

Chaminade University - Honolulu
PSY 751 Health, Stress Management and Counseling
Summer Online 2022

<u>Instructor:</u>	Robert G. Santee, Ph.D.	<u>Time:</u>	Online
<u>Phone:</u>	(808) 735-4720	<u>Room:</u>	Online
<u>Office Hours:</u>	See Home Page on Canvas	<u>Email:</u>	rsantee@chaminade.edu

Text: Santee, R.G. (2020). *It's Time For A Change: A Therapeutic Lifestyle Approach to Health and Well-Being*. (1st edition). San Diego: CA. (Cognella, Inc.)

Pain and unpleasantness in life is inevitable, becoming chronically stressed about it and suffering is optional. It is a choice!

Sallatha Sutra or Arrow Sutra/Jian Jing

Is it not pleasurable to have the opportunity to put into practice what one has learned?

Analects of Confucius, Book 1

I have three treasures that I maintain and protect. The first is compassion. The second is simplicity. The third is patience.

Daodejing, Chapter 67

*Life is largely a process of adaptation to the circumstances in which we exist. A perennial give-and-take that has been going between living matter and its inanimate surroundings, between one living being and another, ever since the dawn of life in the prehistoric oceans. The secret to health and happiness lies in successful adjustment to the ever-changing conditions on this globe; the penalties for failure in this great process of adaptation are disease and unhappiness. But there is another type of evolution which takes place in every person during his own lifetime from birth to death: this is adaptation to the stresses and strains of everyday existence. . . . We are just beginning to see that many common diseases are largely due to errors in our adaptive responses to stress, rather than to direct damage by germs, poisons, or life experience. In this sense, many nervous and emotional disturbances, high blood pressure, gastric and duodenal ulcers, and certain types of sexual, allergic, cardiovascular, and renal derangements appear to be essentially **diseases of adaptation**.*

The Stress of Life
Hans Selye

It is a remarkable thing about psychotherapy: You cannot learn any recipes by heart and then apply them more or less suitably, but can cure only from one central point; and that consists in understanding the patient as a psychological whole and approaching him as a human being, leaving aside all theory and listening attentively to whatever he has to say.

Even a thorough discussion can work wonders. It is of course essential for the psychotherapist to have a fair knowledge of himself, for anyone who does not understand himself cannot understand others and can never be psychotherapeutically effective unless he has first treated himself with the same medicine. Otherwise he never knows what he is doing. You don't get anywhere with such facile, general doctrines as that neurosis consists of repressed sexuality and the like.

The psychotherapist must be a philosopher in the old sense of the word. Classical philosophy was a certain view of the world as well as of conduct. For the oldest authorities of the Church even Christianity was a sort of philosophical system with a code of conduct to match. There were philosophical systems for a satisfying or happy way of living. Psychotherapy means something of the sort too. It must always deal with the whole man and not merely with organs. So it must also proceed from the whole of the doctor.

Carl Jung's letter (April 21, 1947) to his cousin Richard Otto Preiswerk
Adler, G. (Ed.), Jaffé, A. (Ed.), Jung, C. (1973, 456). *Letters of C. G. Jung*. London: Routledge, <https://doi.org/10.4324/9781315723945>

Whistling to keep up courage is no mere figure of speech. On the other hand, sit all day in a moping posture, sigh, and reply to everything with a dismal voice, and your melancholy lingers. There is no more valuable precept in moral education than this, as all who have experience know: if we wish to conquer undesirable emotional tendencies in ourselves, we must assiduously, and in the first instance cold-bloodedly, go through the outward motions of those contrary dispositions we prefer to cultivate. The reward of persistency will infallibly come, in the fading out of the sullenness or depression, and the advent of real cheerfulness and kindness in their stead. Smooth the brow, brighten the eye, contract the dorsal rather than the ventral aspect of the frame, and speak in a major key, pass the genial compliment, and your heart must be frigid indeed if it do not gradually thaw!

What is an Emotion?

William James (1884)

<http://psychclassics.yorku.ca/James/emotion.htm>

Online

Psy 751 is an online asynchronous format course via canvas. There will be no zoom. There will be no pre-recorded lectures. After reading this syllabus, please go to and review the canvas home page and the week 1 module.

The entire course is structured through the module format on Canvas where all your assignments, requirements, PowerPoint presentations to review, articles to read, videos to watch (links to the videos are in the weekly module), discussion questions, and readings are indicated. The Files link contains the syllabus, all the PowerPoint Presentations, exercises, samples for assignments, and articles to read. In addition to the modules, the syllabus also lists on a weekly basis the videos to watch and their links, the PowerPoint presentations to review, and chapter readings. The sample Personal Stress Management Program (PSMP), and the sample PSMP analysis are contained within the syllabus.

All graded papers, the PSMP, the weekly PSMP analyses, discussion questions and participation responses will be posted on a Monday. **They are all submitted through canvas.** They are all always due, for their respective week Sunday **before** midnight. **If they are late, they will not be accepted.** Both the mid-term and final exam both are 25 item multiple choice exams for which you have 30 minutes for each to complete. **The mid-term is taken**, during its assigned week (Monday through Sunday) through canvas any day with the due date before 11pm on **Sunday 8/14**. **The final exam is taken the during the final assigned week on Sunday, Monday, or Tuesday with the due date before 11pm Tuesday 9/6.**

All papers are submitted through canvas, discussion questions and participation responses are submitted through canvas, and both the mid-term and final exam are taken through canvas.

Please note there is no extra credit given for this course. There are no incompletes given for this course. Late papers (All graded papers, the PSMP, the weekly PSMP analyses, discussion questions and participation responses) will not be accepted.

Discussion Question Response and Participation Response requirements: See Home Page and Module on Canvas.

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>

Course Description

The scope of this course is a psycho-educational, integrative, holistic, self-care approach to counseling, for both counselor and client, relative to generating and implementing adaptive solutions for adaptive problems in various ever-changing 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: a personal stress management program (PSMP), evolutionary theory, neuroscience, the stress response, stress management, nutrition, exercise, sleep, sedentary behavior, inter-personal relationships, humor, personal responsibility, immune system, time management, cognitive restructuring/re-framing, and meditation.

In addition, Daoist, Buddhist, and Confucian approaches are integrated with the western approach to provide cross-cultural perspectives and practices regarding generating and implementing adaptive solutions for adaptive problems within the context of health, stress management and counseling. Course emphasis will be on preventive/self-care counseling for both the counselor and the client.

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.

MSCP Core Program Learning Outcomes (PLOs)

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

Student Learning Outcomes

1. Declarative Knowledge: Students will identify core counseling theories, principles, concepts, techniques and facts in the field of health, stress management, and counseling **via** a multiple-choice midterm and final exam. This outcome links directly to the MSCP Core **PLO #1**.

- 1. Procedural/Performance Knowledge:** Students will identify the relationship between adaptation and change and the counseling process in the field of health, stress management, and counseling **via** writing a paper on **1)** Your own Personal Stress Management Program (PSMP), **2)** your weekly PSMP analyses, **3)** your ACA **Ethical Guidelines** Self-Care and Self-Monitoring analysis, **4)** analyzing Buddhist, Daoist, and/or Confucian quotes and how they are relevant to/beneficial to the field of Health, Stress Management, and Counseling for both the counselor's and client's health and well-being, and **5)** 5 Animals Frolic Journal/Analysis. This outcome links directly to the MSCP Program Core **PLO #3**.

Use the Modules in Canvas for PPP, videos, course requirements, instructions, and assignments. Essentially you navigate your way through this course using Canvas.

Grading

1. This paper is about your experiences performing the Five Animal Frolic Qigong once a day for 10 minutes for 21 consecutive days **beginning on 7/8 and finishing on 7/29. Due 8/31**. Each day for 21 days, I want you to keep a journal where, for each day/date, you write down and describe your physical, psychological, and behavioral experiences performing the Five Animals Frolic Qigong for that day. At the end of 21 days, I want you to write a paper discussing, across the following five sections, what this experience of performing the Five Animals Frolic Qigong had on your **1)** daily stress levels, **2)** overall stress levels by comparing day 1 with day 21, **3)** your ability to relax, **4)** overall and interpersonal health and wellbeing, **5)** how it can be beneficial to you personally, as a counselor, and for your client.

The video you will follow each day is found on YouTube and is called **Five Animals Frolic with Dr. Santee**

<https://www.youtube.com/watch?v=x5RELL84J4E>

The video is 5 minutes long so you can follow it two times in a row. I want you to include your 21-day journal (**which does not count as part of the typed, two full single-spaced pages but does count for 10 of the 30 points for the assignment**) when you submit your paper. Your journal also needs to be typed and included as part of the paper submission. **Do not** submit your journal separately.

Minimum typed, two full, single spaced pages (you can write more), 1-inch margins on all sides, size 12 font, separate introduction and conclusion, separate paragraphs for each of the five sections listed in the first paragraph above for this assignment (do not run any of the 5 sections together), first line of each paragraph is indented (no one paragraph papers), separate cover page (cover page does not count as part of the minimum page requirement), with your name, course, semester, due date. **30**

2. Personal Stress Management Program (**see sample PSMP for format below**) **20**
Paper must have a cover sheet with the course name, title of paper, your name, and due date.
3. Two (2) weekly PSMP analyses. 30 pts x 2 = **60**
Paper (minimum 1 1/2 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. (**see sample analysis below for format**)
4. Analysis, using the evidence from your 2 weekly analyses, indicating how you, as a student, have met the **ACA Ethical Guidelines** of 1) **Section C: Professional Responsibility Introduction** and 2) **C.2.g: Impairment**. **40**
Paper (minimum 2 pages) is 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. **You must use the template, in the files link on Canvas and in the Canvas week five module for this assignment. No variations. Simply copy it, paste it in your word processor, answer the questions in the pasted document/template, and submit via Canvas**
5. 2 Exams (each will be 25 item multiple choice) 2 x 100 pts = **200**
A list of review questions for each exam will be available in the week before the exam Module on Canvas. You will have 30 minutes for each exam.
6. **Analysis of Buddhist, Daoist, and Confucian quotes.** 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 self-care (for both the counselor and the client). **Finally**, indicate what you learned about Buddhist, Daoist, and/or Confucian approaches to managing your stress/adapting to change and how it would be beneficial to teaching it to your clients. **100**

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 self-care (both counselor and client) 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.

All quotes will be cited Santee, 2020, and the page number from my book where you took the quote from. No other name will be used.

Upon finishing your analysis of all the quotes and before your conclusion, you would then analyze the relationship between the cover of the book (the butterfly on the water) the Zhuangzi butterfly quote, and the Li Bai butterfly poem indicating what is being said and how it is relevant/beneficial for self-care and managing chronic stress for you personally, you as a counselor, and for your client.

After your conclusion, a few spaces 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, which are indented in the book, exactly from the book and indent them, in your paper, as in the **example above**.
- Identify the chapter which the quote came from. **See example above**.
- Identify the tradition which it is from (Buddhist, Daoist or Confucian). **See example above**.
- For each quote, cite it in the **example format** above with the specific page number
- Separate paragraph/s for each quote and analysis.

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.
- **See example at the end of this syllabus for PSMP analysis papers.**

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

7. Discussion Questions (see Canvas Module Week One)

15 points x 6 = **90**

Total Points = 540

Grades

A = 486 +

B = 432 – 485

- **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.**

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 Graduate Catalog 2019/2020, pg. 30-31*

Scientific Methods 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

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 **Kokua Ike Coordinator** at (808) 739-8305 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. It is your responsibility to send your accommodation letter to your instructor in a timely manner. In other words, the accommodations are not retroactive. Given that this course is online, the primary area that you will be using it, assuming you have an accommodation for a specific amount of extra time, is on exams. So make sure your accommodation letter is sent to your instructor at the start of the term if you plan on requesting the extra time. For more information contact <https://chaminade.edu/student-life/ada-accommodations/>

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Chaminade Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. Information regarding the counseling center can be found at [Counseling Center – FAQs – Chaminade University of Honolulu](#) The counseling center can be contacted at counselingcenter@chaminade.edu and 808-735-4845.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> They can be contacted at 808-739-8305.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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

Use the Modules in Canvas for PPP, videos, course requirements, instructions, and assignments. Essentially you navigate your way through this course using Canvas.

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
7/4	The Paradigm Shift; Life-Style Medicine; Therapeutic Life-Style Changes; Psycho-Educational, Holistic, Integrative Approach to Counseling; Evolutionary Theory Approach: Adapting to Change; Personal Stress Management Program (PSMP) and Weekly PSMP Analysis. Discussion Question Response/Participation Responses (DQ) 1 and PSMP due before midnight on 7/10. Begin 5 Animals Frolic Assignment 7/8 and finish on 7/29.	Introduction, 1, 12,
7/11	Evolutionary Theory, Neuroscience, Stress Response Begin PSMP program on 7/11 Both PSMP Analysis 1 and DQ 2 due before midnight on 7/17	1, 2
7/18	Daoism, Buddhism, and Confucianism, Meditation Both PSMP Analysis 2 and DQ 3 due before midnight on 7/24	3, 4
7/25	Cognitive Restructuring, Time Management Both DQ 4 and Five Animals Frolic Paper due before midnight on 7/31	5, 10
8/1	Interpersonal Relationships, mid-term review	11
8/8	Midterm Exam The mid-term exam, a 25-item multiple choice exam for which you have 30 minutes to complete, is taken, this week (Monday through Sunday) through canvas any day with the due date before 11pm on Sunday 8/14	

8/15	Sleep, Exercise ACA Self-Care and Self-Monitor Analysis Paper and DQ 5 due 8/21	6, 7
8/22	Nutrition, Immune system, Analysis of Buddhist/Daoist/Confucian quotes paper and DQ 6 due 8/28	8, 9
8/29	Stress Management and Counseling, final exam review	13
9/5	Final Exam The Final Exam, a 25-item multiple choice exam for which you have 30 minutes to complete is taken, this week on Sunday, Monday or Tuesday. The due date is before 11pm on Tuesday 9/6.	

Sample Personal Stress Management Program (PSMP)

1. Keep daily log
2. Sleep: Get 8 hours of restful sleep per day
3. Nutrition: Eliminate soda, candy and chips. Increase vegetables and fruits
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 counting breaths 3 days per week (T-Th-Sat) 10

- | | | |
|-----|-----------------------------|--|
| | | minutes each session |
| 10. | Mindfulness: | Daily during each meal for at least 5 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. | Reducing Sedentary Behavior | Daily Walk 250 steps for each hour between 6 am and 5 pm |
| 18. | Moderation is the key | |

Personal Stress Management Program (PSMP) and PSMP Analysis. See Chapter 12 of your text for additional information.

The format and structure of your PSMP can be found in the **Sample** above. Follow it exactly! Everything is on **One Page**. On the left-hand side are the 18 components of the PSMP. All of them must be present. On the right-hand side you will see a sample PSMP program. In its place you will put in your own program. You are going to be following your PSMP 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 sure you indicate the specific days of the week and/or duration for those areas in the sample PSMP which require them.

Regarding the five meditation components (9-13) in your PSMP, you need to practice the specific examples described in your book and in the videos for the five corresponding videos listed above (week 3) and in your module (week 1). **No exceptions**. You are learning to practice these 5 types of meditation not only for your own self-care but also, if they are amenable, your clients. You need to **practice all five** as what may work for you may not work for your client. In other words, **you want a toolbox if you will, of various meditative practices**.

The Weekly Log, see example below, is where you will put your data for each week. In so far as you will be doing this for two weeks, you will need to make a copy of it. You will not be turning the log in. It is a way for you to store and analyze the results of the weekly implementation of your PSMP. The log follows your PSMP.

Weekly Analysis

Use the following scale: 1-10 rating scale: 1 = poor, 5 = average, 10 = excellent. For your week 2 analysis, compare your week 1 and week 2 results across each of the areas. Marianist Educational Values and summary/conclusion are required for both weeks. See example PSMP analysis after the log below.

Follow the format and structure of the example PSMP Analysis at the end of the syllabus. You must thoroughly and completely address each area (see the example psm analysis at the end of the syllabus). Be specific! The only difference is that you will be reporting and analyzing your own data. Make sure you are following the example psm analysis in your module and syllabus. Do not just say I did my aerobic, anaerobic, neuromotor and stretching exercises. You must specifically address each one

individually and identify what exactly you did for each one. See the example psm analysis. The same applies to each of the five meditation exercises. Be specific.

There will be both a qualitative and quantitative (1-10 rating scale: 1 = poor, 5 = average, 10 = excellent) description of your experiences (see example). If your experiences are positive, then indicate it as such. If they are negative then indicate it as such. You are describing what happened to you in each of the areas. Make sure you address each area. Each area is a separate paragraph. Do not run together any of the areas. What did you learn about yourself in each area?

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. In the conclusion/summary, what links did you find between the various areas? For example, how did the amount of sleep impact your level of energy? How did your energy level impact your exercise routine? What did you learn overall? See the example psm analysis regarding length of the summary/conclusion. A couple of sentences summary/conclusion is not adequate or acceptable.

Format:

Minimum 1 ½ pages (you can write more), 1-inch margins on all sides, size 12 font, separate introduction and conclusion, separate sections/paragraphs for each of the areas listed below. Do not run any of the sections together. No one paragraph papers. Separate cover page (cover page does not count as part of the minimum page requirement), with your name, course, semester, due date.

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:								

PSMP Analysis Format

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 ½ 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 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.

Regarding the Marianist Educational Characteristics of Provide an Excellent Education/Educate the Whole Person, my PSMP program and its analysis is clearly holistic as it covers physical, psychological, behavioral, interpersonal, and spiritual domains. I can clearly see how my overall health and well-being in each of these areas is intertwined and necessary for me to understand myself as a whole. Regarding Educate for Adaptation to Change it is quite apparent from this PSMP program and my analysis that my overall physical, psychological, behavioral, interpersonal, and spiritual health and well-being is directly linked to my ability to adapt to this ever-changing world. This has become quite obvious in the current Covid 19 environment with all the changes being imposed on all of us in order to address it.