

Digital Hope Academy – CBT Workshop

Institute: Digital Hope Academy SMC (Private) Limited **Founder:** Amna Touqir **Today's Duration:** 3 Hours **Focus:** CBT Foundations, Cognitive Model & Practical Skills

TODAY – 3-HOUR SESSION OUTLINE

MODULE 1 – INTRODUCTION TO CBT

Time: 20 minutes

What is Cognitive Behavioral Therapy?

- History and development of CBT
- Key contributors:
 - Aaron Beck
 - Albert Ellis
 - Judith S. Beck
- CBT as a structured, goal-oriented therapy
- Role of therapist and client
- Where CBT is commonly applied

Practical Activity: Students identify one everyday situation where thoughts affected their emotions or behavior.

MODULE 2 – THE BASIC CBT MODEL

Time: 30 minutes

Situation → Thoughts → Emotions → Behaviors → Consequences

Students learn:

- Situation/Event
- Automatic Thoughts
- Emotions
- Physical reactions
- Behavioral response
- Consequences

Key Concept:

"It is not always the situation itself, but how we interpret the situation, that influences how we feel and behave."

Example: A student does not receive a reply to a message.

- **Situation:** No reply
- **Thought:** “They are ignoring me.”
- **Emotion:** Anxiety
- **Behavior:** Repeatedly checking the phone
- **Consequence:** Increased anxiety

Practical Exercise: Give students 2–3 situations and ask them to complete the CBT cycle.

MODULE 3 — COGNITIVE TRIAD

Time: 20 minutes

Introduce the three areas:

- View of Self
- View of the World
- View of the Future

Example:

- “I am not good enough.”
- “People will always reject me.”
- “My future will never improve.”

Explain how negative patterns in these three areas can contribute to psychological distress.

MODULE 4 — AUTOMATIC THOUGHTS

Time: 30 minutes

Students learn:

- What are automatic thoughts?
- How automatic thoughts develop
- Positive, negative and neutral thoughts
- Automatic thoughts vs facts
- Identifying thoughts in clinical situations

Common Automatic Thoughts

- “I will fail.”
- “Nobody likes me.”
- “Something bad will happen.”
- “I am not capable.”
- “Everyone is judging me.”

Practical Skill: Thought Detection Ask: “What went through your mind at that exact moment?” This teaches students how therapists identify automatic thoughts during assessment.

Short Break — 10 Minutes



MODULE 5 — COGNITIVE DISTORTIONS

Time: 35 minutes

Introduce the most important distortions:

- All-or-Nothing Thinking
- Overgeneralization
- Mental Filter
- Discounting the Positive
- Mind Reading
- Fortune Telling
- Catastrophizing
- Emotional Reasoning
- Should Statements
- Personalization
- Labeling

Practical Activity Give examples and ask students: “Which cognitive distortion is present?”

Example: “I failed one exam, so I am a complete failure.” **Answer:** Overgeneralization / Labeling

MODULE 6 — INTRODUCTION TO COGNITIVE RESTRUCTURING

Time: 25 minutes

Teach the basic process: Identify → Examine → Challenge → Reframe

Students learn to ask:

- What is the evidence for this thought?
- What is the evidence against it?
- Is there another possible explanation?
- Am I assuming something?
- What would I say to a friend in the same situation?
- Is this thought helpful or harmful?

Example

- **Automatic Thought:** “I will definitely fail.”
- **Balanced Thought:** “I am worried about failing, but I have prepared and I can take practical steps to improve my performance.”

MODULE 7 — MINI CASE FORMULATION

Time: 20 minutes

Give students a simple case: **Case:** A university student avoids presentations because she believes: “Everyone will laugh at me if I make a mistake.”

Students identify:



- Situation
- Automatic thought
- Emotion
- Behavior
- Cognitive distortion
- Possible balanced thought

Then discuss the therapist's possible intervention.

MODULE 8 — THERAPIST'S BASIC CBT SKILLS

Time: 10 minutes

Introduce:

- Active listening
- Socratic questioning
- Empathy
- Guided discovery
- Collaborative empiricism
- Goal setting
- Homework assignments
- Thought records

Emphasize: CBT is collaborative — the therapist does not simply tell the client what to think.

FINAL 10 MINUTES — RECAP & STUDENT CHALLENGE

Ask students:

- What is CBT?
- What is an automatic thought?
- What is the CBT cycle?
- What is a cognitive distortion?
- What is cognitive restructuring?
- Why should therapists distinguish thoughts from facts?

Today's Core Formula Situation → Automatic Thought → Emotion → Behavior → Consequence

And: Identify → Examine → Challenge → Reframe

WHAT STUDENTS SHOULD BE ABLE TO DO AFTER TODAY'S 3 HOURS

By the end of Session 1, students should be able to:

- Explain the basic principles of CBT
- Describe the CBT cognitive model
- Identify automatic thoughts



- Recognize common cognitive distortions
- Differentiate thoughts from facts
- Use basic Socratic questions
- Complete a basic thought record
- Formulate a simple CBT case
- Generate a more balanced alternative thought

TOMORROW'S 2-HOUR SESSION

Tomorrow we can move from “Understanding CBT” → “Doing CBT”, including: Thought Record → Socratic Questioning → Cognitive Restructuring → Behavioral Experiments → Exposure/Behavioral Techniques → Case Practice → Therapist-Client Role Play → Homework & Treatment Planning.

