

**Chaminade University**  
**PSY 451 Health & Stress Psychology**  
**Fall 2017**

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**Texts:**     An Integrative Approach to Counseling: Bridging Chinese Thought, Evolutionary Theory, and Stress Management; (IAC) Santee  
              The Tao of Stress: How to Calm, Balance, and Simplify Your Life; (TOS) Santee  
              “Harvard Medical School Stress Management: Approaches for Preventing and Reducing Stress”; Benson & Casey; 2013

**Catalog Course Description**

*This field of psychology deals with the relationship between psychological states, social contexts, and physical reactions. The course will examine the relationship between psychology and health exploring such topics as stress, illness, exercise, nutrition, sleep, coping skills, relaxation, social support, and life-style changes. The focus of the course will be on stress management, adaptation to change, and preventative psychology.*

**Program Learning Outcome**

**This course develops and assesses the skills and competencies for the program student learning outcome of Applied Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.**

**Course Description**

The scope of this course is an examination of the relationship between psychology (cognitive, affective, behavioral), health, stress, and the environment (social and physical). The focus of the course is to explore the individual (psycho-social/biological) from a holistic perspective as he/she interacts with the demands (self, others, internal and external environment) in his/her world. The context of this approach integrates a Daoist approach to stress management with a western approach (evolutionary theory) to health stress management, and is supplemented by a Buddhist approach and Confucian approach to stress management. The course will allow the student to develop, *proactively*, coping skills so that their approach to stress and health is preventative rather than reactive. The course will investigate stress, health, lifestyle, communication skills, coping strategies, time management, nutrition, sleep, exercise (aerobic and anaerobic), relaxation, meditation, cognitive styles, perception, support groups, visualization, and the relationship between evolutionary theory, stress, stress management and Chinese

thought from a scientific perspective. To assist the exploration of the psychological approach to stress and health, Taihequan and Qigong will be taught as part of each class.

The **Taihequan** form can be found by doing a Google search by typing in: **Tai he quan**.

### **Questions To Ponder During The Course Of The Semester**

1. What is holistic health?
2. Does culture impact on how we view physical and psychological health?
3. Why do we get sick?
4. Does our environment affect our physical and psychological health?
5. How is stress related to physical and psychological health?
6. Is there a mismatch between our physical and psychological mechanisms and our environment?
7. What is the relationship between evolutionary theory, stress, and stress management?
8. What can we learn, from non-western perspectives about managing chronic stress?

### **Student Learning Outcomes**

Student will demonstrate an understanding of

1. the scientific method and its application to the field of health and stress psychology.
2. developing and applying your own Personal Stress Management Program (PSMP), and collect, analyze, and interpret data relative to addressing and resolving physical, psychological, and interpersonal concerns.
3. Taihequan and Qigong and their relationship to health, psychology, and stress management.
4. cognitive, affective, behavioral, and biological aspects of health and stress.
5. preventative/applied psychology, focused holistic approach to managing stress and health.
6. an integrative approach (evolutionary theory, neuroscience, and Chinese thought), to health (physical and psychological), and managing stress.
7. Buddhist perspectives and issues in stress management.
8. Confucian perspectives and issues in stress management.
9. Daoist 3-fold approach (simplifying life, reducing desires, and stilling and emptying the mind) to health and managing stress.
10. how this course can be addressed from each of the 5 Marianist Educational Values.

### **Assessment**

- ♦ 1 Page Paper on what you felt and thought, what is your experience, what did you notice, while doing Taihequan and Qigong
- ♦ 1 Page Paper that addresses and answers the questions in **Exercise A** on page 86-87 of *IAC*.
- ♦ PSMP
- ♦ 2 Exams
- ♦ Weekly Analysis
- ♦ Overall Analysis

**\*Write a full one page (minimum), typed, Times New Roman size 12 font, single spaced paper that addresses and answers the questions for this exercise. Staple a separate cover page with the title of the**

paper on the cover, the name of the course, your name and the due date. This paper is *your* thoughts, no references to other works or quotes from other works – just your thoughts.

**The Weekly Log will follow your PSMP:**

Keep a log for 3 weeks beginning with the 2nd week of class.

A paper on the weekly log is due every Friday. The paper (**see attached example**) must have a cover page, be **1 full page (minimum), typed, single-spaced**, covering each of the areas indicated on your PSMP. **Make sure there is a quantitative scale rating for each area.** Use the following scale:

1-10 rating scale: 1 = poor, 5 = average, 10 = excellent  
Each weekly log = 10 pts. x 3 = 30 pts.

The most important aspect of the weekly analysis is the summary where you link together the various components of your PSMP. **Make sure summary is clear and presented as a separate paragraph.**

Overall Analysis – **Two (minimum) full single-spaced pages** with a cover sheet stapled to the paper. Summarize your progress over the three weeks of your PSMP. The focus for the paper is linking together the various components on your PSMP. For example, how did the amount of sleep impact your level of energy? There are no scale ratings for this paper.

**All papers, including the PSMP analysis, must use Times New Roman, size 12 font, 1” margins on all sides and have:**

- a cover page with the title of the paper
- the name of the course
- your name
- semester
- due date
- an introduction
- conclusion
- Indent the first line of each paragraph; do not space between paragraphs.
- Page length must meet the minimum full page/s requirement.
- Paper and cover sheet must be stapled together.

### **Grading**

Paper 1 Your Experience doing Taihequan And Qigong	20
Paper 2 - Exercise A, p. 86 IAC	20
PSMP	10
2 Exams	100 x 1; 200 x 1 = 300
Weekly Analysis	10 x 3 = 30
Overall Analysis	20
<b>TOTAL</b>	<b><u>400 pts</u></b>

A =	360 +
B =	320 - 359
C =	280 - 319
D =	240 - 279
F =	↓ 239

### **Due Date/Points Policy for Papers:**

Due date, after class time	10% deduction
2 <sup>nd</sup> day	20% deduction
3 <sup>rd</sup> day	30% deduction
4 <sup>th</sup> day	40% deduction
5 <sup>th</sup> day	50% deduction
Not Accepted after 5 <sup>th</sup> day	

- **All work must be completed within the time frame of the course. Nothing will be accepted after the last class of the term.**

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by ***emailing the instructor***, calling the instructor's campus extension, or the Psychology program office numbers: 735-4751 or 739-8393. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

*If you are not in class when roll is taken, you will be counted absent. If you are marked absent, you will lose 5 points for each absence.*

### **Classroom Rules**

- **Cell phones can be used in class only for recording lectures. No texting. No tweeting.**
- No sleeping in class.
- No reading outside materials in class.
- No doing homework for other classes during class.
- No eating in class.
- No listening to iPods, etc. in class.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
- No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.



**COMPUTER USE IS ONLY FOR CLASS WORK, IT CANNOT BE USED FOR ANYTHING ELSE DURING CLASSTIME**

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Students With Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

## **Title IX**

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following: Personal Counseling Center: 808-735-4845**

## **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design In Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

### **Marianist Educational Values**

*Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:*

#### **1. Educate for Formation in Faith**

*Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.*

#### **2. Provide an Excellent Education**

*In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.*

#### **3. Educate in Family Spirit**

*Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.*

#### **4. Educate for Service, Justice, and Peace**

*The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.*

**5. *Educate for Adaptation to Change***

*In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.*

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

*Each of these characteristics is integrated, to varying degrees, in this course.*



## Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
8/28	Syllabus; Scientific Method; The Three Concerns About Health Care; Evolutionary Approach; Personal Stress Management Program (PSMP); Fight-or-Flight Response.; Acute Stress and Chronic Stress; Marianist Educational Values	<b>IAC</b> – Intro, 1 <b>TOS</b> -Intro, 1-2 <b>SM</b> pp 2-32, 43-44, 50
09/04	<b>NO CLASSES – LABOR DAY</b> Time Management, Sitting Baduanjin Taught <b>09/08 – PSMP DUE</b> Lara Boyd video Neuropsychology; Mind Wandering; Negativity Bias; Neuroplasticity Default Network	<b>IAC</b> – Intro, 1 TOS-descriptions of the 8 positions of the Baduanjin are found at the end of the following chapters 3-9 <b>SM</b> pp 2-32, 43-44, 50
09/11	Fight/Flight Response; 3 Stages of Fight/Flight Response; 2 Pathways of Fight/Flight Response <b>09/15 – WEEKLY ANALYSIS 1 DUE</b>	<b>IAC</b> – 2-3 <b>SM</b> pp 2-32, 43-44, 50
09/18	Stress and Health, Immune System; PNI <b>09/18 - PAPER 1 DUE – YOUR EXPERIENCE DOING TAIHEQUAN AND QIGONG</b> <b>09/22 – WEEKLY ANALYSIS 2 DUE</b>	<b>IAC</b> – 2-3, 13 <b>SM</b> pp.14-16
09/25	Cognitive Re-structuring/Reframing; Positive Psychology <b>09/25 –PAPER 2 DUE - EXERCISE A, p. 86-87 IAC</b> <b>09/29 – WEEKLY ANALYSIS 3 DUE</b>	<b>TOS</b> 3-5 <b>SM</b> pp 33-36, 39-40
10/02	Sleep, vicious cycle <b>10/06 - OVERALL ANALYSIS DUE</b>	<b>TOS</b> 6-8
10/09	<b>NO CLASSES – DISCOVERER’S DAY</b> Diet, Nutrition Managing Stress	<b>TOS</b> 4-6 <b>SM</b> pp 21-23, 36-37
10/16	Humor, Social Support <b>10/20 – EXAM I</b>	<b>TOS</b> 10
10/23	Exercise – Aerobic; BDNF; Memory; Learning and Exercise, Sedentary Behavior	<b>TOS</b> 4-6 <b>SM</b> pp 37-38
10/30	Exercise – Anaerobic; Taihequan, Qigong, and Stress Management	<b>TOS</b> 4-6 <b>SM</b> pp 37-38
11/6	Daoism and Stress Management <b>No classes on 11/10 – Veteran’s Day</b>	<b>IAC</b> - 5 <b>TOS</b> 9-10 <b>SM</b> pp 38-51

11/13	Confucianism and Stress Management	<b>IAC– 6</b>
11/20	Approaches of Benson and Kabat-Zinn; Interpersonal Approaches; Buddhism and Stress Management <b>No classes 11/23-24 – Thanksgiving Holiday</b>	<b>IAC– 3, 4, 12</b> <b>SM pp 38-51</b>
11/27	FILM Buddhism and Stress Management	<b>IAC– 4</b> <b>SM pp 38-51</b>
12/04	Work and Stress; Summary; Review	<b>SM pp 38-51</b>
<b>12/11</b>	<b>EXAM II – 11:00 – 1:00</b>	

## Sample Personal Stress Management Program

1. Keep daily log
2. Sleep: Get 8 hours of restful sleep per day
3. Diet: Watch diet: eliminate soda, candy and chips from diet
4. Water: While there are no hard and fast rules for how much an individual needs per day (temperature, activity level, gender, age, weather, etc., has a direct impact on daily water requirements), one guideline to estimate the amount of water is, there are others, to drink half your weight expressed in ounces of water each day. As I weigh 180 lbs, an adequate amount of water per day is 90 ounces, 1/2 my weight expressed in ounces.
5. Aerobic exercise: Swim 3 days a week (M-W-F) for 25 minutes each session  
Walk 3 days a week (M-W-F) for 25 minutes each session (American College of Sports Medicine [ACSM] recommends 150 minutes per week)
6. Anaerobic: Weight machines (T-Th-Sat)  
5 exercises upper body (1 set each 10 reps)  
5 exercises lower body (1 set each 10 reps)  
(ACSM recommends 2-3 days per week)
7. Flexibility: Stretching 10 minutes before and 10 minutes after aerobic and anaerobic exercises (ACSM recommends 2-3 days per week)
8. Neuromotor/Neuromuscular: These exercises train skills like balance, coordination, gait, and agility  
Daily 30 minutes – Taijiquan and Qigong (ACSM recommends 2-3 days per week)
9. Counting Breaths: Sitting: focus on breathing 3 days per week (T-Th-Sat) 10 minutes each session  
Moving: Taijiquan and Qigong(3 days per week (Wed-Fri-Sun) 10 minutes each session
10. Mindfulness: Daily at each meal for at least 10 minutes
11. Safe Space Visualization: 3 days a week (M-W-F) for 5 minutes a day
12. Relaxation Response: Each day, for 10 minutes, I practice saying my 'word' or short phrase while I exhale
13. Social: 1 hour each day with kids  
1 hour each day with spouse  
2 hours a week with friends  
Go out to eat with family at least once a month
14. Cognitive Re-Structuring Monitoring and addressing inappropriate threat-based thinking (negative, absolute (must, should, never, etc.)) awfulizing, catastrophizing, whining, complaining, criticizing, etc., cognitive distortions
15. Time Management I daily assess how I am utilizing and managing my time
16. Moderation is the key

## DAILY STUDENT LOG

Rating of Feelings:    1 = Terrible  
                                   10 = Great

		SUN	MON	TUE	WED	THUR	FRI	SAT
<b>SLEEP</b>	<b>No. of Hours:</b>							
<b>Upon Waking</b>	<b>Rating:</b>							
<b>MEALS</b>	<b>Breakfast</b>							
	<b>Lunch</b>							
	<b>Dinner</b>							
	<b>Snacks</b>							
<b>WATER CONSUMPTION</b>	<b>How much:</b>							
	<b>Rating:</b>							
<b>EXERCISE</b>								
<b>Aerobic Exercise</b>	<b>Type:</b>							
	<b>Hours:</b>							
	<b>Rating:</b>							
<b>Stretching</b>	<b>Hours:</b>							
	<b>Rating:</b>							
<b>Neuromotor</b>	<b>Type:</b>							
	<b>Hours:</b>							
	<b>Rating:</b>							
<b>Anaerobic Exercise</b>	<b>Type:</b>							
	<b>Hours:</b>							
	<b>Rating:</b>							
<b>MEDITATION</b>								
<b>Counting Breaths</b>	<b>Hours:</b>							
	<b>Rating:</b>							

		SUN	MON	TUE	WED	THUR	FRI	SAT
<b>Mindfulness</b>	<b>Hours:</b>							
	<b>Rating:</b>							
<b>Relaxation Response</b>	<b>Hours:</b>							
	<b>Rating:</b>							
<b>Safe Space Visualization</b>	<b>Hours:</b>							
	<b>Rating:</b>							
<b>SOCIAL</b>	<b>Type:</b>							
	<b>Hours:</b>							
	<b>Rating:</b>							
<b>RECREATION</b>	<b>Type:</b>							
	<b>Hours:</b>							
	<b>Rating:</b>							
<b>DAILY LOGGING</b>	<b>Hours:</b>							
	<b>Rating:</b>							
<b>COGNITIVE RESTRUCTURING/ REFRAMING</b>	<b>Type:</b>							
	<b>Hours:</b>							
	<b>Rating:</b>							
<b>TIME MANAGMENT</b>	<b>Type:</b>							
	<b>Hours:</b>							
	<b>Rating:</b>							
<b>COMMENTS:</b>								

This is the first week of my pattern analysis. It took two days to get used to logging my life on the form that was provided for the class. It certainly is requiring me to be organized. At this point it is fairly routine and quite informative. I do need a lot of work. (6)

I averaged 7 hours of sleep a night. I don't think it was very restful (4). I did notice that I sleep more on the weekends than during the week. I had one day during the week where I got only 4 hours of sleep and I sure felt it the next day. Problems with energy (3), attention (4), focus (4), and impatience (2) were noted. Truth of the matter, I was kind of nasty to those around me. It is clear to me that inadequate sleep is quite problematic. I will be examining my sleeping patterns so that I get adequate rest.

My eating habits are a mess (3). I don't eat breakfast (I have no time) and pretty much survive on fast food and soda. Weekends are not much different. I suspect my eating habits also contribute to my lack of energy (3). I will start to eat breakfast on a regular basis beginning tomorrow. I will monitor how this meal impacts on my energy and attention levels.

I did not drink much water (2). I am sure the lack of water is also linked to my problems with energy (3), attention (4), and with being impatient (2). As noted in my PSMP I will begin to drink 90 ounces of water (body weight =180 and  $\frac{1}{2}$  of 180=90) per day.

As far as exercise is concerned, this is pretty new to me. My personal stress management program indicated I would 1) stretch (flexibility) for 10 minutes before and after my aerobic and anaerobic exercise, 2) walk 25 minutes three days a week, and swim 25 minutes three days a week (aerobic), 3) do a weight workout (anaerobic) with machines three days a week incorporating both upper and lower body, and 4) neuromotor/neuromuscular exercises daily for 30 minutes incorporating Taihequan and Qigong. I did not meet my goal of stretching before and after each aerobic and anaerobic session as I missed two anaerobic sessions (7). I was able to meet my aerobic requirement as I walked three days for 25 minutes (8) and swam three days for 25 minutes (8). I did not meet my anaerobic requirement (3) of working out with the weight machines for three days as I was only able to work out one day for 30 minutes. I did exercises for both my upper body and lower body. I know. I know. I need to follow my schedule and incorporate two more weight workouts each week. Just so tired and my days are so long. I will include the push-ups, squats and abdominal crunches regime that we discussed in class for the second and third anaerobic exercise. This way I can do the second and third anaerobic component at home. I met my neuromotor/neuromuscular requirement (10) as I was able to perform my Taijiquan and Qigong for a total of 30 minutes each day.

I liked the simple breathing exercise of counting breaths we did in the class. I did that for five minutes three times during the week. I felt rested (8). I met my goal here. I also liked the mindfulness exercise although it was really hard to stay focused and nonjudgmental in the present (5). I practiced mindfulness during my meals. My mind really raced around. I was able to practice the safe space visualization exercise three times during the week (8). I am able to forget my troubles in my visualized safe space by the mountains and ocean. I was successful in practicing the relaxation response daily for 10 minutes each day. My word 'still' kept me focused, centered, and relaxed (8). Overall, I am really enjoying these meditative techniques and clearly see their benefit for my well-being.

School is going fine so far. I am taking two classes and I am enjoying them. I work full time for Longs and the job is fine. I was able to meet with my friends during the weekend and I did talk to two of them during the week (8). I spend 60 minutes each night watching the SciFi station. It is great for my relaxation (8). I played tennis once over the weekend. Need to do this more often. I did find myself, in spite of everything else, laughing and smiling each day. This seems to have an impact on my energy.

Managing my time has been quite an eye opener. I did not realize how much time during the day I waste complaining and whining (3). I know I need to get better organized (4), and put some structure into my day.

Regarding my negative thinking and cognitive distortions I noticed they were greater at the start (3) of the week than at the end of the week (5). I spent a lot of time complaining about customers and

my fellow workers. I noticed I tended to have absolute expectations about how people must behave. When they didn't behave as I felt they should I got angry (3). In a lot of these instances I noticed that my lack of restful sleep appeared to contribute to my negative thinking and cognitive distortions. Through the process of cognitive restructuring I began reducing/eliminating negative thinking, removing problematic threat based thinking, examined and addressed my cognitive distortions, and developed preferences to replace my absolute problematic thoughts.

I had a headache for two days (3). I wonder if it was connected to my sleep and diet. I found myself engaging in a lot of awfulizing, catastrophizing, and complaining almost every day. It was especially noticeable the day after my 4 hours of sleep. I also noticed that I was quite angry (2) on that day.

In summary, I am able to notice links or patterns in how I feel, my energy level and my behavior relative to my diet, sleep, meditation, exercise, and social interaction. For example, I am sure diet and sleep contribute to my energy problems and my low motivation for doing my anaerobic exercises. When I do not get enough sleep or it is not restful, the next day I lack energy, I am unable to stay focused very long, and I am quite irritable. On the other hand, when I get restful sleep, I am energized, focused, engage in less negative thinking/complaining, and I am happy. I also noticed that when I meditate, my energy increases and my concentration and attending skills are quite good. I find when I am not well organized, I waste time, and I am stressed. It is important to discover and address the various patterns and relationships, such as those I have described, between the components of my PSMP. This analysis assists me in taking control of my health and overall well-being. I am slowly learning the necessity of being pro-active rather than re-active regarding my interactions with my environment. I suspect as I become more pro-active I will better be able to manage my time and thus eliminate my excuse of not having enough time to do certain activities. I will continue to monitor myself and address the problems noted in my above analysis.