



## **The CONTROL**

**(COgNitive Therapy for depReSSIOn in tubercuLosis treatment)**

**to improve outcomes for depression and TB in Pakistan and**

**Afghanistan**

**Funded by: RIGHT3, NIHR**

**Reference: NIHR201773**

**“Training for DOTs facilitators**  
**on CBT”**

**18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 27<sup>th</sup> & 28<sup>th</sup>**

**December 2023**

**&**

**4<sup>th</sup> & 5<sup>th</sup> January 2024**

## EXECUTIVE SUMMARY

THE CONTROL is a psychological intervention program specifically designed for individuals undergoing tuberculosis treatment and experiencing depression. The core component of CONTROL is based on cognitive-behavioral therapy (CBT), which is a widely recognized and recommended treatment for depression. By adopting a CBT-based approach in CONTROL, the program aims to provide patients with strategies based on evidence to manage their depressive symptoms while undergoing tuberculosis treatment.

During training for DOTs facilitators on CBT from 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 27<sup>th</sup> & 28<sup>th</sup> December 2023, 4<sup>th</sup> & 5<sup>th</sup> January 2024, CBT Master trainers covered CONTROL intervention CBT sessions i.e., 1-6 sessions to equip the DOTs facilitators with the necessary knowledge and skills for better understanding of CONTROL intervention, CBT principles and CBT sessions. This allowed DOTs facilitators to gain a deeper grasp of the concepts and how to effectively deliver them to the patients. This report will narrate the proceeding of CBT training for DOTs facilitators.

## Activity Background

Training program for DOTs focusing on Cognitive Behavioral Therapy (CBT) was scheduled from 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 27<sup>th</sup> & 28<sup>th</sup> December 2023, and on January 4<sup>th</sup> and 5<sup>th</sup>, 2024. The training presentation was designed and delivered in the Urdu language to enhance comprehension and facilitate better understanding among participants. The aim was to provide participants with insights into the CONTROL Intervention and CBT, emphasizing the application of CBT sessions in addressing the needs of TB patients with depression.

The CBT Master Trainers guided participants through below mentioned six sessions ensuring a comprehensive understanding and practical application of CBT principles:

Sessions 1: Psychoeducation and behavioral activation

Session 2: Motivational interviewing

Session 3: Cognitive reconstructing, recognizing thoughts.

Session 4: Cognitive reconstructing, challenging thoughts

Session 5: Alternative thoughts

Session 6: Problem-solving

For the CONTROL intervention, a unique set of intervention materials has been designed, including a handbook, handouts, a flipbook, and flyers.

## Facilitators:

- ▶ Saara Khan                      Communication officer & CBT master trainer
- ▶ Faryal Fazal                     Research assistant & CBT master trainer
- ▶ Zumar Malik                     CBT master trainer
- ▶ Rafia Khalil                      CBT master trainer

## **Participants:**

The training was attended by 10 TB DOTs facilitators from Peshawar and Haripur district, the CONTROL research & management team.

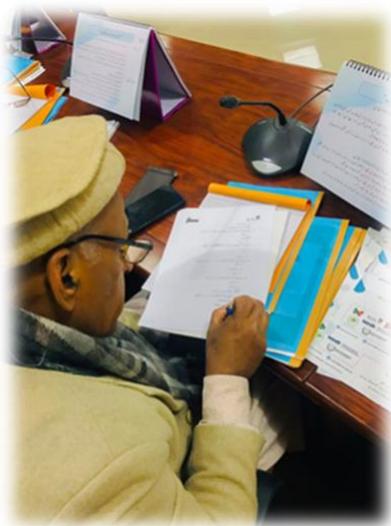
## **DAY 1**

### **Day & Venue**

Session 1, Psychoeducation and Behaviour activation was held on 18<sup>th</sup> December 2023 from 9:00 am to 4:00 pm in Senate Hall, Administration block at Khyber Medical University.

## **Workshop Proceedings**

### **Introduction:**



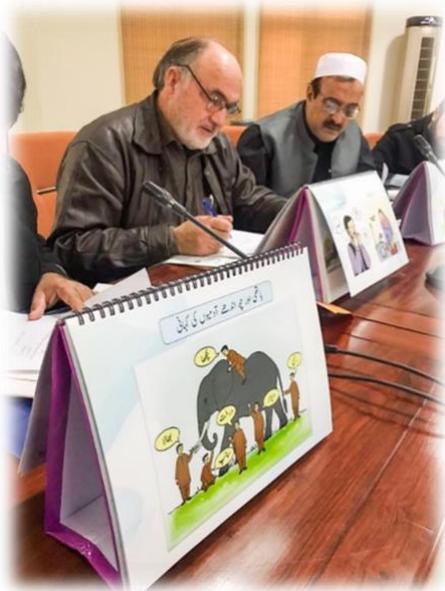
Session 1 commenced with the recitation of the Holy Quran by Dr. Fayaz Ahmad, CONTROL Post-Doc Fellow, followed by a round of introduction, establishing a warm and inclusive atmosphere. Ms. Saara Khan then elucidated the aims and objectives of the training.

### **Overview of CONTROL Research Program**

Saara Khan initiated the session by conducting a pretest of session 1. She overviewed the CONTROL research program, highlighting its objective and the overarching goal of improving mental health outcomes for TB patients. Ms. Khan presented the CONTROL flow diagram, offering a visual representation of the trial process.



### **CONTROL Intervention**



The CONTROL intervention, rooted in Cognitive Behavioral Therapy (CBT), was explained in detail. CBT is a psychotherapeutic approach that empowers individuals to identify and modify detrimental thought patterns impacting their behavior and emotions. CONTROL intervention involves a structured program consisting of six sessions. Participants were informed that each session is scheduled to last between 40-50 minutes, ensuring a comprehensive exploration of therapeutic strategies. Patients are expected to attend one session per week, promoting consistency and steady progress throughout the intervention. The rationale behind this approach is to address the cognitive and emotional aspects of depression in a systematic and supportive manner.

#### **CONTROL Intervention Material:**

For the CONTROL intervention session, a unique set of intervention materials has been crafted, including a handbook, handouts, flipbook, and flyers.

**Handbook:** The handbook serves as a comprehensive manual tailored for DOTs facilitators, providing detailed insights into all session components.

**Handouts:** Patient-oriented handouts are designed to accompany each session. These contain informative reading materials and homework assignments, distributed to patients at the conclusion of each session.

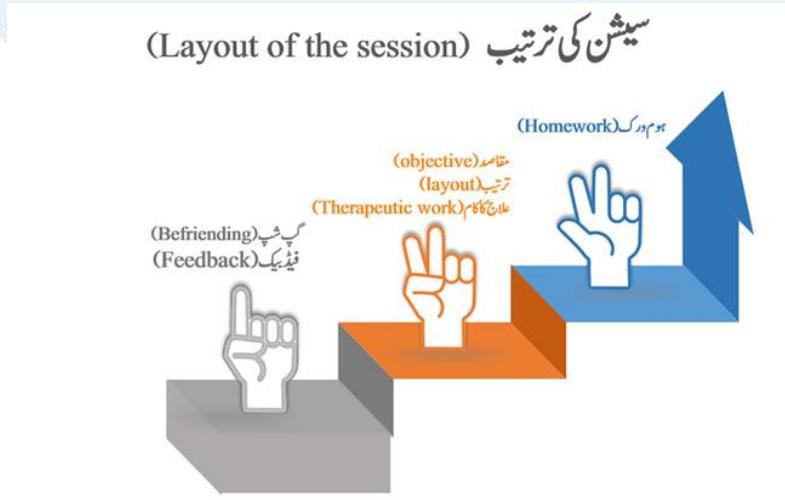


**Flipbook:** A desk flipbook has been created with a dual orientation—one side facing DOTs facilitators and the other facing patients. It features concise hints, short descriptions of session topics, and visual aids to enhance patient understanding.

**Flyers:** Informative flyers have been developed, offering details about depression, anxiety, and general treatment. These serve as supplementary resources to support participants in gaining a broader understanding of mental health concept.

Ms. Saara Khan, being a CBT Master Trainer, illustrated the practical application of CBT techniques within the CONTROL intervention. The participants were provided with insights into facilitating meaningful interactions and fostering a therapeutic alliance with patients.

## Therapeutic skills:



Ms. Saara explained the session by emphasizing the importance of therapeutic skills for (DOTs) facilitators, with a focus on warmth, empathy, active listening, and unconditional positive regard. Practical examples were provided to illustrate the application of these skills in engaging with patients effectively. She outlined the standardized structure for each session, ensuring consistency throughout the program. The session format includes the introduction of the befriending technique, a review of the previous week's feedback and homework, agenda setting that outlines the session's objectives and structure, engagement in therapy work related to the current session, and, finally, the assignment of homework for the upcoming week.

## II. Session 1: Psychoeducation and Behavioral Activation

### A. Psychoeducation



Session 1 commenced with an in-depth exploration of psychoeducation and its vital role in patient engagement. Participants were informed about the significance of educating patients about Tuberculosis (TB), common mental disorders such as depression and anxiety, and the interrelation between mental health and TB, signs, symptoms and causes of depression and anxiety. Small group discussions were facilitated to encourage active participation and exchange of insights.



### **General Treatment for Depression**

The session included a discussion on the general treatment modalities for depression and anxiety, illustrated through real-life examples. The objective was to provide participants with a comprehensive understanding of the therapeutic approaches used in addressing mental health

concerns in TB patients. During the session, the patient engaged in breathing exercises while listening to calming audio of breathing exercise, creating a relaxed environment with dimmed lights to enhance the exercise experience.



## **B. Behavioral Activation**

Behavioral Activation was also introduced during the session with the demonstration of practical application of Behavioral Activation techniques. This included a discussion on a list of activities aimed at enhancing mood and motivation. Participants were introduced to the concept of daily diary activities as part of Behavioral Activation. The importance of tracking daily activities and their impact on mood was explained, laying the foundation for participants to integrate this technique into their therapeutic interactions.

## Role-Playing



Participants engaged in a recap of Session 1, reflecting on their understanding of psychoeducation and behavioral activation. The session concluded with a division of participants into three groups for role-playing exercises. Groups conducted role-plays, with one participant acting as the therapist and the others as the patient and attendant, respectively. This practical exercise aimed to reinforce the application of therapeutic skills and techniques learned in the session.

## Feedback

Master trainers offered feedback to improve the learning experience, specifically addressing session layout, the approach of DOTs facilitators in conducting sessions with patients, and the effectiveness of therapeutic skills. The feedback also emphasized the importance of building

rapport with patients. The role-playing exercises proved to be instrumental in reinforcing the concepts learned. The subsequent sessions were anticipated to build upon this foundation, further equipping participants with the necessary skills for effective patient engagement and support. The session ended with the feedback from participants also post-test.



## DAY 2

### Day & Facilitator

Session 2, Motivational Interviewing, held on 19<sup>th</sup> December 2023 was facilitated by Ms. Faryal Fazal research assistant and CBT master trainer, CONTROL.

### Workshop Proceedings:

#### Introduction:



The second day of the training program commenced with the recitation of the Holy Quran by Mustafa Jan, DOTs facilitator. The session began with a pre-test for session 2, followed by a comprehensive recap of the previous day's learnings.

#### Session Overview:

Ms. Faryal Fazal introduced the second session, i.e., Motivational Interviewing (MI). She highlighted the significance and objectives of MI, emphasizing its relevance to the participants.

The layout of the session was revised to ensure consistency throughout the training program.



Basic skills and principles of Motivational Interviewing were effectively conveyed through examples and participant interaction. Primary focus of the CONTROL program is on motivational interviewing in the context of central objective to promote and ensure adherence to TB medication. Ms. Fazal distributed worksheets on MI, allowing participants to practice the newly acquired knowledge in groups. To enhance understanding, a roleplay was conducted featuring the Master Trainer engaging with a patient before participants engaged in their own roleplays. The Master Trainer utilized a blend of power point presentations in Urdu, hands-on activities, and role-playing scenarios to create a well-rounded and immersive learning environment. The basic communication/ therapeutic skills such as active listening, resistance to righting reflex, use of open-ended questions and reflective listening and developing rapport with the patients were taught to Dots.

### **Roleplays:**



Participants were divided into three groups for roleplays, providing them with an opportunity to apply MI techniques in a simulated setting. Psychologists rated the participants' skills using the CTR-S scale, allowing for a comprehensive assessment of their performance. This hands-on approach was designed to reinforce the theoretical concepts introduced earlier in the session.



**Feedback:** The Master Trainer actively participated in the roleplays, offering constructive feedback to each group. This personalized approach allowed participants to receive specific reflection about their strengths and areas for improvement. The feedback session was instrumental in bridging the gap between theory and practical application, enhancing the overall learning experience. The session ended with the feedback from participants also post-test.

## **Conclusion:**

Motivational Interviewing session proved to be engaging and effective in reinforcing the essential concepts introduced in the training program. The combination of theoretical discussions, practical exercises, and personalized feedback contributed to a well-rounded learning experience for the participants. The active involvement of both facilitators and participants bodes well for the continued success of the training program.

## DAY 3

### Day & Facilitator

Problem solving session, held on 20<sup>th</sup> December 2023 was facilitated by Ms. Rafia Khalil, CBT master trainer, CONTROL.

### Workshop Proceeding

#### Introduction:

Session commenced with a pretest of problem solving, ensuring that participants were prepared for the day's content. The trainer initiated the session with a recap of the previous day's learnings, emphasizing the importance of retaining the information.

#### Session Overview:

Ms. Rafia led a discussion to revise the session layout with the participants. The key elements, including the befriending technique, feedback, agenda setting, therapy work, and homework, were highlighted to maintain consistency throughout the training program.



Ms. Rafia explained the problem-solving process and its five essential steps:

1. Identifying or explaining the problem (identifying and prioritizing problems).
2. Thinking of possible solutions (brainstorming).
3. Evaluating the pros and cons of each solution (two-column technique).

4. Breaking down the chosen solution into manageable steps.
5. Following through with the plan.

To enhance understanding, the facilitator shared the story of Gul Muhammad, as mentioned in the handbook and flipbook. This narrative was used to demonstrate the application of problem-solving techniques in resolving a real-life situation. The story served as a practical example, helping participants grasp the concept of problem-solving.

### **Activity:**



Participants were given a problem-solving worksheet to individually apply the learned concepts. They were instructed to identify a problem and fill out the worksheet based on their understanding. The facilitator then invited a few volunteers to share their worksheets, facilitating a group discussion to explore different approaches.

### **Roleplays:**

To further reinforce the learning, participants were divided into three groups to engage in roleplays centered around problem-solving scenarios. This hands-on activity allowed participants to apply the problem-solving techniques in a simulated environment, enhancing

their practical skills. Psychologists rated their skills through CTS-R scale and master trainers gave feedback to the participants who played the role of therapist in the roleplay.



### **Conclusion:**

Day 3 session was interactive, with a focus on problem-solving within the CBT framework. The combination of theoretical explanations, real-life narratives, individual activities, and group roleplays contributed to a comprehensive and engaging learning experience. The participants demonstrated a growing understanding of problem-solving techniques, setting a positive tone for the remaining sessions of the training program.

## Reinforcement Session – 27<sup>th</sup> & 28<sup>th</sup> December 2023

The two-day reinforcement session for DOTs facilitators, aimed at solidifying their understanding of Cognitive Behavioral Therapy (CBT), was conducted on the 27<sup>th</sup> and 28<sup>th</sup> December 2023. This session primarily focused on reinforcing the concepts covered in the initial three training sessions.

### **Psychoeducation and Behavioral Activation:**

Ms. Saara Khan led the session with a comprehensive discussion of the theoretical aspects of psychoeducation and behavioral activation. The session was highly interactive, providing participants with the opportunity to engage in discussions and demonstrations to enhance their comprehension of the key concepts.



### **Roleplays and Practical Application:**

A significant portion of Day 1 of the two-day reinforcement session was dedicated to practical applications through roleplays. DOTs facilitators from pilot sites, Mr. Muhammad Ashfaq from Nahaqi Emergency Satellite Hospital, Mr. Tahir Nawaz from Category-D Hospital Mattani, Mr. Muhammad Shoaib from Lady Reading Hospital, Peshawar and Mr. Shad Muhammad

from DHQ Haripur, actively participated in the activity. Participants were given 15 minutes to prepare roleplays that were subsequently recorded and assessed by master trainers.

### **Key Focus Areas:**

The roleplays primarily focused on mastering the facilitators' skills in probing questions during psychoeducation, therapeutic techniques such as befriending, warmth, and building empathic relations. Additionally, attention was directed towards addressing suicide-related questions in cases of suicidal ideation and death wishes of patients during sessions.

### **Motivational Interviewing and Problem Solving:**

The second day of the two-day reinforcement session continued the focus on strengthening the understanding of Cognitive Behavioral Therapy (CBT) for DOTs facilitators. The day was dedicated to revisiting motivational interviewing (MI) & problem-solving sessions led by Ms. Faryal Fazal and Ms. Rafia Khalil. Both sessions aimed at addressing any ambiguities faced by DOTs facilitators during their practical application of these concepts.

To enhance comprehension, practical exercises were conducted using MI worksheets and problem-solving worksheets. The hands-on approach allowed facilitators to delve deeper into the concepts, ensuring a clearer understanding of motivational interviewing and problem-solving techniques. As a testament to the proverb "*practice makes a man perfect,*" participants actively engaged in the exercises, solidifying their grasp of the material.

### **Roleplays and Practical application:**

A significant portion of the session was dedicated to roleplays, where participants actively applied motivational interviewing and problem-solving techniques. The interactive nature of the session fostered a dynamic learning environment, with DOTs facilitators showcasing their motivation and interest in mastering these therapeutic approaches.

### **Key Focus Areas:**

The feedback session focused on several key areas. Firstly, participants received feedback on their homework of Session 1. In the context of motivational interviewing, attention was given to the effective use of probing questions. During Session 6, DOTs facilitators were guided on agenda setting and summarization techniques, ensuring a cohesive flow between sessions. Additionally, the DOTs facilitators received feedback on their ability to bridge the concepts from the last session to the current one.

### **Conclusion:**

The two-day reinforcement session successfully accomplished its goal of strengthening the understanding of Cognitive Behavioral Therapy among DOTs facilitators. The engagement, motivation, and active participation of facilitators in both theoretical discussions and practical exercises contribute to their preparedness for the pilot phase of the research. The feedback served as a roadmap for continuous improvement, ensuring that facilitators are well-equipped to navigate the challenges they may encounter during the application of CBT techniques.

The reinforcement session effectively addressed the unique needs of DOTs facilitators, who are non-mental health professionals, in comprehending the nuances of CBT. The roleplays proved to be instrumental in reinforcing the facilitators' understanding of key concepts.

## DAY 4

### Day & Venue

Cognitive reconstruction: recognizing thoughts session was held on 4<sup>th</sup> January 2024.

### Facilitator of Session 3:

The session was facilitated by Ms. Hafiza Zumar Malik, CBT master trainer, CONTROL.

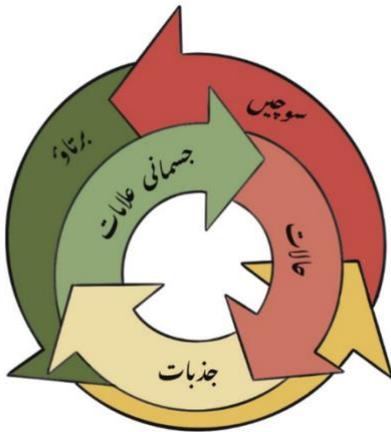
### Workshop Proceeding

*“For there is nothing either good or bad, but thinking makes it so”*

**-Shakespeare**

The fourth day of the five-day training program for the DOTs focused on cognitive reconstruction within the CONTROL CBT (Cognitive Behavioral Therapy) intervention. The day aimed to enhance participants' understanding of thoughts, emotions, physical symptoms, and behaviors, with practical applications through role-playing exercises.

The day began with a pretest to assess participants' knowledge and readiness for the day's content, ensuring a baseline understanding.



### Introduction to Cognitive Reconstruction:

The facilitator provided a comprehensive explanation of thoughts, emotions, physical symptoms, and behaviors, using real-life examples to illustrate the concepts. The vicious cycle was introduced, and participants were encouraged to relate these concepts to their own experiences.

### **Exercise thought diary 1:**

The facilitator revised the stories of Gul Muhammad and Zarmina, utilizing them as practical examples to enhance participants' comprehension. Diary No. 1 was filled with these examples to aid participants in recognizing thoughts in real-life situations. Participants engaged in a discussion regarding the homework assigned from the previous session, allowing them to share insights, challenges, and reflections on their experiences. The facilitator conducted a recap of the day's content and solicited feedback from participants to ensure clarity and address any lingering questions or concerns. Participants completed a post-test to evaluate their understanding and retention of the material covered throughout the day.

### **Role-play:**



Participants were divided into three groups for role-playing exercises. One participant assumed the role of therapist, while another played the role of the patient. Psychologists from the DOTs facilitated the role-plays, and master trainers provided feedback, emphasizing therapeutic skills such as empathy and active listening.

### **Feedback:**

Master trainers provided constructive feedback on the role-plays, highlighting areas for improvement, particularly in therapeutic skills like empathy and active listening. This feedback aimed to enhance participants' practical application of the learned concepts.

### **Conclusion:**



Day 4 of the training program successfully covered the essential elements of cognitive reconstruction within the CONTROL CBT intervention. The combination of theoretical understanding, real-life examples, role-playing exercises, and constructive feedback contributed to the participants' skill development and comprehension. The emphasis on therapeutic skills will undoubtedly enhance the effectiveness of participants in applying these techniques in real-world scenarios.

## DAY 5

### Day & Venue

Cognitive reconstructing: challenging thoughts & alternative thoughts sessions were held on 5<sup>th</sup> January 2024 9:00 am - 3:00 pm in Senate Hall, Administration block at Khyber medical university.

### Facilitator of session 4 & 5:

The session was facilitated by Ms. Hafiza Zumar Malik, CBT master trainer, CONTROL.

### Workshop Proceeding

#### Introduction:

The last day of the training program for DOTs facilitators focused on emphasizing challenging thoughts and alternative thoughts within the CONTROL CBT (Cognitive Behavioral Therapy) intervention. The sessions delved into cognitive errors, thought and the process of cognitive restructuring through group discussions and roleplays.



### Session 4: Challenging Thoughts

Participants were introduced to cognitive errors such as personalization, all-or-nothing thinking, over-generalization, magnification or minimization, and selective abstraction. Understanding cognitive errors was considered essential before moving on to challenging thoughts. Gul Muhammad and Zarmina's story was presented to participants, and small group discussions were conducted to delve into the application of cognitive errors in real-life situations. Participants were guided on finding evidence both against and in support of their thoughts, leading them to comprehend Thought Diary No. 2 by Ms. Zumar Malik.



### **Session 5: Alternative Thoughts**

The facilitator explained the last step of cognitive reconstructing, i.e., alternative thoughts or balanced thoughts and were encouraged to recognize their thoughts, challenge them, and then introduce alternative thoughts. This step aids in avoiding narrow perspectives and helps in seeing the bigger picture.

### **Importance of Alternative Thoughts:**



The facilitator emphasized the importance of alternative thoughts for well-being, focusing on self-alternative thoughts, incorporated into Thought Diary No. 3.

### **Roleplays:**

Participants were divided into three groups and given time to prepare roleplays, showcasing their understanding of CBT skills, including collaboration, agenda setting, and socratic questioning. Psychologists used the CTS-R scale to evaluate the roleplays, providing a comprehensive assessment of participants' performance. Master trainers provided feedback, emphasizing CBT skills and offering insights into areas of improvement. Special attention was

given to collaboration, agenda setting, and the effective use of Socratic questioning.



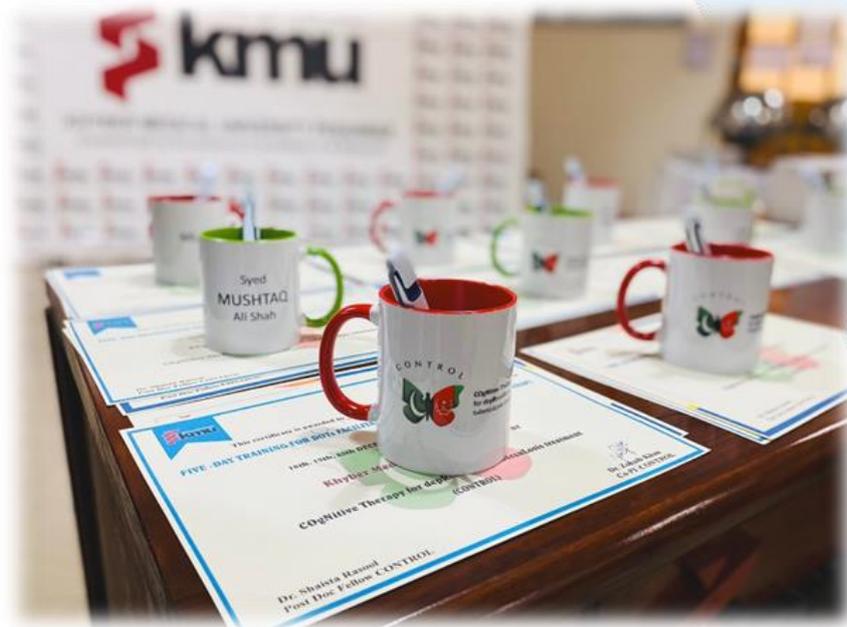
### Conclusion:

The session was concluded with a vote of thanks, and distribution of certificate and customized souvenirs to participants. Roleplays provided a practical platform for participants to apply their knowledge, and the feedback received will contribute to their ongoing development as DOTs facilitators.



The training program has equipped participants with invaluable skills for applying Cognitive Behavioural Therapy (CBT) techniques in their roles, particularly when dealing with TB patients experiencing depression. The training program not only met its objectives but surpassed expectations, offering a comprehensive and engaging learning experience. The integration of theoretical knowledge, practical application, and ongoing feedback has empowered DOTs facilitators with the essential skills and insights needed to excel as facilitators. This proficiency ensures a positive impact not only in their professional endeavours but also in effectively addressing the mental health needs of TB patients struggling with depression.

Moreover, to enhance comprehension and reinforce skills, “a three- day refresher training for DOTs facilitators on Cognitive Behavioural Therapy (CBT)” is scheduled. Additionally, on-site supervision will be conducted to provide hands-on support during training implementation. This comprehensive approach aims to ensure a thorough understanding and effective application of CBT principles among facilitators.





**Group picture of CONTROL team with the DOTs facilitators**

**COGNITIVE THERAPY FOR DEPRESSION IN TUBERCULOSIS TREATMENT  
(The CONTROL Program)**

**Five-Day training for DOTs on Cognitive behavior therapy**

**Day 1**

**Venue:** Senate Hall, Admin block (first floor), KMU

**Date & Time:** 18<sup>th</sup> December 2023, 08:30 AM to 04:00 PM

Time slot	Topic / title	Resource person	Teaching Methods	Assessment	
08:30am-08:35am	Recitation of the Holy Quran	Dr. Fayaz Ahmad	-		
08:35am-08:45am	Introduction of CONTROL team & DOTs & Pre-test	Ms. Saara Khan	Ice breaking	Pre-test	
08:45am-09:00am	Overview of CONTROL program		Lecture		
09:00am-09:30am	About CONTROL intervention, Introduction to CBT and structure of therapy sessions		Lecture		
09:30am-10:00am	Befriending technique and Introduction to Psychoeducation (Session 1 part 1)			-Small Group Discussions -Demonstrations and role plays -Role plays on Psychoeducation (activity)	Formative Feedback
10:00am-10:30am	TB , Common mental disorders (Depression & anxiety), and their relationship			Small group discussions	Feedback and reflections
10:30am-11:00am	General treatment for Depression and Anxiety			Lecture and small group discussion	
11:00am-11:30am Tea Break					
11:30am-11:40pm	Breathing exercise		Activity		
11:40am-12:00pm	Recap of session 1 part 1		Activity		

12:00pm-01:00pm	Role plays on Psychoeducation	Ms. Saara Khan	Demonstration and Role plays	Feedback and reflection
01:00pm-01:30pm	Session 1 Part 2: Behavioral Activation & steps		Demonstration and Role plays	
01:30pm-02:00pm	List of activities and introduction to daily activities diary		Lecture and discussions	
02:00pm-03:00pm	LUNCH & PRAYER BREAK			
03:00pm-03:50pm	Recap & role plays	Ms. Saara Khan	Demonstration and Role plays	-Feedback and reflection
03:50pm-04:00pm	feedback of the day		-Post test	

## Day 2

**Venue:** Senate Hall, Admin block (first floor), KMU

**Date & Time:** 19<sup>th</sup> December 2023, 08:30 AM to 04:00 PM

Time slot	Topic / title	Resource person	Teaching Methods	Assessment
08:30am-08:35am	Recitation of the Holy Quran	Dr. Fayaz Ahmad		
08:35am-09:00am	Feedback of the Previous day	Ms. Faryal Fazal	-Discussions -Role play	Pre-post
09:00am-09:15am	Session 2 Layout and Feedback Technique		-Lecture -Demonstration	Feedback and reflection
09:15am-09:40am	Introduction to Motivational Interviewing		-Lecture -Small Group Discussions	Pre-Post
09:40am-10:40am	Basic Skills and Principles of MI		-Video of Motivational Interviewing -Role plays	Feedback and reflection
10:40am-11:00am	Tea Break			
11:00am-11:45am	Discussion on MI worksheet and Hands on Practice	Ms. Faryal Fazal	-Demonstration -Role play	Feedback and reflection
11:45am-12:15pm	Recap		-Video of Motivational Interviewing	
12:15pm-12:35pm	Discussion on Homework			
01:00pm-02:00pm	LUNCH & PRAYER BREAK			
02:00pm-03:00pm	Recap & role plays	Ms. Faryal Fazal	- Demonstrations -Role plays	-Post test -Feedback and reflection

### Day 3

**Venue:** Senate Hall, Admin block (first floor), KMU

**Date & Time:** 20<sup>th</sup> December 2023, 08:30 AM to 04:00 PM

Time slot	Topic / title	Resource person	Teaching Methods	Assessment
8:30am-09:0 am	Recitation of the Holy Quran	Dr. Fayaz Ahmad		
9:00am-09:30 am	Feedback of Previous Session	Ms. Zumar Malik	-Discussions -Role play	Pre-post
09:30am-10:00 am	Layout of the Session		Lecture	Formative open-ended questions
10:00am-10:30 am	Introduction to thoughts, emotions, physical symptoms, and behaviour		Lecture, Small group discussions	
10:30am-11:30 am	Vicious cycle of depression		-lecture -Zarina's story -Story telling (Video)	Feedback and reflection
11:30am-11:45am	Recognition of thoughts (Thought diary no 1)		Lecture, Small group discussions	
11:45am-12:00 am	Tea Break			
12:00pm-01:00 pm	Discussion on homework	Ms. Zumar Malik	Lecture, small group discussion	Feedback and reflection
01:00pm-02:00 pm	Roleplays (Activity)		- Demonstration -Role play	
02:00pm-02:30 pm	Lunch & Prayer Break			
03:00pm-04:00pm	Recap & feedback of the day	Ms. Zumar Malik	-Discussions	Feedback and reflection

### Day 4

**Venue:** Senate Hall, Admin block (first floor), KMU

**Date & Time:** 4<sup>th</sup> January 2023, 08:30 AM to 04:00 PM

Time slot	Topic / title	Resource person	Teaching methods	Assessment
08:30am-09:00 am	Recitation of the Holy Quran	Dr. Fayaz Ahmad		
09:00am-09:20 am	Feedback of Previous day	Ms. Zumar Malik	-Discussion -Roleplays	Feedback and reflection
09:20am-09:45 am	Layout of the Session 4		Lecture	
09:45am-10:15 am	Cognitive errors		Lecture, small group discussions	
10:15am-11:00 am	Challenging thoughts		-Lecture -Zarmina & Gul Muhammad's story -Video	
11:00am-11:15am	Diary no 2		Lecture, Small group discussions	
11:15am-11:30 am	Tea Break			
11:30am-12:00 am	Discussion on Homework	Ms. Zumar Malik	Lecture, small group discussion	Feedback and reflection
12:00pm-12:45 pm	Role Plays (Activity)		- Demonstration -Role play	
12:45pm-01:15 pm	Layout of the Session 5		-Lecture	
01:00pm-02:00 pm	Alternative thoughts		-Lecture -Zarmina's & Gul muhammad's story -Story telling (Video)	
02:00pm-02:30 pm	LUNCH & PRAYER BREAK			
02:30pm-03:30pm	Diary no 3	Ms. Zumar Malik	Lecture, Small group discussions	Feedback and reflection
03:30pm-04:00pm	Role plays and feedback of the day		- Demonstration -Role play	Post-test

**Venue:** Senate Hall, Admin block (first floor), KMU

**Date & Time:** 5<sup>th</sup> January 2023, 08:30 AM to 04:00 PM

Time slot	Topic / title	Resource person	Teaching methods	
09:00am-09:20am	Feedback of previous day	Ms. Rafia Khalil	-Discussion -Roleplays	Feedback and reflection
09:20am-10:00am	Session and layout and Introduction to Problem Solving		-Lecture	Pre-test
10: 00am-11: 00am	Problem Solving steps		-Discussions -Story telling (video of Gul Muhammad)	Feedback and reflection
11:00am-11:40am	Problem solving exercise with Gul Muhmmad's story			
11:40am-12:00pm	TEA BREAK			
12:00pm-01:00pm	Problem solving work sheet		Discussions	
01:00pm-02:00pm	PRAYER & LUNCH BREAK			
02:00pm-02:40pm	Group activity	Ms. Rafia Khalil	-	Feedback and reflection
02:40pm-03:30pm	Hands on practice on problem solving		Demonstration -Roleplays	
03:30pm-04:00pm	Feedback of session		-Discussions	Post test Evaluaiion form