

## Summary of Session 1: Overview of PTSD and CPT

- 1. Administer the PCL-5 (monthly version) before the start of this session, collect & review.**  
Set agenda (5 minutes)
- 2. Describe symptoms of PTSD and theory of why some people get stuck in recovery (10 minutes)**
  - PTSD Symptoms: Functional Model (**Handout 5.1**)
    - If trauma is severe enough, PTSD symptoms are normal reactions, which include:
      - Intrusive Symptoms: thoughts, dreams, flashbacks
      - Arousal: sleep, irritability/anger, concentration, hypervigilance, startle
      - Autobiographical memory/Thoughts and emotions about the trauma: guilt, anger, self-blame
      - Avoidance: thoughts, places/activities/people, alcohol, staying as busy as possible, physical symptoms, avoiding therapy or practice assignments.
  - Recovery or Non-recovery from Trauma – How people get stuck in recovery
    - Fight/flight, freeze
    - Role of Avoidance in maintaining PTSD symptoms
- 3. Describe cognitive theory (5 minutes)**
  - Belief structure: categories—just world, good things to good people, etc.
  - Change memories to fit existing beliefs (*assimilation*)
    - [do not use terms *assimilation/over-accommodation* with clients]
  - Change beliefs about the world (*accommodation/over-accommodation*)
  - Stuck Points - Introduce What Are Stuck Points? (**Handout 5.2**)
- 4. Discuss the role of emotions in trauma recovery (5 minutes)**
  - Two types of emotions that follow trauma: natural and manufactured
- 5. Briefly review the index trauma (5 minutes)**
- 6. Describe the overall course of therapy (10 minutes)**
  - Importance of practice and not avoiding
  - 1<sup>st</sup> half of treatment focus on trauma and what you are saying to yourself
  - Learn skills to tell the difference between a fact and a thought and ask yourself questions about your thoughts.
  - Learn to use worksheets to examine thoughts
  - Anticipate avoidance
  - Note importance of compliance with attendance and practice assignments
  - Refer to Stuck Points and Stuck Point log for future
  - In the 2<sup>nd</sup> half of therapy, address themes impacted by trauma: safety, trust, power/control, esteem and intimacy
- 7. Assign practice and problem solve re: completion (Handout 5.3) (5 minutes)**
  - Write Impact Statement
  - Read over handouts on PTSD symptoms and Stuck Points (**Handouts 5.1 and 5.2**)
- 8. Check the client's reactions to the session & practice assignment (5 minutes)**

## **Summary of Session 2:** **Examining the Impact of Trauma**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Have client read Impact Statement aloud (5 minutes)**
  - If practice not written, address nonadherence to the assignment (do this for all practice assignments in CPT). Also, have client describe meaning of event orally and reassign impact statement.
- 3. Discuss meaning of Impact Statement with patient & identify Stuck Points (10 minutes)**
  - Begin to identify Stuck Points & add Stuck Points to the Stuck Point Log (**Handout 6.1**)
  - Review major issues to be focused on in treatment
  - Therapist looks for the following: (do not use these terms with client)
    - **Assimilation** (changing memories to fit beliefs)
    - **Over-accommodation** (going overboard on changing beliefs as a result of memories)
    - **Accommodation** (changing beliefs about the world and events...this is desirable)
- 4. Examine connections among events, thoughts, and feelings (Handout 6.2) (10 minutes)**
  - Basic emotions: angry, disgusted, sad, scared, happy
  - Combined: jealous = mad + scared
  - Varying intensity: irritated/angry/enraged
  - 'Manufactured' emotions (based on our thoughts): guilt, shame.
  - Patient examples of own feelings, including physical sensations
  - Interpretation of events/self-talk affecting feelings (snubbed on street), alternatives
  - Go back to Impact Statement for personal application to practice labelling emotions and noticing the connection between thoughts and feelings
- 5. Introduce A-B-C Worksheets and fill one out together (Handout 6.3) (5 minutes)**
- 6. Describing Stuck Points more fully (5 minutes)**
  - Describing them in routine examples and trauma related events
  - Introduce Stuck Point Help Sheet (**Handout 6.4**)
    - (Utilize Therapist Stuck Point Guide as reference – Figure 6.1)
- 7. Assign practice (Handout 6.5) (5 minutes)**
  - Complete A-B-C Worksheets to become aware of connection among events, thoughts, feelings, and behavior
  - At least one A-B-C Worksheet each day (as soon after an event as possible), at least one worksheet directly about the Index Trauma
  - Add to Stuck Point Log
  - If the client did not write Impact Statement, re-assign this in addition to completion of ABC Worksheets
- 8. Check-in re: client's reactions to session & practice assignment (5 minutes)**

\*\* Therapist should make a copy of the Stuck Point log to hold on to\*\*

## **Summary of Session 3:** **Working with Events, Thoughts, and Feelings**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review completion of practice assignments. (5 minutes)**
  - If impact statement was not completed for Session 2, but was for session 3, therapist should have client read it aloud and find any new Stuck Points.
  - If the client has not done any assignments, address nonadherence.
- 3. Review A-B-C Worksheets, assist in labeling thoughts and feelings in response to events (15 minutes)**
  - If worksheets completed, praise efforts and provide any corrections in a low key manner
  - Label thoughts vs. emotions
  - Recognize changing thoughts can change intensity of type of feelings
    - Begin challenging self-blame and guilt
  - Point out mismatches:
    - Dominant emotion(s)? - Emotions follow thoughts?
    - Dominant thought(s)? - Thoughts and emotional intensity match?
  - Look for Stuck Points, add them to the log, and use Socratic questioning to help patient identify alternative hypotheses
- 4. Discuss the A-B-C Worksheet related to trauma to challenge assimilated thoughts (15 minutes)**
  - Do one together if patient did not complete
  - Focus on identifying assimilated Stuck Points
  - Challenge the assimilated Stuck Point (e.g., self-blame) using Socratic questioning
- 5. Assign practice (Handout 6.6) (5 minutes)**
  - Daily completion of A-B-C Worksheets - at least one per day on the index trauma or other traumas
  - Additional worksheets can be on day-to-day events
- 6. Check-in re: client's reactions to session & practice assignment (5 minutes)**

## **Summary of Session 4:** **Examining the Index Event**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review A-B-C Worksheets, prioritizing assimilated thoughts (10 minutes)**
  - Add any new Stuck Points to the Stuck Point Log
  - Ensure emotions are accurately labeled
- 3. Address client's assimilated Stuck Points using Socratic dialogue to clarify and examine. (10 minutes)**
  - Identify context of trauma (use of clarifying questions)  
e.g., What else might you have done? And what might have happened then?
  - Discuss hindsight bias and outcome based reasoning
- 4. Explain difference between responsibility and blame (5 minutes)**
  - Introduce Levels of Responsibility Handout (**Handout 7.1**)
  - Help client differentiate among blame/intent, responsibility, and the unforeseeable
- 5. Introduce Challenging Questions Worksheet (Handout 7.2) to help patient challenge Stuck Points (10 minutes)**
  - Go through blank question worksheet
  - Go through example worksheets (**Handout 7.2A and 7.2B**)
  - Review the Guide for the Challenging Questions Worksheet (**Handout 7.3**)
  - Choose a Stuck Point to begin addressing with these questions (a focus on assimilation is helpful at this point in the therapy)
- 6. Assign practice (Handout 7.4) (5 minutes)**
  - Daily completion of the Challenging Questions Worksheet, using one Stuck Point a day
- 7. Check-in re: client's reactions to session & practice assignment (5 minutes)**

## **Summary of Session 5:** **Using the Challenging Questions Worksheet**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review Challenging Questions Worksheet (25 minutes)**
  - Assist client in answering questions they had difficulty answering
  - Assist client to analyze and confront Stuck Points
  - Focus on assimilated Stuck Points first. Even if assimilated Stuck Points are resolved, complete a challenging questions work to reinforce.
  - Use of Socratic Dialogue to help client elaborate.
- 3. Introduce Patterns of Problematic Thinking Worksheet (10 minutes)**
  - Go over blank handout (**Handout 7.5**)
  - Go over example (**Handout 7.5A**)
  - Questions to consider or address: Does the patient have tendency toward particular patterns of problematic thinking?
  - Help client generate more possible examples of problematic thinking patterns, trauma and non-trauma-related, using the Patterns of Problematic Thinking Worksheet
  - Describe how these patterns become automatic, creating negative feelings (use example) or causing people to engage in self-defeating behavior (use example)
    - What other events in your life has this kind of thinking affected?
    - Over-accommodation?
  - Shift to client taking over Socratic questioning of self; be supportive/consultative
- 4. Assign practice (Handout 7.6) (5 minutes)**
  - Identify Stuck Points and find examples for each Patterns of Problematic Thinking Worksheet.
  - Notice and write down new examples experienced each day. Look for patterns. Look for ways your reactions to events have been affected by your past bad experiences and the habitual patterns that have developed after them.
- 5. Check-in re: client's reactions to session & practice assignment (5 minutes)**

**Summary of Session 6:**  
**Patterns of Problematic Thinking Worksheet**  
**and Introduction to Challenging Beliefs Worksheet**

**1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**

- Mid-protocol assessment of treatment response.
- If symptoms are still elevated, look for factors that might be interfering with progress (e.g., assimilated Stuck Points still stuck, previously undisclosed aspects of the trauma, a different trauma).
- Review item-level responses to see where still stuck and ensure that PCL is anchored to the trauma and not responding as a measure of general distress.

**2. Review Patterns of Problematic Thinking Worksheet (10 minutes)**

- Questions to consider or address:
  - Does client have strong tendencies toward particular patterns?
  - Discuss how these patterns may have affected his/her reactions to the trauma
  - Replace with other, more adaptive, cognitions

**3. Introduce Challenging Beliefs Worksheet (Handout 8.1) (15 minutes)**

- Point out that much of this is familiar from previous worksheets
  - Starts with ABC Worksheet
    - Rate strength of belief (0%–100%)
    - Rate strength of emotion (0%–100%)
  - Prompts from Challenging Questions Worksheet
  - Prompts from Patterns of Problematic Thinking Worksheet
  - Generate new, balanced, evidence-based statement

**4. Practice Challenging Beliefs Worksheet with a Stuck Point from the Stuck Point log (10 minutes)**

- Prioritize assimilated Stuck Points

**5. Assign practice (Handout 8.2). (5 minutes)**

- Use the Challenging Beliefs Worksheet each day to confront and analyze your Stuck Points
- Help the client choose Stuck Points to work on and write them down on copies of Challenging Belief Worksheets.
- Provide example Challenging Beliefs Worksheets relevant to client's own situation (**Handouts 8.1a-8.1e**).

**6. Check-in re: client's reactions to session & practice assignment (5 minutes)**

## **Summary of Session 7:** **Challenging Beliefs Worksheets and Introduction to Modules**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review the Client's Challenging Beliefs Worksheets (20 minutes)**
  - Help the client to complete practice, if necessary
  - Discuss success or problems in changing cognitions
  - Help the client confront problematic cognitions if unable to modify on their own
- 3. Provide an overview of the five specific themes/modules (5 minutes)**
  - Five themes: safety, trust, power/control, esteem, intimacy
  - Prior/after: How did trauma affect beliefs about \_\_\_\_\_ for self? For others?
  - If Stuck Point → worksheet
  - Help the client begin to introduce more moderate self-statements
- 4. Introduce first of five problem areas: Safety issues related to self and others (Handout 8.3) (10 minutes)**
  - Identify negative beliefs about relative safety of others and ability to protect oneself from harm
  - Recognize how beliefs influence behavior/avoidance
  - Differentiate prudent safety practices from fear-based avoidance
  - Practice Challenging Beliefs Worksheet by introducing one on a safety-related Stuck Point (which may be completed for practice)
- 5. Assign practice (Handout 8.4) (5 minutes)**
  - Use the Challenging Beliefs Worksheet each day to confront and analyze your Stuck Points — complete at least one related to safety.
  - Read over the Safety Issues Module (**Handout 8.3**)
- 6. Check-in re: patient's reactions to session & practice assignment (5 minutes)**

## **Summary of Session 8:** **Processing Safety and Introducing Trust**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review the client's Challenging Beliefs Worksheets related to the Safety theme and to other Stuck Points. (25 minutes)**
  - Help patient confront problematic cognitions and generate alternative beliefs using the Challenging Beliefs Worksheet
    - Help the client to complete practice, if necessary
    - Discuss success or problems in changing cognitions
  - Review Safety Module; focus on client's self- or other- safety issues
    - Probability: Low vs. high = reality vs. fear
    - Differences between "could " and "will"
    - Calculate %'s
- 3. Introduce second of five problem areas: Trust issues related to self and others (Handout 9.1) (10 minutes)**
  - Self-trust = belief you can trust or rely on your own judgments and decisions
  - After trauma, many begin to second-guess own judgment about
    - Being there in the first place: *"Did I do something to 'ask for it'?"*
    - Own behavior during event: *"Why didn't I \_\_\_\_\_ when it was happening?"*
    - Ability to judge character: *"I should have known \_\_\_\_\_ about him."*
  - Trust in others is also frequently disrupted after a trauma
    - Betrayal if perpetrator was trusted
    - Betrayal if others don't give belief or support
    - Rejection if others can't tolerate what happened and withdraw
  - Compare trust in self/others before/after
- 4. Assign practice (Handout 9.2) (5 minutes)**
  - Use the Challenging Beliefs Worksheet each day to confront and analyze your Stuck Points — complete at least one related to trust.
  - Read over the Trust Issues Module (**Handout 9.1**)
- 5. Check-in re: client's reactions to session & practice assignment (5 minutes)**



## **Summary of Session 9:** **Processing Trust and Introducing Power/Control**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review the client's Challenging Beliefs Worksheets related to the Trust theme and to other Stuck Points (25 minutes)**
  - Help patient confront problematic cognitions and generate alternative beliefs using the Challenging Beliefs Worksheet
    - Help the client to complete practice, if necessary
    - Discuss success or problems in changing cognitions
  - Review Trust Module; focus on client's self- or other- trust issues
    - Trust falls on a continuum, not "all or none"
    - Different kinds of trust: with money vs. with a secret
    - Use of Trust Star Worksheet (**Handout 9.3 and 9.3a**) (in session or for practice assignment)
    - Discuss client's social support systems (family and friends): their response to trauma may be protecting themselves from emotions/helplessness/vulnerability, inadequacy/ignorance—not rejection
- 3. Introduce third of five problem areas: Power/control issues related to self and others (Handout 9.4) (10 minutes)**
  - Self-power (self-efficacy)
  - People naturally expect they can solve problems and meet new challenges
  - Traumatized people often try to control everything—to stay safe
  - Lack of TOTAL CONTROL may feel like NO CONTROL
  - Power/control falls on a continuum and is multidimensional – “Control with regard to what? Getting dressed each day? Your children? etc.”
  - Power over others:
    - Need to control may spill into relationships, ruining old ones and preventing new ones
- 4. Assign practice (Handout 9.5) (5 minutes)**
  - Use the Challenging Beliefs Worksheet each day to confront and analyze your Stuck Points — complete at least one related to power/control.
  - Complete a Trust Star Worksheet (**Handout 9.3**) about someone in your life (if not completed in session)
  - Read over the Power/Control Issues Module (**Handout 9.4**)
- 5. Check-in re: client's reactions to session & practice assignment (5 minutes)**

## **Summary of Session 10:** **Processing Power/Control and Introducing Esteem**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review the client's Trust Star Worksheet as well as the Challenging Beliefs worksheets related to the Power/Control theme and to other Stuck Points. (15 minutes)**
  - Review Trust Star Diagram, if assigned
  - Help client gain a *balanced* view of power/control
    - No such thing as total control, but not completely helpless either
  - Address anger issues:
    - Over-arousal, lack of sleep, increased startled reactions can impact anger
    - "Stuffed" when unable to express at time of event
    - Anger vs. aggression (not the same thing)—can come out on family
    - Anger at self for "should have done's"
    - Innocence/responsibility/intentionality
    - Is described by others as a "control freak"
- 3. Review Ways of Giving and Taking Power Handout (Handout 9.6) (10 minutes)**
  - Use handout to generate any additional power/control Stuck Points for Stuck Point log
- 4. Introduce fourth of five problem areas: Esteem issues related to self and others (Handout 9.7) (10 minutes)**
  - Review Esteem Module; self and others
  - Explore client's self-esteem before event and impact after
- 5. Assign practice (Handout 9.8) (5 minutes)**
  - Use the Challenging Beliefs Worksheet each day to confront and analyze your Stuck Points — complete at least one related to esteem.
  - Read over the Esteem Module (Handout 9.7)
  - Practice giving and receiving compliments daily
  - Do at least one nice thing for self each day
- 6. Check-in re: client's reactions to session & practice assignment (5 minutes)**

## Summary of Session 11: Review of Esteem and Introducing Intimacy

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review the client's Challenging Beliefs Worksheets related to the Esteem theme and to other Stuck Points (15 minutes)**
  - Does client believe she is permanently damaged as a result of the trauma?
  - Perfectionist? Does client believe he/she made a mistake?
  - Esteem for others—overgeneralize disregard to whole groups?
- 3. Discuss patient's reactions to giving and receiving compliments and engaging in a pleasant activity (5 minutes)**
  - Reinforce—How did it go? Did it trigger any new Stuck Points?
  - Compliments/Pleasant Activities
    - What happened?                                 - Like it?
    - Able to hear for self?                           - Feel you deserved it?
    - Recipients pleased?                             - Feel guilty?
    - Continue to talk?                                 - Encourage *more* and enjoy!
- 4. Discuss therapy termination (5 minutes)**
  - Discuss if there are any Stuck Points about ending therapy
- 5. Introduce fifth of five problem areas: Intimacy issues related to self and others (Handout 10.1) (10 minutes)**
  - How have relationships been affected by the trauma?
  - Self-intimacy—ability to calm and soothe oneself?
  - How were these both *before* and *after*?
  - Any problems: e.g., food? alcohol? spending?
- 5. Assign practice (Handout 10.2) (5 minutes)**
  - Use the Challenging Beliefs Worksheet each day to confront and analyze your Stuck Points — complete at least one related to intimacy.
  - Read over Intimacy Module (**Handout 10.1**)
  - Write New Impact Statement (discuss the purpose of this)
  - Continue to give and receive compliments
  - Continue to do at least one nice thing for self each day
- 6. Check-in re: client's reactions to session & practice assignment (5 minutes)**

## **Summary of Session 12:**

### **Processing Intimacy and the Final Impact Statement**

- 1. Administer PCL-5 (in waiting room if possible), collect & review. Set agenda. (5 minutes)**
- 2. Review the client's Challenging Beliefs Worksheets related to the Intimacy theme and to other Stuck Points (15 minutes)**
  - Focus on development and maintenance of *relationships*
    - Be watchful for deficits in self-soothing (Food? Alcohol? Spending?)
    - Intimacy
    - Interpersonal Intimacy—emotional closeness, withdrawal from others, remaining in unhealthy relationships
    - Sexual Intimacy—desire, physical cueing (triggers)
- 3. Review Client's New and Original Impact Statement (15 minutes)**
  - Client to read New Impact Statement aloud and go over its meaning
  - Therapist to read aloud original Impact Statement
  - Compare the two
  - Note how beliefs have changed by work in therapy in only a short period
  - Reinforce client's progress as a result of the work done
  - Any remaining distortions or problematic beliefs?
- 4. Involve patient in reviewing the course of treatment and patient's progress (10 minutes)**
  - Review concepts and skills
  - Client to reflect on own good work, progress, and changes made
  - Patient to take credit for facing and dealing with difficult and traumatic event
  - Continuing success depends on patient's continuing practice of skills learned
- 5. Help patient identify goals for the future and delineate strategies for meeting them (5 minutes)**
  - Also remind patient that he is taking over as therapist now and should continue to use the skills that he has learned
  - Set up follow up appointment in month or two, having client bring worksheets they continue to complete

## **Quick Guide to Patient Handouts for Each CPT Session**

- **Before starting**  
Handout 4.1 CPT for PTSD Contract (double-sided) – 1 copy
- **Session 1**  
Handout 3.1 PCL-5 Monthly – 1 copy  
Handout 3.2 PHQ-9 (if applicable) – 1 copy  
Handout 5.1 Functional Model – 1 copy  
Handout 5.2 What are Stuck Points? – 1 copy  
Handout 5.3 Practice Assignment after Session 1 – 1 copy
- **Session 2**  
Handout 3.1 PCL-5 Weekly – 1 copy  
Handout 3.2 PHQ-9 (if applicable) – 1 copy  
Handout 6.1 Stuck Point Log – 1 copy  
Handout 6.2 Identifying Emotions – 1 copy  
Handout 6.3 ABC Worksheet – 8 copies  
Handout 6.3A, 6.3B, 6.3C – Sample ABC Worksheets – 1 copy each  
Handout 6.4 Stuck Point Help Sheet – 1 copy  
Handout 6.5 Practice Assignment after Session 2 – 1 copy
- **Session 3**  
Handout 3.1 PCL-5 Weekly – 1 copy  
Handout 3.2 PHQ-9 (if applicable) – 1 copy  
Handout 6.3 ABC Worksheet – 8 copies  
Handout 6.6 Practice Assignment after Session 3 – 1 copy
- **Session 4**  
Handout 3.1 PCL-5 Weekly – 1 copy  
Handout 3.2 PHQ-9 (if applicable) – 1 copy  
Handout 7.1 Levels of Responsibility – 1 copy  
Handout 7.2 Challenging Questions Worksheet (double-sided) - 8 copies  
Handout 7.2A, 7.2B Sample Challenging Questions Worksheets (double-sided) – 1 copy each  
Handout 7.3 Guide for the Challenging Questions Worksheet (double-sided) – 1 copy  
Handout 7.4 Practice Assignment after Session 4 – 1 copy
- **Session 5**  
Handout 3.1 PCL-5 Weekly – 1 copy  
Handout 3.2 PHQ-9 (if applicable) – 1 copy  
Handout 7.5 Patterns of Problematic Thinking Worksheet – 8 copies  
Handout 7.5A Sample Patterns of Problematic Thinking Worksheet – 1 copy  
Handout 7.6 Practice Assignment after Session 5 – 1 copy
- **Session 6**  
Handout 3.1 PCL-5 Weekly – 1 copy  
Handout 3.2 PHQ-9 (if applicable) – 1 copy  
Handout 8.1 Challenging Beliefs Worksheet – 8 copies  
Handout 8.1A, 8.1B, 8.1C, 8.1D, 8.1E Sample Challenging Beliefs Worksheet – 1 copy each  
Handout 8.2 Practice Assignment after Session 6 – 1 copy

## **Quick Guide to Patient Handouts for Each Session (continued)**

### ➤ **Session 7**

- Handout 3.1 PCL-5 Weekly – 1 copy
- Handout 3.2 PHQ-9 (if applicable) – 1 copy
- Handout 8.1 Challenging Beliefs Worksheet – 8 copies
- Handout 8.3 Safety Issues Module (double-sided) – 1 copy
- Handout 8.4 Practice Assignment after Session 7 – 1 copy

### ➤ **Session 8**

- Handout 3.1 PCL-5 Weekly – 1 copy
- Handout 3.2 PHQ-9 (if applicable) – 1 copy
- Handout 8.1 Challenging Beliefs Worksheet – 8 copies
- Handout 9.1 Trust Issues Module (2 pages double-sided) – 1 copy
- Handout 9.2 Practice Assignment after Session 8 – 1 copy

### ➤ **Session 9**

- Handout 3.1 PCL-5 Weekly – 1 copy
- Handout 3.2 PHQ-9 (if applicable) – 1 copy
- Handout 8.1 Challenging Beliefs Worksheet – 8 copies
- Handout 9.3 Trust Star Worksheet – 1 copy
- Handout 9.3A Sample Trust Star Worksheet – 1 copy
- Handout 9.4 Power/Control Issues Module (2 pages double-sided) – 1 copy
- Handout 9.5 Practice Assignment after Session 9 – 1 copy

### ➤ **Session 10**

- Handout 3.1 PCL-5 Weekly – 1 copy
- Handout 3.2 PHQ-9 (if applicable) – 1 copy
- Handout 8.1 Challenging Beliefs Worksheet – 8 copies
- Handout 9.6 Ways of Giving and Taking Power – 1 copy
- Handout 9.7 Esteem Issues Module (2 pages double-sided) – 1 copy
- Handout 9.8 Practice Assignment after Session 10 – 1 copy

### ➤ **Session 11**

- Handout 3.1 PCL-5 Weekly – 1 copy
- Handout 3.2 PHQ-9 (if applicable) – 1 copy
- Handout 8.1 Challenging Beliefs Worksheet – 8 copies
- Handout 10.1 Intimacy Issues Module (2 pages double-sided) – 1 copy
- Handout 10.2 Practice Assignment after Session 11 – 1 copy

### ➤ **Session 12**

- Handout 3.1 PCL-5 Weekly – 1 copy
- Handout 3.2 PHQ-9 (if applicable) – 1 copy
- Handout 8.1 Challenging Beliefs Worksheet – 8 copies