

Alcohol and Drug Cognitive Enhancement Program

PARTICIPANT WORKBOOK



Drug and Alcohol Network

Agency for Clinical Innovation

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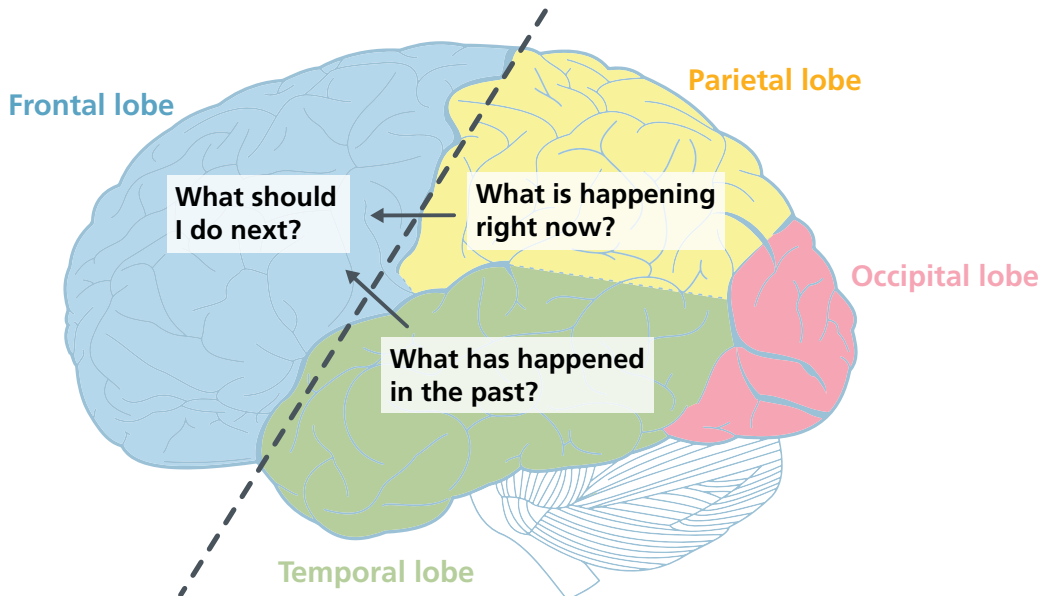
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Module 1: Introduction and brain basics

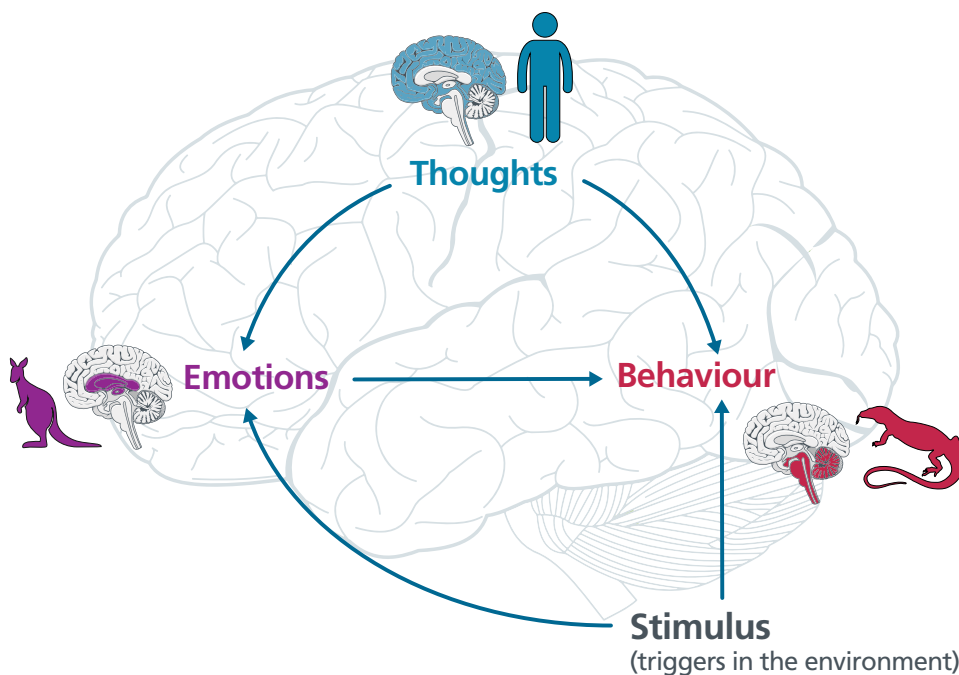
When have **emotions** moved you:

towards something **good** or away from something **bad**?

The cortex



What determines your behaviour?



Module 1: Introduction and brain basics (continued)

When have emotions moved you **towards** something **bad** or **away** from something **good**?

What were the environmental triggers?

How were you feeling?

What were your thought processes?

How could your thoughts have helped manage your emotions or overridden the environmental triggers?

The three brains

Reptilian brain – Present

What should I do based on what is happening **right now**?



Limbic system – Past

What should I do based on what is happening **right now** and on what happened in the **past**?



Neocortex – Future

What should I do based on what is happening **right now**, on what happened in the **past** and what I want in the **future**?



Module 2: Learning and memory

Automatic memory

Implicit memory

- You don't remember the event(s) that created the memory, because you never consciously processed them e.g. automatic fear response (dog re. chicken).
- May have influenced your preferences or strong dislikes (e.g. to foods).
- Might be influenced by recent exposure without realising it.

Procedural memory

- Develops with practice and is hard to explain how to do it to people who haven't done it before, e.g. learning to draw or ride a bike.
- Sometimes referred to as 'muscle memory'.
- Learning relies on 'doing', rather than 'thinking'.
- A lot of effort at first but then becomes second nature, e.g. learning to drive.

Episodic memory

- All about episodes from your past.
- **Encoding** = creating a new memory.
- **Storage** = keeping a memory over time.
- **Retrieval** = finding the right memory at the right time.

Prospective memory

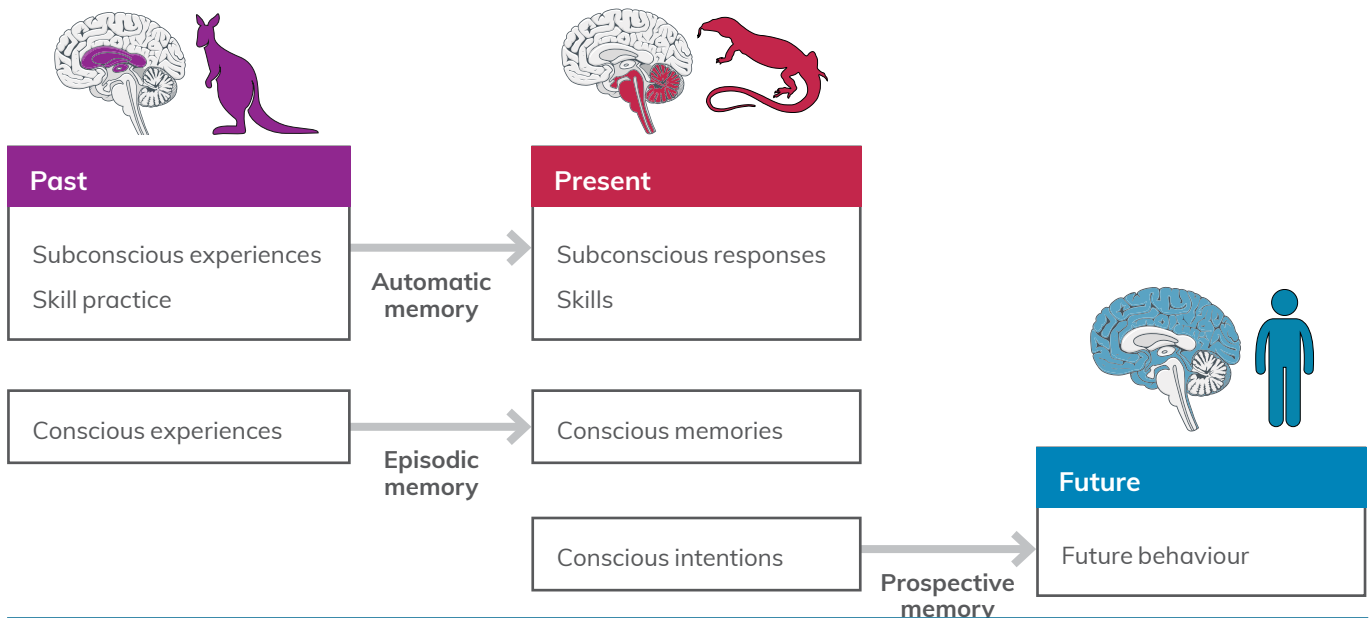
All about remembering what you intend to do in the future, e.g. 'I must remember to get milk on my way home' or 'I must pick up that notebook'.

Expansion strategies

It's all about processing information at a deeper level.

1. Link the information to what you already know.
2. Think about how this information came about.
3. Ask yourself as many questions as you can about the information.
4. Simply spend time thinking about it. The more you are thinking about it, the stronger the memory will be.
5. Explain it to someone else but in your own words. The best way to learn is to teach.

Past, present, future



Module 2: Learning and memory (continued)

Counting game worksheet

Game 1

TOTAL

Game 2

TOTAL

Game 3

--	--

First to mind

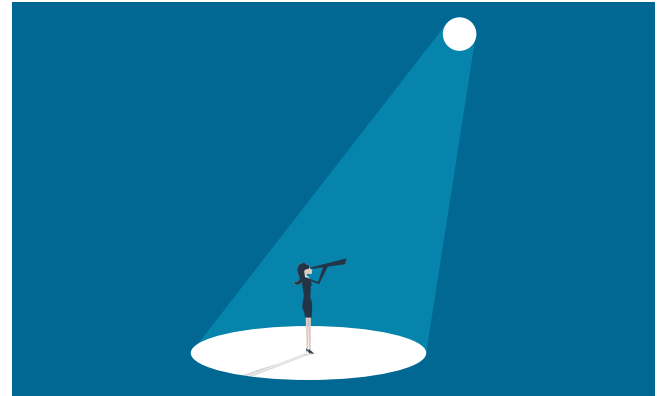
Module 3: Attention

Focused attention

Where is the 'aim' of your attention?

- Something you are doing (e.g. reading a magazine article).
- Sudden changes in the environment (e.g. a loud bang behind you).
- Your own internal thoughts (like thinking about an embarrassing situation that happened the night before).

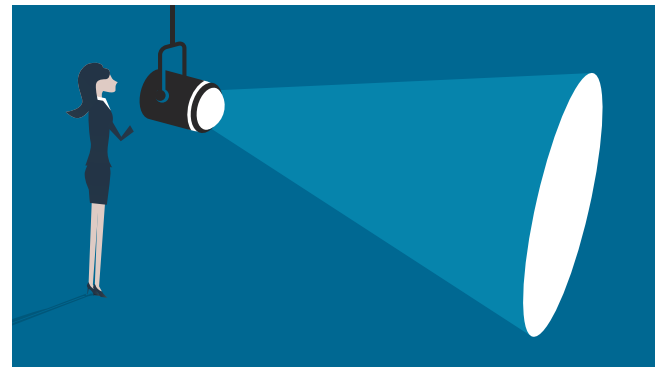
All about where the spotlight is pointing.



Sustained attention

- The ability to stay focused on one thing over a period of time.
- Requires being alert.

All about keeping the spotlight where it should be for long periods of time, especially when things get unexciting or boring.



Attention span

- How much information can be taken in at one time?
- Can be verbal (said to you) or visual (things you see).

All about how big the spotlight is.



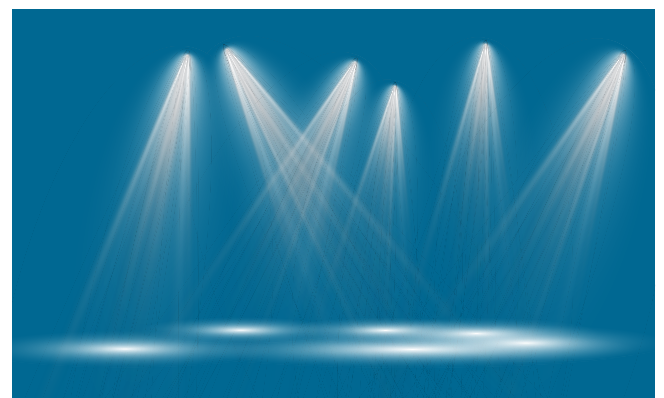
Divided attention

- The ability to focus on two or more things at the same time.
- Most difficult type of attention to master, and the first to give way under pressure.

Examples

- Driving and speaking to your passenger at the same time.
- Studying and watching the TV at the same time.

All about how well you can control two or more spotlights or quickly switch your focus between two or more things.



Module 3: Attention (continued)**Memory strategies worksheet**

Memory strategies	Helpful in the past	Might be helpful in the future
Internal strategies		
<p>Expansion</p> <p>If you want to remember something new that someone has told you, spend some time thinking about this as deeply as possible</p> <p>You can do this by:</p> <ul style="list-style-type: none"> • linking the information to what you already know • thinking about how this information came about (e.g. 'how do we know this?') • asking yourself as many questions as you can about the information (what, who, why, where, when and how?) • spending time thinking about it (the more time you spend thinking about it, the stronger the memory will be) • explain it or teach it to someone else in your own words (paraphrase). 	<input type="checkbox"/>	<input type="checkbox"/>
<p>Repetition</p> <p>Rehearse and practice what you need to learn. If you repeat information a few times after learning it, you can greatly increase your chance of remembering it</p> <p>For example, if you have difficulties remembering people's names, after asking for their name, use it during the conversation, and introduce that person to somebody else</p> <p>Ask people to repeat important information</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Chunking</p> <p>Reduce the amount of information into chunks that are meaningfully connected</p> <p>For example, if you are trying to remember a shopping list, break it down into meaningful categories of items, such as Italian food (pasta, oil, pasta sauce, garlic bread), bathroom supplies (toilet paper, soap, toothpaste) and treats (chocolate, ice cream)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Visualisation</p> <p>Imagine a visual image to link information to be remembered</p> <p>Pick out the features or characteristics of the individual that stand out the most to you. For example, to remember Mr Hill (who happens to have a wide forehead), you could imagine his forehead as a hill with a tree sticking out the top</p>	<input type="checkbox"/>	<input type="checkbox"/>
External strategies		
<p>Write things down. You can do this in a notebook, diary, on a calendar or on Post-it notes</p> <p>If using this strategy, make sure you organise the information clearly. Otherwise you will forget where that piece of paper is that you wrote that important information on!</p> <p>Ensure you have a routine for checking this information at regular times (e.g. after breakfast, lunch and/or dinner)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Use electronic devices, such as a smartphone, watch, tablet computer or personal computer for appointments and reminders</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Put everyday items in a set place (eg. glasses, wallet, phone)</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Label the contents of cupboards and drawers</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Write lists or signs that act as reminders for tasks</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Set up a daily routine</p>	<input type="checkbox"/>	<input type="checkbox"/>

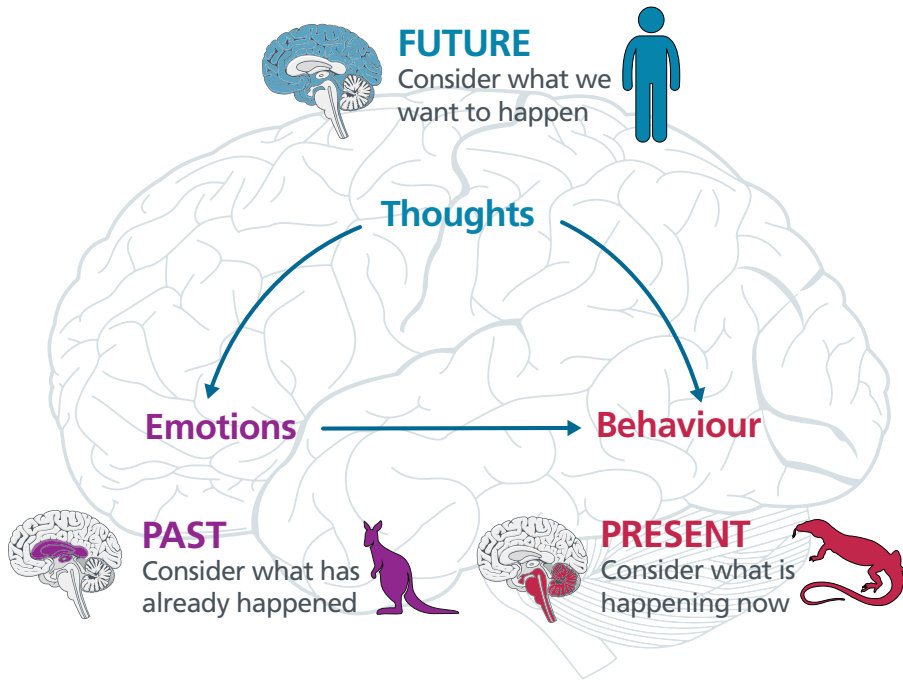
Module 3: Attention (continued)

Attention strategies worksheet

Attention strategies	Helpful in the past	Might be helpful in the future
Focused attention		
Reduce (sound and visual) distractions	<input type="checkbox"/>	<input type="checkbox"/>
Avoid busy environments (e.g. peak times at shops or cafés)	<input type="checkbox"/>	<input type="checkbox"/>
Use self-talk (tell yourself to 'focus' every so often)	<input type="checkbox"/>	<input type="checkbox"/>
Identify 'difficult' and 'helpful' environments for working (for example, 'difficult' may be working in a noisy space, and 'helpful' may be doing important work at a time you can concentrate, such as first thing in the morning)	<input type="checkbox"/>	<input type="checkbox"/>
Find a place to work that is free from distractions	<input type="checkbox"/>	<input type="checkbox"/>
Use a 'do not disturb' sign or be clear about your need to be free of distractions	<input type="checkbox"/>	<input type="checkbox"/>
Attention span		
Summarise what people have said to you to make sure you have understood correctly	<input type="checkbox"/>	<input type="checkbox"/>
Ask the person to repeat what they have said when needed	<input type="checkbox"/>	<input type="checkbox"/>
Write things down, draw pictures or symbols, or use shorthand to gather important information	<input type="checkbox"/>	<input type="checkbox"/>
Break down complex information into smaller chunks	<input type="checkbox"/>	<input type="checkbox"/>
Mentally repeat the information you have just been given	<input type="checkbox"/>	<input type="checkbox"/>
Use aids, like a calculator, calendar, or mobile phone, to process more complex information	<input type="checkbox"/>	<input type="checkbox"/>
Allow more time to scan new environments to 'take it all in'	<input type="checkbox"/>	<input type="checkbox"/>
Sustained attention		
Change activities regularly	<input type="checkbox"/>	<input type="checkbox"/>
Set times for regular rest breaks	<input type="checkbox"/>	<input type="checkbox"/>
Complete more important tasks when it is easiest for you to focus	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes low level stimulation may help (e.g. TV or radio on low volume in the background)	<input type="checkbox"/>	<input type="checkbox"/>
Reward yourself after concentrating for a set length of time, or finishing a task	<input type="checkbox"/>	<input type="checkbox"/>
Divided attention		
Work on only one thing at a time. Complete tasks fully (including packing up) before moving on to the next task	<input type="checkbox"/>	<input type="checkbox"/>
Remove competing distractions altogether, e.g. turn down TV volume when on the phone	<input type="checkbox"/>	<input type="checkbox"/>
Avoid busy environments	<input type="checkbox"/>	<input type="checkbox"/>
Ask for help when required	<input type="checkbox"/>	<input type="checkbox"/>

Module 4: Goals and plans

Past, present, future



Main function of frontal lobes

- To help us see into the future.
 - To set goals.
- To help us be mindful of the future when we are in the present moment.
 - To keep behaving in ways that are in line with our goals and avoid behaviour that is at odds with our goals.

Record your plans to achieve your goals

What is the GAP?



Module 4: Goals and plans (continued)

Goal menu

1. To eat healthier food
2. To spend money more thoughtfully (not impulsively)
3. To spend money within budget (not to overspend)
4. To control my temper or emotions
5. To use time more productively
6. To be punctual
7. To do things right away
8. To maintain dental hygiene
9. To wake up on time
10. To keep my living area tidy
11. To be able to find things quickly and easily
12. To see things through to completion
13. To make a start on complex or big tasks
14. To concentrate better while

15. To remember

16. To get ready for the day
17. To start things well ahead of deadlines
18. To think about consequences before acting
19. To respond better to change
20. To be more patient and take my time

Module 4: Goals and plans (continued)**Brainwork task**

1. Choose one of the goals from the goal menu to work on over the next two weeks.

2. Once you have chosen your goal, be more specific and write it out in more detail. For example, if you chose goal 8 – to maintain dental hygiene, a more specific goal might be 'to brush and floss my teeth every night before going to sleep'.

3. Write down how often you do that now (e.g. how many times per day or week). For example, you might brush and floss your teeth two nights per week on average currently.

4. Then write down the most often you could realistically do this – in this case it could be to brush and floss your teeth seven nights per week.

Module 5: Time horizons and the executive team

Complete the story worksheet

Story 1

Story 2

Story 3

Story 4

Module 5: Time horizons and the executive team (continued)

Time horizons



Source: www.edbatista.com/2009/07/horizons.html

Physical exercise

Short term (24 hours)		Long term (3 months)	
Costs	Benefits	Costs	Benefits

Module 5: Time horizons and the executive team (continued)

Stretching your time horizon worksheet

Think of a time in the distant future (at least 15 years from now) and ask yourself the following questions

1. How old will you be?
2. Who will you be?
3. What will you be doing?
4. Where are you likely to be living?
5. Who are the people likely to surround you? Friends? Acquaintances? Family?
6. What will be your main form of income? How much will that be?
7. How will you be different to your parents when they were that age?
8. In what ways will the world be different than it is now?

Answer the following questions (ignore any that are irrelevant)

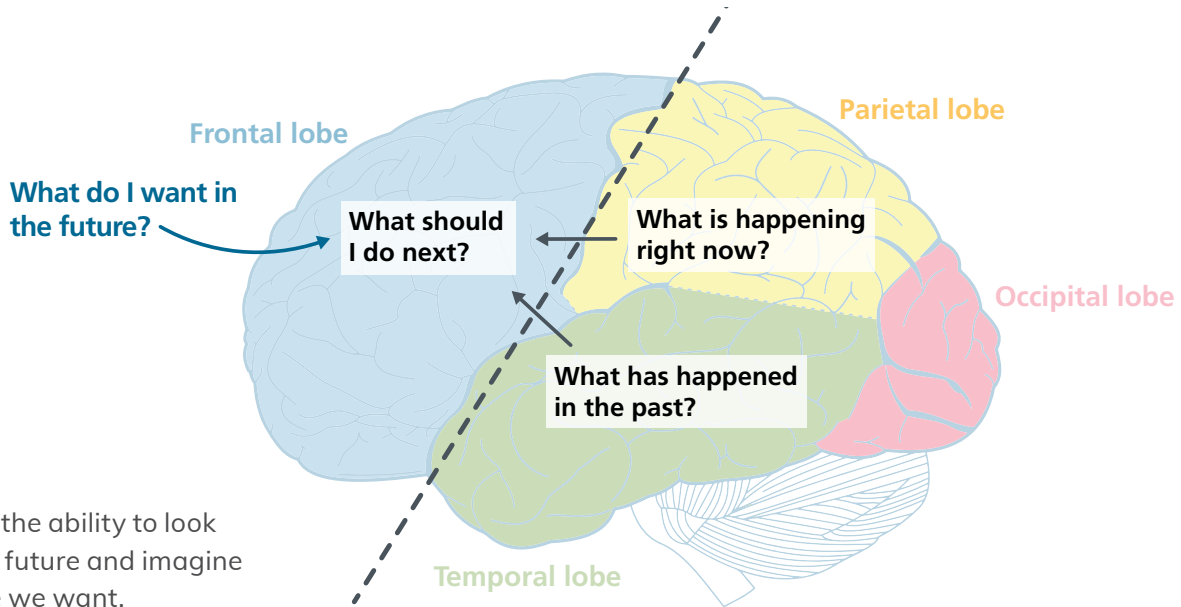
How old will you be when...

1. Your first grandchild is born?	
2. You die?	
3. You lose interest in sexual activities?	
4. You are too old to be physically active?	
5. Your child achieves their greatest success in life?	
6. You retire?	
7. Your youngest child leaves home?	
8. Your mother dies?	
9. You feel that you have reached old age?	
10. Your last sexual intercourse occurs?	
11. You have reached middle age?	
12. Your father dies?	
13. You can no longer have children?	
14. Your first great-grandchild is born?	
15. You can say that you have most of the things you want?	

Module 5: Time horizons and the executive team (continued)

What are the executive functions?

What does an executive director or board of executives of a company do?



Give us the ability to look into the future and imagine a future we want.

Set future goals and think about these goals when deciding our next action(s).

Take in all the information from the back of the brain (from 'sensory input', e.g. what we hear, see, feel, smell, taste, and our memories) to decide what the next action should be.

In turn, tell those parts of the brain at the back (the workers) what to look out for and pay attention to.

The Board of Executive Directors

- Self-reflector
- Inhibitor
- Visualiser
- Self-talker
- Emotion regulator
- Player

Module 6: The Self-reflector

Monitoring

Monitors what's happening inside us

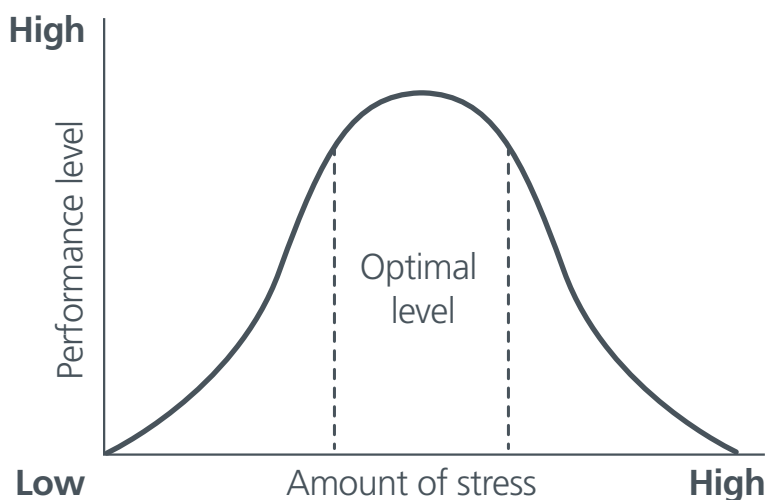
- Drives (e.g. hunger, sex).
- Wants (e.g. shoes, gadgets, to be popular).
- Actions (i.e. our current behaviour).

Monitors what's happening around us

- Who is around?
- Can they see me?
- Does it matter?

Stress-performance curve

- Performing well on any task depends on how much stress we are under.
- We need some stress to perform at our best.
- The time available to us may cause stress.
- This is why we sometimes procrastinate – so we can get some stress from time running out so we perform at our best.
- Many people leave things so much to the last minute that they end up both running out of time and performing poorly.



Time pressure management

When preparing for a task that will take some time, remember the mantra:

'Let me give myself enough time to do the task'

And follow these three steps.

1. **Recognise: Is there limited time** to get the task done? If so, go to 2.

Be **AWARE of how much time you have and need.**

2. **Prevent: What can I do to reduce time pressure before** I begin the task (how can I prepare)?

Remember: *'It takes time to make time'*

3. **Deal: What do I do if there is still time pressure** despite preparing as much as possible in advance?

Make a plan of what you will do if you run out of time.

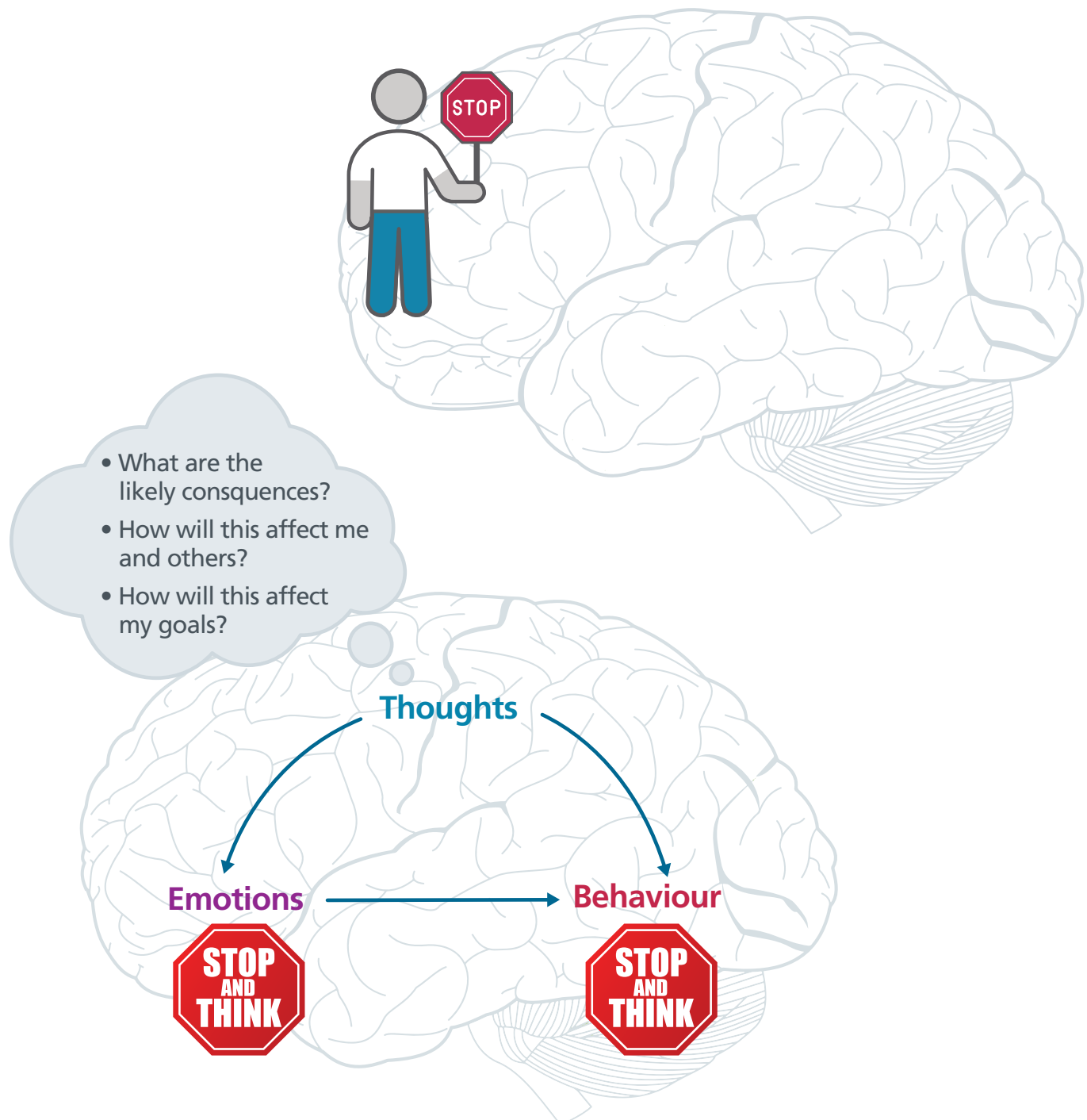
Task orientation

1. What am I doing now?
2. What was I doing before this?
3. What am I supposed to do next?

Module 7: The Inhibitor

The Inhibitor

- The Inhibitor lives in the floor of the frontal lobes. So, it is like the brakes in a car, they are also on the floor.
- It might help you to visualise pressing the floor of your frontal lobes when you need to inhibit something.



Module 7: The Inhibitor (continued)**Temptation tempering tactics worksheet**

1.	Look away from the temptation (e.g. around the room at other things).
2.	Turn away from the temptation (e.g. physically position yourself so it is hard to see, hear or experience the temptation in any way).
3.	If you happen to look at or come in contact with the temptation, keep it brief; don't focus on it for a long period of time.
4.	Put your headphones on and listen to something that will grab your attention.
5.	Phone a supportive friend for a distraction.
6.	
7.	
8.	
9.	
10.	

Module 7: The Inhibitor (continued)

Stop and think technique worksheet

“If I do what I feel the urge to do right now...”

What are the **likely consequences?**



How will this **affect me and others?**



How will this **affect my goals?**



Module 7: The Inhibitor (continued)**Posture diary worksheet**

Record in the table below how many times in the next two weeks you became aware of your posture (Self-reflector) and then changed it (Inhibitor) to sit or stand up straighter.

Date	Number of times I changed my posture			Total
	Waking to lunch time	After lunch to dinner time	After dinner to sleeping	
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				
Day 8				
Day 9				
Day 10				
Day 11				
Day 12				
Day 13				
Day 14				

Module 8: The Visualiser

Based on hindsight: re-living past events and your actions in your mind.

Based on foresight: imagining a future goal and actions required to meet that goal.

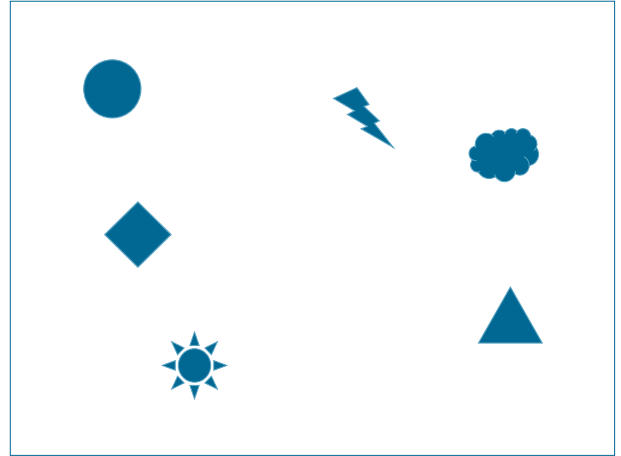
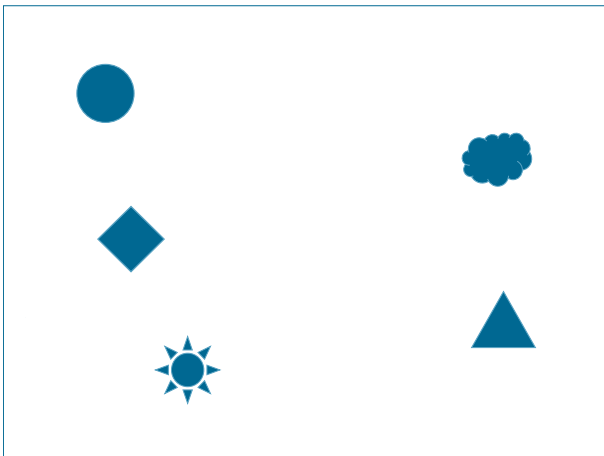
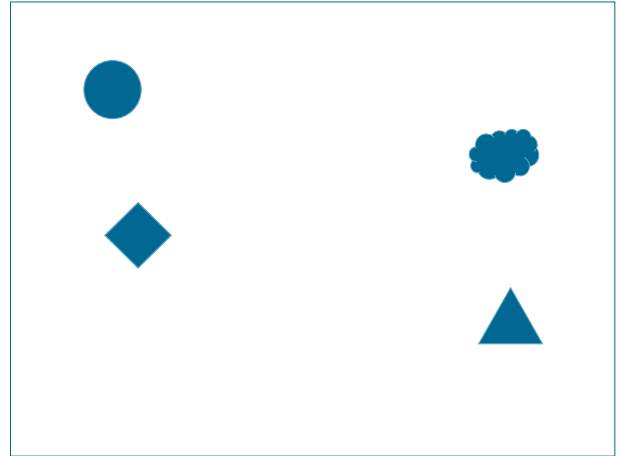
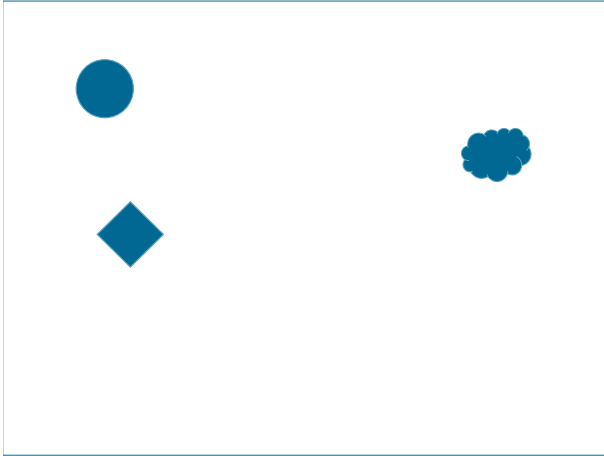
Have you ever seen a tennis player miss a shot and then practice the stroke so they get it right next time?

They are using their Visualiser to mentally rehearse the shot.



Module 8: The Visualiser (continued)

Visual working memory exercise worksheet



Module 8: The Visualiser (continued)**Visualisation exercise worksheet**

Goal	
Consider the best possible outcome related to successfully reaching your goal and write this down in one key word.	
Now go into more detail on this positive outcome in your own thoughts. What would this be like?	
Visualise the experiences or events that would come with this positive outcome. See, hear, taste, smell and feel what it would be like to have this outcome.	
Where exactly are you, who are you with, and what are you wearing?	
How do you feel?	

Module 9: The Self-talker

The Self-talker is like an auditory version of the Visualiser.

If the Visualiser is the mind's eye, then the **Self-talker is the mind's voice.**

Some people are more inclined to use self-talk instead of visualisation in some situations.

For example, when given a phone number:

- some people try to remember the position of the numbers on a dial pad (using the Visualiser)
- others mentally rehearse the numbers as they hear or read them (using the Self-talker).

Module 9: The Self-talker (continued)**Talk yourself out of it! worksheet****Condition 1**

1.	
2.	
3.	
4.	
5.	

Condition 2

1.	
2.	
3.	
4.	
5.	

Module 9: The Self-talker (continued)

Positive self-talk and coping thoughts worksheet

Positive statements encourage us and help us cope through distressing times. We can say these encouraging words to ourselves, and be our own personal coach. We have all survived some very distressing times, and we can use those experiences to encourage us through current difficulties.

Some examples of coping thoughts

- Stop, and breathe, I can do this
- This will pass
- I can be anxious/angry/sad and still deal with this
- I have done this before, and I can do it again
- This feels bad, it's a normal body reaction – it will pass
- These are just feelings, they will go away
- This won't last forever
- Short term pain for long term gain
- I can feel bad and still choose to take a new and healthy direction
- I don't need to rush, I can take things slowly
- I have survived before, I will survive now
- It's okay to feel this way, it's a normal reaction
- Thoughts are just thoughts – they're not necessarily true or factual
- This is difficult and uncomfortable, but it's only temporary
- I can use my coping skills and get through this
- I can learn from this and it will be easier next time
- Keep calm and carry on

Write down a coping thought or positive statement for each difficult or distressing situation – something you can tell yourself that will help you get through. Write them down on a piece of card and carry it in your pocket or handbag to help remind you.

Difficult or distressing situation	Coping thought or positive statement

Module 9: The Self-talker (continued)**Mental contrasting worksheet**

What situations could make it difficult for you to achieve your goal?
Think about the main obstacle that you personally believe would stop you from achieving your goal and write this down in one word.
Go into more detail about this obstacle in your own thoughts. What would this be like?
Visualise experiences or events that this obstacle may cause or currently causes in your life.
Why would this make it hard to achieve your goal?
When and where would this occur?

Module 9: The Self-talker (continued)**If-then plan worksheet**

For the obstacle you have specified, you are now going to make a plan that should be implemented whenever you encounter the obstacle over the coming days or weeks in relation to your goal. Although achieving your goal may be challenging, this plan should be something that you believe will be realistic and possible to implement in your life.

Complete the following sentence in relation to the major obstacle to your goal.	
If I....	
Then I will...	

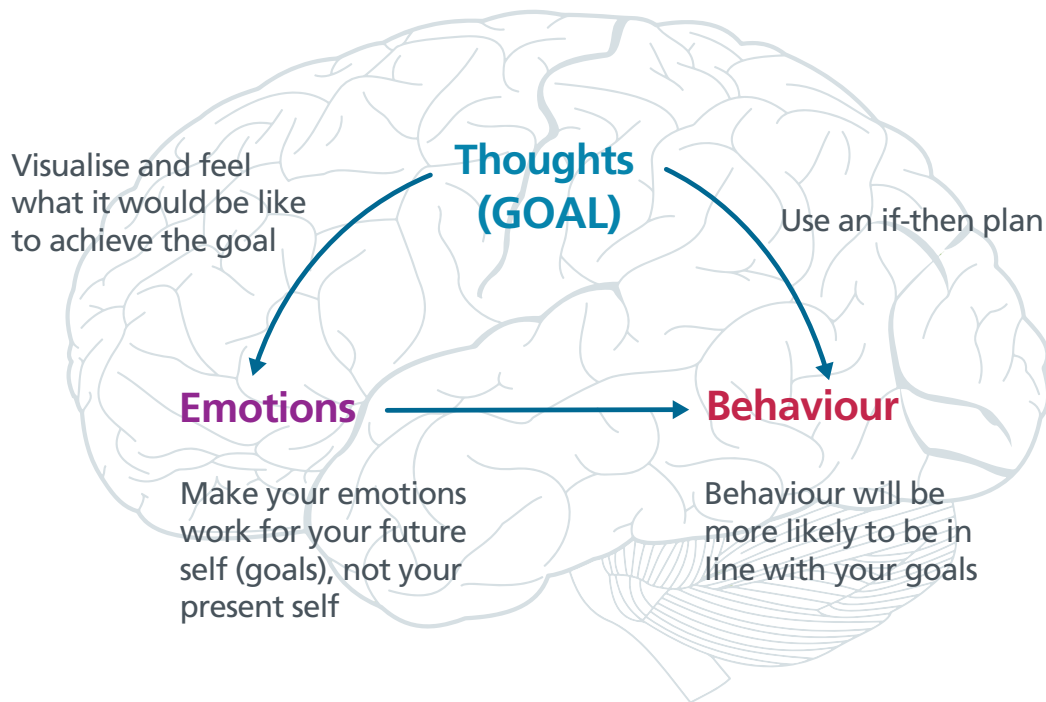
After you have written this down, repeat what you have written down in your head a few times. Remember this is entirely personal; there are no right or wrong statements.

Keep your eyes closed and imagine yourself acting out this plan in a real life situation. Visualise yourself achieving your goal through enacting this plan and overcoming this obstacle. Can you imagine yourself achieving that positive outcome you associated with your goals? How does this make you feel? Give your thoughts and imagination free rein and write or draw them below.

Over the next few days, continue to visualise the positive outcomes associated with your goal and implement the if-then plan you have developed, in order to achieve your goal.

Module 10: The Emotion regulator

Manage your space and time



Module 10: The Emotion regulator (continued)**Find-a-word worksheet**

E L P P A N N L X W E A Z P E
 H R M Y X Y K O B T K T W L T
 B I S C U I T T M X A H Z A A
 L P Y N G P G O T E C H B C L
 K Z E U V S T O M J L S S Q O
 R Y H A D P O G N A I Q N P C
 J W X K N R L B I M R B B C O
 T S M X T U A L C S P Q E U H
 E V O E Q N T V A S O U P O C
 H G E I A N J S R H B N E R V
 U B G N Y B B D R A V Z A T N
 D T A F R M Q C O P I S E P W
 O Q Q T F Z U Z T T Z I B Q Y
 V M R F V D C B G K V L P G C
 N Y O G C P W V G R D X P A Z

APPLE

BANANA

BEETROOT

BISCUIT

CAKE

CARROT

CHOCOLATE

EGG

JAM

LEMON

MEAT

PEANUTS

SOUP

Module 10: The Emotion regulator (continued)

Image copy task worksheet

3. The Prioritise–Organise–Plan (POP) technique

1. Prioritise

- **Make a list** of everything you need to get done.
- Number the items in order of priority (with more urgent or important items higher on the list).
- Repeat this process daily or weekly.

2. Organise your space

- Make sure you have everything you need in the right place, and in order to complete your tasks.
- For example, if you need to wash your clothes at a laundromat, make sure you have all your dirty clothes, as well as coins and washing powder, together. It might also help you to put those items near the door the night before so you remember to take everything you need with you.
- Have ‘a place for everything and everything in its place’.

3. Plan

- On your wall calendar, diary or smart phone, write down when you aim to finish each of the tasks on your list.
- Each task should have a completion date.
- Remember the mantra: ‘It takes time to make time’.
- You can also use an ‘if-then plan’. For example, ‘If I notice the dirty clothes near the door, then I will go to the laundromat and do my washing’.

Module 10: The Emotion regulator (continued)

POP technique worksheet

Prioritise

Organise

Plan

Module 10: The Emotion regulator (continued)

Emotion modification worksheet

Write down two situations in which your emotions **changed in the past** when you developed a strong goal, just like Sally (with her Oreo shake – changing from happy to disgusted) and Simon (with his coach – changing from anger to gratitude).

Past situations

Situation 1	
The situation was	
The original emotion was	
With my strong goal, the emotion changed to	
Situation 2	
The situation was	
The original emotion was	
With my strong goal, the emotion changed to	

Future situations

Write down two situations in which your emotions **might change in the future** when you develop or strengthen a goal.

Situation 3	
The situation is	
The current emotion is	
With my strong goal, the emotion will change to	
Situation 4	
The situation is	
The current emotion is	
With my strong goal, the emotion will change to	

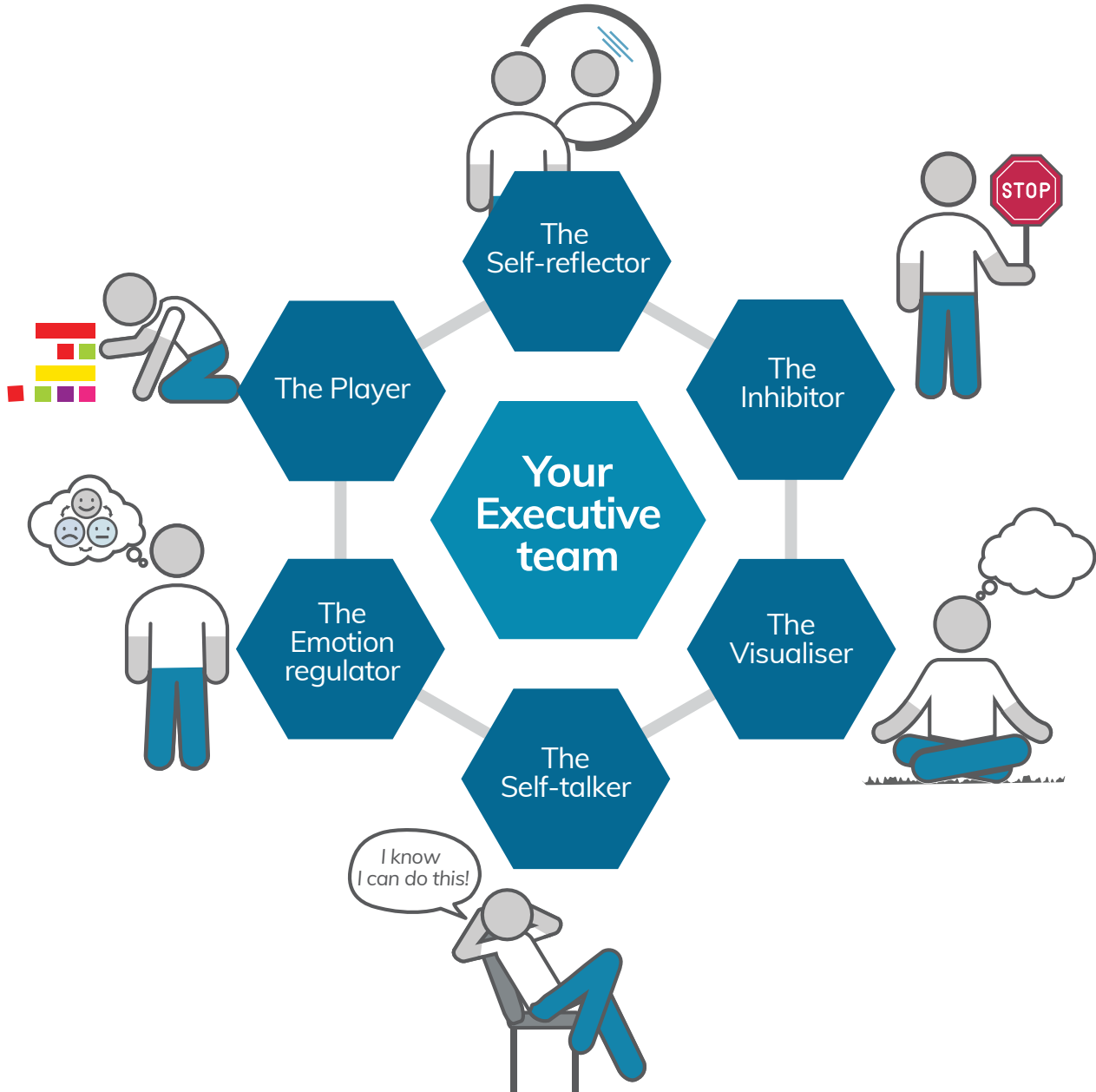
Module 11: The Player

Problem solving worksheet

1. Define the problem		
2. Brainstorm ideas, options or solutions		
Think of a time and place where you carried out a similar activity in the past.		
a.		
b.		
c.		
3. Weigh up the pros and cons of each idea, option or solution		
	Pros	Cons
a.		
b.		
c.		
4. Choose one and do it!		
Put your chosen idea, option or solution into action.		
5. Check		
See if it is solving the problem.		
6. Switch		
Choose another idea, option or solution if it is not working.		

Module 12: Revision

Your Executive Team



Appendix 1

Brainwork prediction form

Module 1 – Brainwork task: Getting a notebook

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Got the notebook	3	3	
Took an action towards the goal of getting the notebook but did not get it	2	2	
Thought about getting the notebook	1	1	
Did nothing towards the goal of getting the notebook	0	0	

Module 2 – Brainwork task: Apply expansion strategies

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Applied four or more expansion strategies	3	3	
Applied three expansion strategies	2	2	
Applied two expansion strategies	1	1	
Applied one or no expansion strategies	0	0	

Module 3 – Brainwork task: Attention strategies

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Read through 16–22 attention strategies, marked which have been helpful in past or may be helpful in the future, and wrote down examples in notebook	3	3	
Read through 11–15 attention strategies as above	2	2	
Read through 6–10 attention strategies as above	1	1	
Read through 0–5 attention strategies as above	0	0	

Module 4 – Brainwork task: What is the GAP?

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Selected a goal, wrote it out more specifically, how often you do the goal behaviour per day or week and the maximum realistic level	3	3	
Selected a goal, wrote it out more specifically and how often you do the goal behaviour per day or week	2	2	
Selected a goal and wrote out the goal more specifically	1	1	
Did nothing or selected a goal only	0	0	

Appendix 1: (continued)**Module 5 – Brainwork task: Short and long term costs and benefits**

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Completed all 4 columns of the table and wrote down a simple plan to assist with completing the goal by then end of next week	3	3	
Completed all 4 columns of the table only	2	2	
Completed 2–3 columns of the table only	1	1	
Completed 0–1 columns of the table only	0	0	

Module 6 – Brainwork task: Posture awareness

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Completed 4 or more rows of the table	3	3	
Completed 3 rows of the table only	2	2	
Completed 2 rows of the table only	1	1	
Completed 0–1 rows of the table only	0	0	

Module 7 – Brainwork task: Posture diary

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Completed 12–14 out of 14 days of the table	3	3	
Completed 8–11 out of 14 days of the table only	2	2	
Completed 4–7 out of 14 days of the table only	1	1	
Completed 0–3 out of 14 days of the table only	0	0	

Module 8 – Brainwork task: Visualisation practice

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Did 5 minutes of deep visualisation 4 times	3	3	
Did 5 minutes of deep visualisation 3 times	2	2	
Did 5 minutes of deep visualisation 2 times	1	1	
Did 5 minutes of deep visualisation 0–1 times	0	0	

Appendix 1: (continued)**Module 9 – Brainwork task: Positive self-statements and coping thoughts**

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Added 4 difficult situations and accompanying positive statements or coping thoughts	3	3	
Added 3 difficult situations and accompanying positive statements or coping thoughts	2	2	
Added 2 difficult situations and accompanying positive statements or coping thoughts	1	1	
Added 0–1 difficult situations and accompanying positive statements or coping thoughts	0	0	

Module 10 – Brainwork task: Goals changing emotions

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Wrote down and described emotion changes for 4 situations	3	3	
Wrote down and described emotion changes for 3 situations	2	2	
Wrote down and described emotion changes for 2 situations	1	1	
Wrote down and described emotion changes for 0–1 situations	0	0	

Module 11 – Brainwork task: Solve that problem or make that decision

Date:

Description	Actual outcome	Predicted outcome	Actual minus predicted
Went through steps 1–4 of the problem solving guide	3	3	
Went through steps 1–3 of the problem solving guide	2	2	
Went through steps 1–2 of the problem solving guide	1	1	
Did nothing or went through step 1 of the problem solving guide only	0	0	

Appendix 1: (continued)

Brainwork prediction progress summary

11	Solve that problem/ Make that decision								
10	Goals changing emotions								
9	Positive self-statements and coping thoughts								
8	Visualisation practice								
7	Posture diary								
6	Posture awareness								
5	Short and long term coasts and benefits								
4	What is the GAP?								
3	Attention strategies								
2	Apply expansion strategies								
1	Obtaining a notebook								
Module	Task								
		3	2	1	0	-1	-2	-3	

The Agency for Clinical Innovation (ACI) is the lead agency for innovation in clinical care.

We bring consumers, clinicians and healthcare managers together to support the design, assessment and implementation of clinical innovations across the NSW public health system to change the way that care is delivered.

The ACI's clinical networks, institutes and taskforces are chaired by senior clinicians and consumers who have a keen interest and track record in innovative clinical care.

We also work closely with the Ministry of Health and the four other pillars of NSW Health to pilot, scale and spread solutions to healthcare system-wide challenges. We seek to improve the care and outcomes for patients by re-designing and transforming the NSW public health system.

Our innovations are:

- person-centred
- clinically-led
- evidence-based
- value-driven.

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