger that starts the cycle of anxiety.

The following are some typical categories in which triggers might appear with examples:

Responses to Internal Stimuli:
- **Emotions**: e.g., feeling down, fear or worry
- **Mental Images**: e.g., replaying interpersonal interactions or performance experience
- **Physical State**: e.g., racing heartbeat, lightheadedness, tightness in chest
- **Thoughts**: e.g., “I might fail this test”, “That person must not like me”, “If someone talks to me in class, I won’t be able to handle it.”

Responses to External Stimuli:
- **Presence of Others**: e.g., attending a social event, meeting with a professor, spending time with roommates, family interactions
- **Physical Setting**: e.g., a classroom, open areas on campus, inside a car
- **Social Pressure**: e.g., feeling pressured to make friends, feeling pressured to perform well in school (in comparison to your peers)
- **Activities**: e.g., a sports event, a party, going home for the weekend

List some triggers you experience related to your anxiety:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. __________________________________________________________________
5. __________________________________________________________________
Session 2 Homework Assignments

**Homework 1:** Complete Identifying Triggers Worksheet on page 25

**Homework 2:** Complete at least 1 Simple Cross Sectional Formulation worksheet for review next week (multiple blank copies provided starting on page 27)
Homework: Identifying Triggers

Pay attention to any triggers for anxiety that you may experience over the next week. Write them down in the following categories. You may have triggers in all of the categories or you may notice triggers in only one or two categories. (Use the “other” category for triggers you feel don’t fit in the options listed.)

Emotions:
1._______________________________________________________________________________
2._______________________________________________________________________________
3._______________________________________________________________________________

Mental Images:
1._______________________________________________________________________________
2._______________________________________________________________________________
3._______________________________________________________________________________

Physical States:
1._______________________________________________________________________________
2._______________________________________________________________________________
3._______________________________________________________________________________

Thoughts:
1._______________________________________________________________________________
2._______________________________________________________________________________
3._______________________________________________________________________________
Presence of Others:
1.________________________________________________________________________________________
2.________________________________________________________________________________________
3.________________________________________________________________________________________

Physical Setting:
1.________________________________________________________________________________________
2.________________________________________________________________________________________
3.________________________________________________________________________________________

Social Pressure:
1.________________________________________________________________________________________
2.________________________________________________________________________________________
3.________________________________________________________________________________________

Activities:
1.________________________________________________________________________________________
2.________________________________________________________________________________________
3.________________________________________________________________________________________

Other:
1.________________________________________________________________________________________
2.________________________________________________________________________________________
3.________________________________________________________________________________________
Cross Sectional Formulation

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

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

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

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

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

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

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

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

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

**Behavioral** *(What was your first instinct and/or automatic response? What did you do and/or *avoid* doing at the time?)*
Cross Sectional Formulation

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

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

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

**Behavioral** *(What was your first instinct and/or automatic response? What did you do and/or **avoid** doing at the time?)*
SESSION 3: ALTERNATIVE RESPONSES, GROUNDING, AND SELF-CARE
**Alternative Response Worksheet**

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

*A student invited me to a party in my residence hall, but I didn’t know her very well and felt anxious about going.*

<table>
<thead>
<tr>
<th>Alternative Thoughts and Images: (Are these thoughts helpful? Are the anxious thoughts 100% true/accurate, 100% of the time? What are other ways of looking at this? What is the bigger picture?)</th>
<th>Alternative Behaviors: (What could you do that would be more helpful for you, others, &amp;/or the situation? What are coping strategies that might be helpful?)</th>
<th>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?)</th>
</tr>
</thead>
</table>
| *I may not be as socially awkward as I think.* | **Coping Strategies I Can Use:**  
- Deep breathing  
- Distract myself  
- Seek support from a friend/family member  
- Do a pleasurable activity  
- Use alternative response worksheet | *Excited*  
*Wanted*  
*Liked*  
*Hopeful* |
| *If she invited me, she probably wants me there.* | | |
| *I might still have an okay time even if I am anxious* | | |

**Original Outcome:** (What was the original outcome?) *I stayed in my room and watched Netflix.*

**Desired Outcome:** (Using these new alternatives, what would you like the outcome to be in the future?) *I want to go to the party so that I can make friends. If I feel too uncomfortable, I can always leave.*
If you're having trouble, ask yourself these questions:

Whenever we recognize an anxiety-related thought, feeling or behavior, it can be very helpful to ask ourselves the following 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 picturing this situation?
4. What unhelpful thinking styles might I be using here (see below)?
5. What is the evidence that my thoughts are true? Is there an alternative way of thinking about this situation that is more true?
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 (that’s not so negative)?
11. If a friend or loved one were in this situation and had this thought, what would I tell them?

<table>
<thead>
<tr>
<th>Common Cognitive Distortions (Unhelpful Thinking Habits)</th>
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<tbody>
<tr>
<td><strong>Mental Filter:</strong> When we notice only what the filter allows or wants us to notice, and we dismiss anything that doesn’t ‘fit’.</td>
</tr>
<tr>
<td><strong>Prediction:</strong> Believing we know what’s going to happen in the future.</td>
</tr>
<tr>
<td><strong>Mind Reading:</strong> Assuming we know what others are thinking (usually about us).</td>
</tr>
<tr>
<td><strong>Compare and Despair:</strong> Seeing only the good and positive aspects in others, and getting upset when comparing ourselves negatively against them.</td>
</tr>
</tbody>
</table>

Page 32
Plymouth State University Counseling Center  Anxiety Toolbox Workbook  (603) 535-2461
<table>
<thead>
<tr>
<th><strong>Critical Self:</strong> Putting ourselves down, self-criticism, blaming ourselves for events or situations that are not (totally) our responsibility</th>
<th><strong>Black and White Thinking:</strong> Believing that something or someone can be only good or bad, right or wrong, rather than anything in-between or 'shades of grey'.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shoulds and Musts:</strong> Thinking or saying 'I should' (or shouldn’t) and ‘I must’ puts pressure on ourselves, and sets up unrealistic expectations.</td>
<td><strong>Memories:</strong> 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.</td>
</tr>
</tbody>
</table>

**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. Am I needing 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 anxiety be related to? Is it really about feeling ______?  
5. Tell yourself: “This feeling will pass. It’s a normal body reaction.”
# Alternative Response Worksheet

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

<table>
<thead>
<tr>
<th>Alternative Thoughts and Images: (Are these thoughts helpful? Are the anxious thoughts 100% true/accurate, 100% of the time? What are other ways of looking at this? What is the bigger picture?)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Behaviors: <em>(What could you do that would be more helpful for you, others, &amp;/or the situation? What are coping strategies that might be helpful?)</em></td>
</tr>
<tr>
<td>Alternative Feelings: <em>(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?)</em></td>
</tr>
</tbody>
</table>

**Coping Strategies I Can Use:**
- Deep breathing
- Distract myself
- Seek support from a friend/family member
- Do a pleasurable activity
- Use alternative response worksheet

**Original Outcome:** *(What was the original outcome?)*

**Desired Outcome:** *(Using these new alternatives, what would you like the outcome to be in the future?)*
### Alternative Response Worksheet

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

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- Use alternative response worksheet

**Original Outcome:** (What was the original outcome?)

**Desired Outcome:** (Using these new alternatives, what would you like the outcome to be in the future?)
Pleasant Activities

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

©Headington Institute

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).

<table>
<thead>
<tr>
<th>Physical</th>
<th>Emotional and relational</th>
<th>Spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular exercise</td>
<td>Nurturing relationships</td>
<td>Knowing your values: Where do you tend to find meaning and purpose in life?</td>
</tr>
<tr>
<td>Sleep</td>
<td>Contact with home/friends through email, phone, tapes</td>
<td>Participating in a community of meaning and purpose</td>
</tr>
<tr>
<td>Healthy eating</td>
<td>Talking</td>
<td>Regular times of prayer, reading, meditation</td>
</tr>
<tr>
<td>Drinking enough water</td>
<td>Humor</td>
<td>Spiritually meaningful conversations</td>
</tr>
<tr>
<td>Humor and laughter</td>
<td>Ongoing support group</td>
<td>Singing or listening to meaningful music</td>
</tr>
<tr>
<td>Limit your consumption of alcohol</td>
<td>Reflection: journaling, writing, meditating, poetry</td>
<td>Contact with religious leaders or inspiring individuals</td>
</tr>
<tr>
<td>Pilates or yoga</td>
<td>Creative activity such as drawing, sculpting, cooking, painting and photography</td>
<td>Time with art, nature or music</td>
</tr>
<tr>
<td>Relaxation techniques (such as progressive muscle relaxation, diaphragmatic breathing, visualization and meditation)</td>
<td>Movies, books, music</td>
<td>Solitude</td>
</tr>
<tr>
<td>Massage, whirlpool, sauna</td>
<td>Having balanced priorities</td>
<td></td>
</tr>
<tr>
<td>Repetitive activities (such as cross-stitching, walking, quilting, drawing and cooking)</td>
<td>Understanding traumatic stress and have realistic expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling</td>
<td></td>
</tr>
</tbody>
</table>
Putting it all Together: 
My Plan for Managing Anxiety

1. My primary anxiety symptoms include: (pg. 11)
   a. Emotional:
   
   b. Physical:
   
   c. Cognitive:
   
   d. Behavioral:

2. Some of my unhelpful ways of thinking are: (e.g., all or nothing thinking, catastrophizing, etc.) (pg. 20)

3. My situational and cognitive triggers are: (e.g., unfamiliar situations, negative thoughts, etc.) (pg. 21, 23-24)

4. The most helpful grounding techniques (pg. 41-42):

5. The most helpful relaxation exercise:
6. The best time and place to practice relaxation exercises:

7. When I feel overwhelmed, it is helpful for me to: (pg. 30-31, 35, 43)

8. Positive changes I can make to help my sleep include: (e.g., no TV 30 minutes before bed, wake up at the same time daily, turn phone off, etc.)

9. MY GOALS: Name 2 goals you would like to achieve over the next few months, related to anxiety and self-care. Think: specific, achievable, and measurable.
   a. Name 2 goals you would like to achieve related to ANXIETY (e.g., Thinking about the strategies you find most helpful, what would you like to try, how often, when, etc.)
      i. ____________________________________________________________________
      ii. ____________________________________________________________________
   b. Name 2 goals you would like to achieve related to SELF-CARE: (What will your self-care look like over the next few months? These could be goals related to nutrition, exercise, sleep, schoolwork, leisure activities, etc.)
      i. ____________________________________________________________________
      ii. ____________________________________________________________________

10. Reminder about plan and goals:
    _______________________________________________________________________
    _______________________________________________________________________
    _______________________________________________________________________
    _______________________________________________________________________
APPENDIX
# Stress versus Anxiety

<table>
<thead>
<tr>
<th>Everyday Anxiety (Stress)</th>
<th>Anxiety Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>In response to a known environmental factor</td>
<td>In response to an unknown source or in response to the experience of stress</td>
</tr>
<tr>
<td>Symptoms go away when the stressor goes away</td>
<td>Symptoms remain despite no identifiable stressor</td>
</tr>
<tr>
<td>Worry about living away from home for the first time, passing a class, a romantic breakup, or other important life events</td>
<td>Constant and unsubstantiated worry that causes significant distress and interferes with your daily life</td>
</tr>
<tr>
<td>Embarrassment or self-consciousness in an uncomfortable or awkward social situation; feeling nervous about meeting new people</td>
<td>Avoidance of social situations due to fear of being judged, embarrassed, or humiliated</td>
</tr>
<tr>
<td>Feeling nervous or sweating before a big test, class presentation, stage performance, or other significant event</td>
<td>Panic attacks that seem out of the blue and preoccupation with the fear of having another one</td>
</tr>
<tr>
<td>Realistic fear of a dangerous object, place, or situation (e.g. fear of poisonous snakes)</td>
<td>Irrational fear or avoidance of an object, place, or situation that poses little or no threat of danger (e.g. fear of elevators)</td>
</tr>
<tr>
<td>Making sure that you are healthy and living in a safe environment</td>
<td>Performing uncontrollable repetitive actions, such as excessive cleaning, checking, touching or arranging</td>
</tr>
</tbody>
</table>

Adapted from: http://www.adaa.org/understanding-anxiety
Understanding Anxiety Disorders

While anxiety is a normal and adaptive experience for everyone, anxiety 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 anxiety disorders include:

**Generalized Anxiety Disorder:** Chronic and unrealistic worry that feels difficult to control about everyday things (i.e., things that do not worry most people)

**Social Anxiety Disorder:** Chronic worry solely related to social situations

**Panic Disorder:** Characterized by episodes of “panic” that include things like: adrenaline surge, fear of losing control, chest pain, racing heart, shortness of breath, dizziness

**Phobias:** Specific fears that are excessive in nature and often lead to avoiding that which is feared (e.g., public speaking, heights, tunnels, etc.)

**Obsessive-Compulsive Disorder:** Excessive rumination (thinking) with repetitive behaviors to reduce anxiety
**Grounding Exercises**

When people become overwhelmed with distressing thoughts or feelings, including intense anxiety, activities that keep your mind and body connected (called “grounding”) can be helpful in regaining a sense of stability and mental focus. The following are a number of grounding exercises to choose from to help firmly anchor you in the present moment and provide you with space to choose where to focus your energy. *You may need to try multiple different exercises to find one or two that work best for you.*

1. Remind yourself of who you are now. State your name, age and where you are right now.

2. Take ten slow deep breaths. Focus your attention on each breath on the way in and on the way out. Say the number of the breath to yourself as you exhale.

3. Splash water on your face or place a cool wet cloth on your face.

4. Pay purposeful attention as you hold a cold (non-alcoholic) beverage in your hands. Feel the coldness, and the wetness on the outside. Note the taste as you drink. You can also do this exercise with a warm beverage.

5. Find a “grounding object” to hold, look at, listen to, and/or smell. This could be a soft object such as a pillow or stuffed animal, a smooth stone you found on the beach, a picture of a beautiful scene or loved one, and/or any other object that represents safety or comfort.

6. Listen to music. Pay close attention and listen for something new or different.

7. If you wake up suddenly during the night and feel disoriented or distressed, remind yourself who you are and where you are. Look around the room and notice familiar objects and name them. Feel the bed you are lying on, the softness of the sheets or blankets, the warmth or coldness of the air, and notice any sounds you hear. Remind yourself that you are safe.
8. Feel the clothes on your body, whether your arms and legs are covered or not, and the sensation of your clothes as you move in them.

9. While sitting, feel the chair under you and the weight of your body and legs pressing down on it.

10. If you are lying down, feel the contact between your head, your body and your legs, as they touch the surface you are lying on. Starting from your head, notice how each part feels, all the way down to your feet, on the soft or hard surface.

11. Stop, look, and listen. Notice and name what you can see and hear nearby and in the distance.

12. Look around you, notice what is front of you and to each side, name first large objects and then smaller ones.

13. Get up, walk around, take your time to notice each step as you take one then another.

14. If you can, step outside, notice the temperature, the sounds around you, the ground under your feet, the smell in the air, etc.

15. “54321” Grounding Exercise:
   - Name 5 things you can see in the room with you.
   - Name 4 things you can feel (tactile; e.g. “chair on my back” or “feet on floor”)
   - Name 3 things you can hear right now
   - Name 2 things you can smell right now
   - Name 1 good thing about yourself

16. Write and/or say grounding statements
   - This situation won’t last forever
   - This too shall pass.
   - I can ride this out and not let it get me down.
   - My anxiety/fear/sadness won’t kill me; it just doesn’t feel good right now.
   - These are just my feelings and eventually they’ll go away.

Breathing Exercises

Belly (or Diaphragmatic) Breathing
You can do this exercise in any position, but it is helpful to do this exercise while lying down when first learning belly breathing.

1. Lie comfortably on your back, with a pillow under your head, your knees bent and your back flat. You can stretch your legs out if that’s more comfortable.
2. Place one hand on your belly and one hand on your upper chest.
3. Inhale slowly and expand your belly as you breathe so that your lower hand moves with your belly. The hand on your chest should remain as still as possible.
4. Slowly exhale, focusing on the movement of your belly and lower hand as it returns to its original position.
5. Repeat steps 3 & 4 for several minutes, always focusing on the movement of the belly as you breathe. If your mind wanders, gently bring your attention back to your breathing.

Breath-Counting Exercise
This exercise focuses on the use of counting with the rhythm of the breath. Start with a short period of time and gradually increase the time. Set a timer so that you do not have to worry about when to stop.

1. Find a comfortable position. Take several deep breaths and settle into yourself. You may either close your eyes or keep them open, depending on your own comfort. If you keep them open, fix them on an object or a spot on the floor about four feet in front of you. Your eyes may be either focused or unfocused.
2. Take deep, comfortable breaths. Notice your inhalation. The pause between inhaling and exhaling, your exhalation, and the pause before starting again.
3. As you inhale, count, “one...” As you exhale, count, “two...” Inhale, “three...” Exhale, “four...” Continue until you reach 10 then start over.
4. If you lose count, simply begin with “one” on your next inhalation.
5. If you notice your mind has wandered, gently notice this, and return your focus back to counting your breath.
6. If you notice any body sensations catching your attention, focus on that sensation until it fades. Then return your attention back to counting your breaths.
Online Resources

90:10 The Single Most Important Thing You Can Do For Your Stress
https://www.youtube.com/watch?v=l6402Qlp52M

Mayo Clinic Stress Reduction Website
http://www.mayoclinic.com/health/mindfulness-exercises/MY02124

Meditation Oasis www.meditationoasis.com

Mindful www.mindful.org


UCLA Mindful Awareness Research Center- Guided Medications
http://marc.ucla.edu/body.cfm?id=22

Mindfulness Empowers Us
https://www.youtube.com/watch?v=vzKryaN44ss

What is Mindfulness?
https://youtu.be/AWJUv1lH-Ng

Why Mindfulness is a Superpower
https://youtu.be/w6T02g5hnT4

Apps for your Smartphone, Tablet, or Computer

<table>
<thead>
<tr>
<th>ACT Coach</th>
<th>Mindfulness Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathe2relax</td>
<td>Mindshift</td>
</tr>
<tr>
<td>Breathing techniques by Hemalayaa</td>
<td>T2 Mood Tracker</td>
</tr>
<tr>
<td>CBTi-Coach</td>
<td>Take a break!</td>
</tr>
</tbody>
</table>
**Books for Further Reading**

The Anxiety and Phobia Workbook by Bourne (2011)
The Anxiety and Worry Workbook by Clark & Beck (2012)
Get Out of Your Mind and Into Your Life by Hayes & Smith (2005)
Self-Esteem by McKay and Fanning (2005)
The Mindful Way Workbook by Teasdale, Williams, Segal, & Kabat-Zinn (2014)
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
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- Room108
  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!