

## Social Anxiety Group Outline

### Week 1:

- Introductions
- Confidentiality – goal is for members to feel safe in group
  - Do not talk about others
  - Talk about own experience with group
  - Ask members to nod their heads in agreement
- Talk about diversity among group members
  - Some members have more of a general anxiety, some have more specific anxiety
  - Important to think about own goals and different past experiences with therapy
  - Try not to compare
  - CBT can be applicable to so many different situations/issues
- Goals for group: 2-3 minutes each
- Socialize members to group cognitive therapy
- Set session agenda
- Chapter 1
  - Defining social anxiety
  - How do I know this program is for me?
  - Will this program work for me?
  - Worksheet 1.1
- Chapter 2
  - 3 components of anxiety
  - Worksheet 2.1, 2.2
  - Interaction of the 3 components
  - CBT as treatment for social anxiety
  - Worksheets 2.3, 2.4
- Assign homework – Review chapter 1 (worksheet 1.1), review chapter 2 (worksheets 2.1, 2.2, 2.3, 2.4), self-assessments
- Elicit and give feedback

### Week 2:

- Set session agenda
- Review homework
- Chapter 3
  - SASCI
  - Building a fear and avoidance hierarchy
    - “What’s going through your minds as we are discussing the hierarchy?”
    - It is normal to feel anxiety while thinking about this
    - “What were your automatic thoughts about the hierarchy?”
  - Worksheet 3.1, 3.2
- Chapter 4
  - Possible causes of social anxiety
  - Important factors in own experience of social anxiety
  - Worksheet 4.1
  - Dysfunctional thinking patterns, beliefs, and behaviors
- Assign homework – complete worksheet 2.3, review chapter 3 (worksheets 3.1, 3.2), review chapter 4 (worksheet 4.1), complete SASCI, self-assessments
- Elicit and give feedback

### Week 3:

- Set session agenda

- Review homework
- Chapter 5
  - Importance of thoughts
    - Not that it won't happen, but how to handle the situation best when it does happen
      - 1) decatastrophizing
      - 2) increasing self-confidence/empowerment
  - Relationship between events, thoughts, and feelings
  - Exploring your thoughts
  - How other people might react to our thoughts
  - Worksheet 5.1
  - Automatic thoughts
  - Thinking errors (table 5.1)
  - Finding the thinking errors in automatic thoughts
  - Worksheet 5.2
- Assign homework – complete worksheets 5.1, 5.2, complete SASCI, self-assessments
- Elicit and give feedback

#### Week 4:

- Set session agenda
- Review homework
- Chapter 6
  - Identifying AT's and thinking errors
  - Challenging automatic thoughts
  - Worksheet 6.1
  - Combating automatic thoughts with a rational response
- Assign homework – complete worksheets 6.1, 6.2, complete SASCI, self-assessments
- Elicit and give feedback

#### Week 5:

- Set session agenda
- Review homework
- Chapter 7
  - How exposure works
    - Members can use the word “challenge” or “simulation” instead of “exposure”
  - How therapeutic exposure is helpful
  - The first in-session exposure
  - Working out the details of the exposure situation
  - Do's and Don'ts of therapeutic exposure
  - After the exposure: debriefing the experience
- Assign homework – complete worksheet 7.1, complete SASCI, self-assessments
- Elicit and give feedback

#### Week 6:

- Set session agenda
- Review homework
- Chapter 8
  - How to pick situations for exposure
  - Table 8.1
  - Relationship between exposures, cognitive restructuring, and homework
  - Summary of the course of the treatment program
  - Frequently asked questions
- Assign homework – BYOCT worksheet (7.1), complete SASCI, self-assessments

- Elicit and give feedback

#### Week 7:

- Set session agenda
- Review homework
- In-session simulations
- Practice coping
- Assign homework – BYOCT worksheet (7.1), complete SASCI, self-assessments
- Elicit and give feedback

#### Week 8:

- Set session agenda
- Review homework
- Chapter 9
  - AT's about making casual conversation
  - The big impact of small talk
  - Common AT's about casual conversation
  - Example: Penny
- Assign homework – BYOCT worksheet (7.1), complete SASCI, self-assessments
- Elicit and give feedback

#### Week 9:

- Set session agenda
- Review homework
- Chapter 10
  - Common AT's related to observational fear and how to handle them
    - “My hand will shake”
    - “I’ll make a mistake”
  - Exposures for observational fears
- Assign homework – BYOCT worksheet (7.1), complete SASCI, self-assessments
- Elicit and give feedback

#### Week 10:

- Set session agenda
- Review homework
- Chapter 11
  - Example: Tom
  - Figure 11.1 – Fear and avoidance hierarchy
  - Example: LeAnn
- Assign homework – check [www.toastmasters.org](http://www.toastmasters.org) to find a community or religious organization to participate in, complete SASCI, self-assessments
- Elicit and give feedback

#### Week 11:

- Set session agenda
- Review homework
- Chapter 12
  - Looking for common themes in your AT's
  - Example: Danielle
  - Example: Brent
  - Example: Arlene
  - Discovering your core beliefs

- Worksheet 12.1
- Assign homework – complete worksheet 12.1, complete SASCI, self-assessments
- Elicit and give feedback

Week 12:

- Set session agenda
- Review homework
- Chapter 13
  - Checklist of progress so far
  - How to continue making progress
  - New situations mean new challenges
  - Worksheet 13.1
- Assign homework – complete worksheet 13.1, complete SASCI, self-assessments
- Elicit and give feedback
- Allow time for goodbyes