

Chaminade University - Honolulu
PSY 751 Health, Stress Management and Counseling
Fall 2018

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Texts: An Integrative Approach to Counseling: Bridging Chinese Thought, Evolutionary Theory, and Stress Management (IAC); Santee
Spark: The Revolutionary New Science of Exercise and the Brain; Ratey
“Harvard Medical School Stress Management: Approaches for Preventing and Reducing Stress”, Benson & Casey; 2013

ACA 2014 Code of Ethics

Section C Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Catalog Course Description

This course is an examination of counseling an individual from a holistic perspective. The course explores the relationship between health and psychological moods in such areas as stress management, diet/healthy nutrition, exercise, sleep, mind/body relations, support groups, humor, faith, responsibility, interpersonal relationships, and choice. The emphasis will be on preventive psychology. 24 Taijiquan Form, Qigong, relaxation exercises, meditation, and visualization are taught as part of the course.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core coursework student learning outcomes of: 1) an Understanding of Human Growth and Development; 2) an Understanding of Counseling Theories and Skills; and 3) an Understanding of Appraisal. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

The scope of this course will be a holistic examination of the human being relative to his or her functionally adapting to various environmental contexts. The general focus of the course is the relationship between mind, body, and environment. The specific focus of this course is the exploration of the relationship between health, psychological moods, and personal/social contexts. This course will examine such areas as: stress management, diet/healthy nutrition, exercise, evolutionary theory, sleep, mind/body/environment relations, fight or flight response, support groups, humor, faith, responsibility, interpersonal relationships, choice, immune system, time management, cognitive restructuring, and cognitive appraisal/re-structuring, mindfulness/mind heart fasting, and relaxation response. Course emphasis will be on preventive counseling.

Class structure

1. 24 Taijiquan Form and Qigong, breathing exercises

The 24 Taijiquan Form can be found by searching Google. Type in "24 Taijiquan Form" and select a video to view form.

2. Stress management techniques, lecture, films, etc.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. A stress management, evolutionary psychology/theory and neuroscience integrative model to counseling and health care.
2. Proactive, preventive focused holistic approach to counseling and health management that integrates exercise, stretching, healthy nutrition, meditation, sleep, cognitive restructuring, time management, interpersonal relationships, and social context within the framework of community, school, and marriage and family counseling.
3. The immune system and its relationship to stress and stress management.
4. The function of the brain (neurotransmitters, hypothalamus, etc) and the body (hormones, etc) when comparing and contrasting normal stress with chronic stress.
5. Psychological disorders from the perspective of stress management.
6. Default Mode, Negativity Bias, Mind-Wandering, Neuroplasticity (learning) and Neurogenesis within the context of Stress and Stress Management.
7. Scientific method and research relative to physical, psychological, and social health, stress, and stress management.
8. Developing and applying your own Personal Stress Management Program (PSMP). Collect, analyze, and interpret data relative to addressing and resolving physical, psychological, and interpersonal concerns.
9. Chinese and Buddhist approaches to stress management.
10. The relationship of Qigong and 24 Taijiquan Form to stress management.

Assessment

Student will develop, monitor, and participate in a personal, holistic mind/body/environment program. Student will assess over a 2-week period, the following areas

- a. Keeping of a log
- b. Sleep
- c. Healthy Nutrition
- d. Water
- e. Stretching
- f. Aerobic exercise
- g. Anaerobic exercise
- h. Neuromotor/neuromuscular
- i. Counting Breath Meditation
- j. Relaxation Response
- k. Mindfulness
- l. Visualization
- m. Social/Interpersonal Relationships
- n. Cognitive Re-Structuring

PERSONAL STRESS MANAGEMENT PROGRAM **(PSMP)**

Assignment

1. Develop program
2. Maintain log
3. Write a weekly analysis to be turned in each week (2 weeks) starting with the second week. See handout for sample format.

For the Weekly Pattern Analysis, use the rating scale below for each area you are analyzing:

1 = Poor 5 = Average 10 = Excellent

The weekly pattern analysis is at minimum one full, single-spaced page with one inch margin on all sides, a size 12 Times New Roman font, with a cover page to include the name of the course, title of paper, semester, your name and date due. Start the paper with your first paragraph. Follow the format of the paper on the sample analysis (attached). No other styles. Make sure you include the ratings for each section in the paper.

4. Write an overall analysis of entire program weeks 1-2. The analysis will be 2-3 full pages, typed, single-spaced, one inch margin on all sides, size 12 Times New Roman font, with a cover page to include the name of the course, title of paper, semester, your name and date due. There are no individual ratings. Highlight strengths and weaknesses you observed and links you observed among the various components. For example, what is the relationship between the amount of sleep that you received and the amount of

energy, your ability to focus, your interpersonal relationship with others that you noticed the following day. The prime focus of this paper is on the interrelationship among the various components.

►► This assignment is to develop a personal stress management program (PSMP). This course focuses on preventive health psychology. In other words, being *proactive* rather than reactive to the stresses one encounters in life; building up your psychological, physical and spiritual immune systems.

This is the program you are going to be following for two weeks. Make it challenging, but do not make it impossible or too difficult to follow. If it is unrealistic, you will add stress and probably stop doing it. Make it realistic and fun. A sample PSMP and log analysis are provided at the end of the syllabus.

Grading

1.	Personal Stress Management Program Paper must have a cover sheet with the course name, title of paper, your name, and due date.	10
2.	Two (2) weekly analyses turned in each week	10 pts x 2 = 20
3.	Overall 2 week analysis due 2/20 . Analysis is to be 2-3 pages, typed in Times New Roman size 12 font, single-spaced. Paper must have a cover sheet with the course name, title of paper, your name, and due date. Each new paragraph must be indented, no space between paragraphs. Staple pages together before submitting.	20
4.	2 Exams (each will be 25 item multiple choice) (exams will cover material viewed, discussed and lectured on in class)	2 x 100 pts = 200

➔ ***If you miss an exam, you will NOT be allowed to make it up.***

5.	One full page minimum, typed, single-spaced papers from exercise in the text: <i>An Integrative Approach to Counseling</i> . Paper must have a cover sheet with the course name, your name, and due date. Paper is to be typed in Times New Roman size 12 font, one inch margins on all sides, single-spaced. Each new paragraph must be indented, no space between paragraphs. Staple pages together before submitting.	
	Paper - Exercise C on page 185	20
	TOTAL POINTS FOR CLASS	<u>270</u>

A = 243 +

B = 216 – 242

All papers must be stapled together and include a cover page with the title of the paper, the name of the course, due date, your name and the semester, size 12 Times New Roman font, 1-inch margins on all sides, an introduction and a conclusion. Indent the first line of each paragraph. Do not add a space between paragraphs. As I am interested in your thoughts and feelings there should be no quotes in the papers.

Due Date/Points Policy for Papers:

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

- All work must be completed within the time frame of the course. Nothing will be accepted after the last class of the term.
- NO MAKE-UP WORK from this class will be allowed. No Exceptions.
- If you are late when roll is taken, you will be considered absent. If you leave more than 30 minutes early, you will be considered as absent from the class.
- Students must participate in 24 Taijiquan Form and Qigong at the start of each class. If you do not participate, you will be marked absent. If this occurs twice, you will lose one letter grade. If this occurs a third time, you will fail the class and be required to repeat it.



COMPUTERS CAN BE USED FOR CLASS WORK AND AUDIO RECORDING ONLY, NO VIDEO RECORDING OR ANYTHING ELSE DURING CLASSTIME.



CELLULAR PHONES CAN BE USED FOR AUDIO RECORDING ONLY, NO VIDEO RECORDING, PHOTOS, TEXTING OR OTHER CELLULAR USE ALLOWED.

Attendance

If you miss more than one class, you will be given a “C” and you must retake the class.

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.

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.

The above quotes were taken directly from:

Research Design And 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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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

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**

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>Day</u>	<u>Topic</u>	<u>Readings</u>
10/1	Syllabus; Scientific Method; The Three Concerns About Health Care; Evolutionary/Neuroscience Approach; Default Mode; Negativity Bias; Mind-Wandering; Neuroplasticity (learning); Neurogenesis; Threat Based Thinking; Short and Long Pathway; Neurotransmitters; Hormones; Appropriate and Inappropriate Activation of Stress Response; Holistic Approach to Managing Stress; Personal Stress Management Program (PSMP); Normal Stress; Acute Stress; and Chronic Stress	IAC Intro, 1-3 Spark Intro, 1-2 SM 2-32
10/8	Cognitive Restructuring (Absolute Thinking, Negative Thinking, Whining, Complaining, Criticizing, Cognitive Distortions); Cognitive Reframing, Optimism/Pessimism; Locus of Control; 8 Principles of Social Psychology PSMP DUE	IAC 2-3; Spark 3-5 SM 33-36
10/15	Immune System; PNI; Film on Learning; Films on Immune System PSMP ANALYSIS 1 DUE	IAC 3 Spark 3-5 SM 14-16
10/22	Time Management; Daoism PSMP ANALYSIS 2 DUE	IAC 5, 9, 11; Spark 6
10/29	Sleep; Film on Humor; Managing Stress; Exam Review PAPER DUE	Spark 7, 10 SM 38-51
11/5	EXAM 1	
11/12	Exercise (BDNF, Neurotransmitters); Buddhism; Nutrition Work and Stress OVERALL PSMP ANALYSIS 1-2 DUE	IAC 4 Spark 8 SM 37-38
11/19	Mindfulness Film; Mindfulness and Therapy;	IAC 6, 8, 12 Spark 9 SM 21-23, 36-37
11/26	<i>Spark</i> on Anxiety/Depression (BDNF, Neurotransmitters) Review for Exam	IAC 8-13 SM 12-14
12/3	Final Exam	

Sample Personal Stress Management Program

1. Keep daily log
2. Sleep: Get 8 hours of restful sleep per day
3. Watching what I eat: Watch eating: eliminate soda, candy and chips
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 2 days a week (t-th) for 30 minutes each session
Walk 3 days a week (M-W-F) for 30 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 15 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. Loving Kindness Meditation 5 minutes each morning saying "may my day be peaceful, may my day be joyful and may my heart be happy"
14. 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
15. Cognitive Re-Structuring Monitoring and addressing inappropriate threat-based thinking (negative, absolute (must, should, never, etc.) awfulizing, catastrophizing, whining, complaining, criticizing, etc., cognitive distortions)
16. Time Management Daily assess how I am utilizing and managing my time
17. Sedentary Behavior Daily Walk 250 steps for each hour between 6 am and 5 pm
18. Moderation is the key

DAILY STUDENT LOG

Rating of Feelings: **1 = Terrible**

10 = Great

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

		SUN	MON	TUE	WED	THUR	FRI	SAT
Loving Kindness Meditation	Hours							
	Rating:							
Safe Space Visualization	Hours:							
	Rating:							
SOCIAL	Type:							
	Hours:							
	Rating:							
RECREATION	Type:							
	Hours:							
	Rating:							
DAILY LOGGING	Hours:							
	Rating:							
COGNITIVE RESTRUCTURING/ REFRAMING	Type:							
	Hours:							
	Rating:							
TIME MANAGMENT	Type:							
	Hours:							
	Rating:							
SEDENTARY BEHAVIOR	Total Hours							
	Hours Met Movement Goal							
	Rating							
COMMENTS:								

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 6 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). For me, the loving kindness meditation worked the best! I performed it for both myself and for my family members. I really noticed not only how good I felt after doing it in the morning, but also how this positive feeling carried throughout the day (10). 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.

I was stunned regarding how much time during the day I spent being sedentary (2). Sitting at my desk at work (about 7 hours), watching TV (about 3 hours), and using my mobile phone/computer/tablet (about 5 hours). Mind you most of this is straight time without even getting out of my chair. This does not include eating or driving my car. On the weekends, it is even worse. I will start stretching and walking each day for 250 steps, for each hour, between 6 am and 5 pm. In addition, I need to cut down the amount of time I spend on my digital devices. I will start by reducing my time on my digital devices by 30 minutes each day during the week, and by 1 hour each day on the weekends.

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 eating habit. 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 eating habit, sleep, meditation, exercise, and social interaction. For example, I am sure healthy nutrition 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.