

Chaminade University - Honolulu
PSY 451 Health & Stress Psychology
Fall 2019

<u>Instructor:</u>	Robert G. Santee, Ph.D.	<u>Time:</u>	M/W/F 9:30am – 10:20am
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Appointment: Call Pam – 808-735-4751 or email: pamela.silva-patrinos@chaminade.edu to make an appointment

Location Behavioral Sciences Bldg. 105A

Texts: *It's Time For A Change: A Therapeutic Lifestyle Approach to Health and Well-Being.* Santee

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, Taijiquan and Qigong will be taught as part of each class.

The **Yang 40** Taijiquan form can be found by doing a Google search by typing in: **Yang 40 Taijiquan** and then clicking videos.

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

1. **Declarative Knowledge** (concepts, facts, theories, information, meaning, descriptions of things, events, formulas, processes, attributes, and their relationships. Essentially it is what we know about a topic, knowing that) of the field of Health and Stress Psychology **via** a multiple-choice midterm and final exam.
2. **Procedural/Performance knowledge** (essentially knowing how to do something) **via** writing **1)** Your own Personal Stress Management Program (PSMP), **2)** weekly PSMP analyses, **3)** a paper on Taijiquan and Qigong in the context of stress and stress management **4)** an overall PSMP analyses, and **5)** a paper on analyzing Buddhist, Daoist, and/or Confucian quotes and how they are how they are relevant to/beneficial for managing stress

Assessment

Mid-Term Exam: 25 item multiple-choice exam

Final Exam: 50 item cumulative multiple-choice exam

Personal Stress Management Program (PSMP)

Weekly PSMP Analysis x 2

Overall PSMP Analysis

Paper 1

Paper 2

Paper 1. This paper is about your experiences performing Taijiquan and Qigong at the start of each class in the context of stress and stress management. **First**, describe what you mean by being stressed and what your sources of stress are.

Second, based on your own observations, describe your level of stress from the first day of class until the time you are writing this paper and what differences you have noticed regarding your stress level over the course of the last 4 weeks. Also provide a quantitative weekly average, based on a scale of 1-10 scale (with 1-10 with 1= little or no stress, 5= average stress, and 10=highly stressed) for each of the last 4 weeks.

Third, describe your experiences performing Taijiquan and Qigong over the last 4 weeks. What impact has practicing Taijiquan and Qigong had on you and your stress levels physically, cognitively, emotionally, behaviorally, interpersonally, and spiritually over the last 4 weeks? What changes have

you noticed regarding your stress levels from when you first started practicing Taijiquan and Qigong in this class to this point in time when you are writing the paper.

Finally (fourth), indicate what you learned about yourself and managing your stress?

- **Minimum** 3 full single space pages. **Feel free to write more!**
- Separate introduction and conclusion
- Separate paragraph for each of the **Four** sections.
- For the Third Section, separate paragraphs for each of the six descriptors (**physically, cognitively, emotionally, behaviorally, interpersonally, and spiritually**) regarding your experience practicing taijiquan and your stress levels. **Bold** each one.
- **Do not use outside references or quotes.**
- See **Format for Papers** for additional requirements for writing papers in this class

This paper is about *your* thoughts and experiences, no references to other works or quotes from other works – just your thoughts and experiences.

Paper 2. For this paper you will **First** select Buddhist, Daoist, and/or Confucian quotes, minimal two, from each of the following Chapters from the book for this course: **3** (Daoism, Confucianism, Buddhism and Stress Management), **4** (Meditation), **5** (Cognitive Restructuring), **6** (Exercise), **7** (Sleep), and **11** (Interpersonal Relationships). You will **then** analyze each of the quotes and indicate how they are relevant to/beneficial for managing chronic stress. **Finally**, indicate what you learned about Buddhist, Daoist, and/or Confucian approaches to managing your stress?

Example

The following quote comes from the Daoist tradition and is found in **Chapter 7 Sleep**.

For the common person, when awake their minds range between racing around and being impulsive, to being sluggish, stagnant and slow to respond. As a result, the person dreams when asleep. Because their minds are agitated, they become entangled. Thus, when they are awake, their bodies are vulnerable to illness and disease. (Santee, 2020, p. 245).

Your analysis of this quote indicating what is being said and how it is relevant to/beneficial for managing stress would then follow. Upon finishing your analysis, you would then introduce the second quote, in a separate paragraph, from the same chapter and proceed in the same manner.

Upon finishing the minimal two quotes from the chapter on sleep, you would start a new paragraph on a different chapter and follow the same format

After your conclusion, a few space below, you will list

Reference

Santee, R. (2020). *It's time for a change: A therapeutic lifestyle approach to health and well-being*. San Diego, CA: Cognella, Inc.

- **Minimum** 5 full single space pages. **Feel free to write more!**
- Separate introduction and conclusion
- Copy the quotes exactly from the book and indent them as in the example above.
- Identify the chapter and page number from which the quote came from. See example above.
- Identify the tradition which it is from (Buddhist, Daoist or Confucian)
- For each quote reference it in the example format above
- Separate paragraph/s for each quote and analysis.

*See **Format for Papers** for additional requirements for writing papers in this class

*Paper Format

All papers (see below for PSMP paper) must use Times New Roman, size 12 font, 1" margins on all sides, and requires

- a cover page with the title of the paper
- the name of the course
- your name
- semester
- due date
- **an introduction**
- **a conclusion**
- that first line of each paragraph is indented, there are no spaces between paragraph, and that there are no one paragraph papers
- that Page length must meet the minimum full page/s requirement.
- that the written pages for the assignment and cover sheet be stapled together.

The **PSMP** paper

Follows the **sample format in this syllabus** exactly and requires

- Times New Roman, size 12 font
- a cover page with the title of the paper
- the name of the course
- your name
- semester
- due date
- that the cover page and the PSMP page are stapled together

Grading

Paper 1 - Your Experience doing Taijiquan and Qigong		30
Paper 2 –		100
PSMP		10
2 Exams	100 x 1, 200 x 1 =	300
Weekly Analysis	10 x 2 =	20
Overall Analysis		20
	TOTAL =	<u>480</u>

Grading Continued

A = 432+

B = 384 - 431

C = 336 - 383

D = 288 - 335

F = 287 ↓

Due Date/Points Policy for Papers:

Due date, after class time 10% deduction

2nd day 20% deduction

3rd day 30% deduction

4th day 40% deduction

5th day 50% deduction

Not Accepted after 5th 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 only be used for recording class lectures. No texting, tweeting, internet use, taking pictures, video, etc.**
- 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 cell phones, 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 and audio record the lectures. No other computer use is acceptable.

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.

Chaminade University Undergraduate Catalog 2019/2020, pg. 52

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 the **Counseling Center** (counselingcenter@chaminade.edu) to make an appointment 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**

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at [\(808\) 735-4815](tel:8087354815) or advising@chaminade.edu The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

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>

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.

Characteristics of Marianist Education	Short Version
Educate for the Formation of Faith ‘Ike Kainu’u Ho’ola’a (Knowledge embodying a sanctifying spirit)	Kainu’u La’a (Sacred Spiritual Embodiment)
Provide an Integral Quality education ‘Ike Ulana Ho’omana Kina’ole (Unblemished weave of empowering knowledge)	Mana Kina’ole (Perfected Power)
Educate in Family Spirit ‘Ike Pilipo’ohala Kū’ono (Knowledge bound in deep family values)	Pilina Po’ohala (Embraced Family Virtues)
Educate for Service, Justice and Peace ‘Ike Kuleana Kaiao (Knowledge of enlightened duty)	Kuleana Pono (Righteous Responsibility)
Educate for Adaption and Change ‘Ike Huli Wānana (Knowledge of Prophetic Change / Searching)	Loli a Ma’a (Adapt to Change)

Thought and Translation by: Kumu Keahi Renaud, 2018

Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
8/26	Syllabus; Scientific Method; The Three Concerns About Health Care; Evolutionary Theory Approach; Personal Stress Management Program (PSMP); Marianist Educational Values	Santee Introduction, Chapter 1, 12
9/02	9/02 - HOLIDAY Syllabus; Scientific Method; The Three Concerns About Health Care; Evolutionary Theory Approach; PSMP Due 9/6	Chapter 1,12

9/09	Stress Response, Relaxation Response, and Neuroscience 9/13 – WEEKLY ANALYSIS 1 DUE	Chapter 2
9/16	Stress Response, Relaxation Response, and Neuroscience 09/20 – WEEKLY ANALYSIS 2 DUE	Chapter 2
9/23	Daoism, Confucianism, Buddhism and Stress Management 9/7 – Paper 1 Due	Chapter 3
9/30	Daoism, Confucianism, Buddhism and Stress Management 10/4 - OVERALL ANALYSIS DUE	Chapter 3
10/07	Meditation	Chapter 4
10/14	10/14 - HOLIDAY Review Exam 1 10/18 – EXAM I	Chapter 4
10/21	Cognitive Restructuring	Chapter 5
10/28	Exercise	Chapter 6
11/04	Sleep	Chapter 7
11/11	11/11 - HOLIDAY Interpersonal	Chapter 11
11/18	Immune system Paper 2 Due 11/22	Chapter 9
11/25	11/28-11/29 – THANKSGIVING HOLIDAY Time management	Chapter 10
12/2	Nutrition, Review Exam 2	Chapter 8
12/9	EXAM II – 11:00AM – 12:00PM	

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 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

The Weekly Log will follow your PSMP:

Keep a log for 2 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 2 = 20 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 two weeks of your PSMP. Compare your week 1 and week 2 results across each of the areas. Each area is a separate paragraph. Do not run together any of the areas. What did you learn about yourself? The focus for the paper is linking together the various components on your PSMP. What links did you find? For example, how did the amount of sleep impact your level of energy? There are no scale ratings for this paper.

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:								

Sample PSMP Analysis

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 Taijiquan 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 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.