



Worksheet on Modules 2+7 (Jumping to Conclusions I+II)

1. How jumping to conclusions promotes misinterpretations – personal examples

| Event | Interpretation during psychosis | Alternative explanation |
|-------|---------------------------------|-------------------------|
| | | |
| | | |
| | | |



2. What are possible consequences of different styles of decision-making?– personal examples

| | |
|---|--|
| Event | |
| Hasty explanations (jumping to conclusions) | |
| Alternative explanations | |



3. Case study: Marina feels bullied.

What speaks for and against Marina's conviction?

| Pro (What speaks for it?) | Contra (What speaks against it?) | Do we need more information? |
|------------------------------|-------------------------------------|------------------------------|
| | | |

What if...? Convictions and their consequences

| <div style="display: flex; justify-content: space-between;"> Assumption Reality </div> | I'm being bullied by my colleagues. | I am <u>not</u> being bullied by my colleagues. |
|--|-------------------------------------|---|
| I'm being bullied by my colleagues. | | |
| I am <u>not</u> being bullied by my colleagues. | | |



4. Case study: Being investigated

What speaks for and against Garry's conviction?

| Pros (What speaks for it?) | Cons (What speaks against it?) | Do we need more information? |
|-------------------------------|-----------------------------------|------------------------------|
| | | |

What if...? Convictions and their consequences

| | | |
|--|---|--|
| Assumption | I was filmed and I am being investigated. | Protesters were only filmed in general. I am not being investigated. |
| Reality | | |
| I was filmed and I am being investigated. | | |
| Protesters were only filmed in general. I am not being investigated. | | |

5. What speaks for and against my special ideas?

Idea/Assumption: _____

Conviction: ____ %

| | | | | |
|---|-----------------|-------------------|-----------------|-------------------|
| How much time during the day do you spend ruminating about your ideas? | (minutes/hours) | | | |
| | strongly | moderately | slightly | not at all |
| How much does ruminating about your ideas bother you in everyday life? | | | | |
| How much distress or anxiety do you experience thinking about your ideas? | | | | |

| | |
|-------------------------------|-----------------------------------|
| Pros (What speaks for it?) | Cons (What speaks against it?) |
| | |

Conviction: ____%

Example: What if...? Convictions and their consequences

| | | | |
|-------------------------------|-------------------|------------------|----------------------|
| Reality | Assumption | I _____ _____ | I _____ not _____ |
| I _____ _____ _____ | | | |
| I _____ not _____ _____ | | | |

6. Avoidance and safety behaviours: Is all this really necessary?

| Actions often taken to prevent harm? | What do you do? | How much sense does it make to you? (+5 = makes a lot of sense, 0 = makes no sense; -5 = only makes it worse) | What would happen if you refrained from carrying out this action? Did you ever refrain – what happened? Which constrictions in daily life result from the action/ behaviour? |
|---|-----------------|---|--|
| Avoidance: e.g. avoiding crowds, police stations, particular food, empty or public places | | | |
| Masquerade: e.g. sunglasses, headscarf, keeping eyes to the ground | | | |
| Making sure: e.g. checking the locks, wearing amulets/ lucky charms, blocking the bedroom door with a chair, making rounds to check for possible changes, carrying weapons; threatening gestures to warn off people who seem suspicious | | | |

| | | | |
|---|--|--|--|
| Preparing to escape from situations: e.g. going by bike only, always standing next to the exit in the train | | | |
| Other | | | |

7. I want to tentatively let go of or reduce the following behaviour: