Holistic stress management: A teacher's guide

Jill Ayn Young

The University of Montana

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HOLISTIC STRESS MANAGEMENT:
A Teacher's Guide

by

Jill Ayn Young

B.S., University of Wisconsin-Oshkosh, 1972

Presented in partial fulfillment of the requirements
for the degree of
Master of Science in Health and Physical Education
University of Montana
1988

Approved by

Chairman, Board of Examiners

Dean, Graduate School

Date
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As the text is mainly a compilation of published material, it is necessary to explain in which cases permission was requested to use selective materials. With a few exceptions, most of the enclosed handouts and scripts reference the publication where the information was gleaned. If the information was adapted and not quoted directly, in most cases, permission was not requested to utilize the material. If the information was copied or reprinted, attempts were made to gain permission from each of the corresponding publishers of the original texts. Also, some material was found and used herein, where no author or source was listed, in which case "source unknown" is printed. Handouts with no source designations are original by this author. Listed below are the publishers that were both successfully and unsuccessfully contacted.

I wish to acknowledge the following authors and publishers who gave me permission to use their material: Brian Sharkey, *Physiology of Fitness*, Human Kinetics Publishers, Inc.; John Curtis and Richard Detert, *How to Relax*, Mayfield Publishing Co.; Daniel Girdano

One publisher was unsuccessfully contacted and the reason is listed as to why permission for usage of the material was not officially granted. The information contained in many of the handouts of the "Values" section was obtained from *Values Clarification*, by Sidney Simms, Leland Howe and Howard Kirshenbaum; the publishing company, Hart Publishing Company, Inc., is out of business with no forwarding address.
TO THE INSTRUCTOR:
HOW TO USE THIS GUIDE

COURSE FORMAT

The format of this course was designed to be an organizational model of selective strategies for a holistic approach to stress management. The design enables you, the instructor, to customize courses according to your preferences, priorities, or time limitations. The format is flexible so that a course may range from a one hour seminar which only utilizes a specific portion of the workbook, such as the basic outline from page 20, to a comprehensive course which may last several months, using the entire text.

The guide is designed to be readily amendable to new materials and concepts. Likely, as information is gathered on current research and techniques and experience gained, you will update the course, which should be a never-ending process. This basic guide provides a framework for you to organize your knowledge, information and sources on stress management. The guide is formatted so that topics are on separate pages, allowing you to modify however you see fit. The topics are interdependent and do not have to be covered in any fixed order. Also, the material is flexible enough to be organized according to your time schedule, as each technique is on a separate page and can be incorporated readily. For example, you may desire to teach a breathing and/or relaxation technique during each class period, rather than all at once. To facilitate your planning, just remove that particular page and place it where you want. You may
eliminate a section completely if you are uncomfortable teaching the topic.

You will find that there is some overlap of information; rather than be a weakness, the context is viewed as being very positive for the following reasons:

1. Demonstrates the interrelated aspects of this course;
2. Reinforces techniques or thoughts by putting them into various perspectives; and
3. Insures that key issues are covered in case time prohibits effective coverage of the entire program.

THE INSTRUCTOR'S ROLE

For optimal planning and preparation, it is recommended that you review the entire guide and utilize the bibliographic sources in the back of the guide prior to teaching the course. The format of the course provides the foundation to develop a vital class on stress management. By using your imagination, the guide can meet any objectives that you have established. However, remember the success of the course can be greatly influenced by your attitude, enthusiasm and amount of preparation. Any course you take or books you read to enhance your teaching ability would only add to your proficiency.

The introductions to each chapter are written so that they can easily be read to the class and the handouts are designed for easy understanding. However, the quality of your presentation is dependent, not only on the conveyance of facts and information, but on your capability to facilitate concerns expressed by individuals in the group. Your added expertise, personal stories or anecdotes, jokes,
quotes and style will personalize the presentations and enhance the effectiveness of the sessions.

Points to consider:

- **BE UNDERSTANDING.** Recognize that the group is made up of individuals, with varying attitudes.

- **BE PATIENT.** Do not become upset by apathy, ignorance, cynicism, shyness or other prohibitive attitudes.

- **BE PERCEPTIVE.** Try to function as a coordinator or paraphraser of student's comments. Do not monopolize the discussions.

- **BE ON GUARD.** Try to be sensitive to group or individual reactions or feelings and respond accordingly.

- **BE A FIRM LEADER.** Direct discussions to stay on the subject, but allow the time for discussions to run their course.

- **BE PERSONALLY NEUTRAL.** Do not allow yourself to become personally angry, excited or argumentative.

- **BE A MOTIVATOR.** Help the students think for themselves by asking questions. Try to encourage individual participation.

- **BE A GOOD ROLE-MODEL.**

Keep in mind that the emphasis of the course should focus on concerns expressed by class members and the opportunity for students to fully experience each section, which can be accomplished by focusing on the importance of completing each worksheet, profile, diary, etc. (handouts). Your goal should be three fold; they are to develop each student's:

1. knowledge,
2. the tools to cope with stress, and
3. the skills to be self-responsible.

Finally, if you feel inadequate in any one area, feel free to call in experts or guest speakers. For example, in the section xvi.
under "Physical," entitled, "Exercise," you may want to bring in an exercise specialist or yoga instructor.

ELEMENTS OF THE COURSE

Each section of the guide has at least three elements:

1. "Quotes,"
2. "Introduction,"

Some sections also include a "Discussion of Handout" and/or "Suggestions for Teaching." Each element is described below:

Quotes

Each topic begins with a page entitled, "Quotes."

Although at least one quote is given, this area is vital for you to add and record quotes, as well as jokes, cartoons, personal anecdotes and related stories. Remember, since the course is what you make it, use your discretion as to how and if you should include any of these quotes.

Suggestions for including quotes:

-Read or tell them.

-Copy them on blackboards or carboard and place so they are visible in the classroom.

-Include them as handout material to be distributed to the class.

-Use your imagination. Remember the value of humor.
Introduction

The "Introduction" to each of Chapters 3 to 23 (Sections II through VII) is the lecture or discussion part of the course. In order for your clients to understand why each technique is included, it is very important that some background information be given to support the effectiveness of the techniques in stress reduction. For this reason, a limited amount of time should be spent lecturing.

Although each introduction is written so that it can be read to the class, as the instructor, you must determine how appropriate that would be. For example, you may find that your personal expertise and/or the maturity of the class may fall somewhere above or below the level of what is written. For this reason, again, depending upon the situation, some introductions may be your sole source of information, while others you may desire to expand with your own contributions.

The introductions (discussions or lectures) are comprised of factual information collected from several sources, so remember - you are not expected to be the expert in any or all areas.

Note: The first section of the course, entitled "Introduction" (Section I), with its two chapters, "What is Stress?" and "What is Stress Management?" (Chapters 1 and 2), is the only exception to the above information. The purpose of Section I is to provide an introduction to the entire course and background information on stress to you, the instructor (see "Suggestions for Teaching," page 2).

Suggestions for Teaching

The general suggestions for teaching this course would be

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to follow the numerical order of the text; prefacing each section with factual information (Introductions), followed by informational Handouts (Handouts) and skill development exercises (Scripts and/or Handouts).

Specific "Suggestions for Teaching" are included in sections that require distinct instructor guidance, such as in Section I - "Introduction," and Section II - "Breath" and "Relaxation." Also within the "Relaxation" section, "Suggestions for Teaching" are included in the "Autogenics" and "Visualization" sections.

**Scripts**

"Scripts" are skill development techniques that require you to read the material to the class and are divided into two sections - "Breath" and "Relaxation." Guidelines for reading the scripts are included in each section. These are intended to be given orally, but copies can be made for handouts if you choose or if requested by the class.

**Handouts**

The "Handouts" are individually titled and numbered according to how they appear in the guide. As the term implies, the material is distributed to the class, either as a packet before the class or prior to the introduction of each discussion.

The handouts are comprised of several different types, which include:

- Self-tests
- Inventories
- Surveys
- Personal Profiles
- Worksheets
Informational - Definitions
Logs - Diaries - Planners - Records
Programs - Steps for Improvement
Suggestions - Guidelines
Charts
Recommendations
List of Benefits
Rules - Myths

Recommended usage of Handouts:

-As the basis for a discussion - Class, small groups or pairs may be used. This is the most important usage and should be the emphasis of the course. A discussion can follow the student's completion of a handout or can occur during the completion. Although informational handouts do not require completion, they contain important facts and frequently some time should be devoted to a related discussion.

-As a visual aid - Copy the information and present on any of the following: overhead projector, slide projector, blackboard or large cardboard.

-As lecture material - Depending on the time, you may want to just read to the class the information on a handout.

-As homework or allow class time for completion. Many of the logs, surveys, profiles, etc. can be filled out well in advance of the discussion, which may require some pre-planning on your part.

-As the basis for a grade - Be careful here! Since you want students to be honest, you must respect their privacy.

-Vary their usage - Use any or all of the methods above.

-Use your imagination.

Discussion of Handout

The information contained in each "Discussion of Handout" reflects points to consider during a class discussion of the same
entitled "Handout." The situations vary as to whether the related discussion proceeds or follows the presentation of the handout.

Bibliography

The "Bibliography" contains current resources that may provide additional viewpoints and in depth information. You might want to compile a "Further Readings" handout of pertinent books that pertain to the sections and distribute that information to the class.
SECTION I
INTRODUCTION

Chapter 1: WHAT IS STRESS?
Chapter 2: WHAT IS STRESS MANAGEMENT?
Suggestions for Teaching

Although the style of the general Introduction to the course, which includes, "What is Stress?" and "What is Stress Management," is written for the participant, it may be too lengthy, too academic or complicated and/or inappropriate to be read to most classes.

The material is included mainly for your information and should be shared according to the maturity of the class and the time limitations of the course.

Remember that although background information defining stress is extremely important and relevant, it is not necessarily imperative to the effectiveness of a stress management course.

If you elect to limit the use of this background information, there are many handouts included in these two chapters in the Introduction that contain valuable information that could, nevertheless, be incorporated into the course.
CHAPTER 1

WHAT IS STRESS?

Quotes

"It has become increasingly apparent that stress is important as a factor in illness in general and in chronic illness in particular. Many present-day illnesses cannot be explained in terms of a single 'cause.' Research suggests that a significant portion of the population seeking medical care is suffering from stress-based illness."

Richard Lazarus

"It is evident that any disease process, and in fact any process within the living organism, might be influenced by the reaction of the individual to his social environment or to other people."

L. E. Hinke
WHAT IS STRESS?

The main purpose of this course is to learn stress management techniques that you can employ to reduce stress in your life. However, first you must have an understanding of what stress is, how it relates to diseases, why some people are more susceptible to the effects of stress than others and how stress management relates to health. Having some basic understanding and knowledge of stress are essential for you to realize that various stress management techniques will work.

Understanding of the response of the human body to stress is the result of thousands of contributions by individual investigators. The world's most famous investigator is Hans Selye, who coined the term, "stress." He conducted years and years of scientific research on both animals and humans; he is the person most responsible for much of the information on stress.

Definition of Stress

Selye defined stress as, "the nonspecific response of the body to any demand put upon it." In other words, the stress producing factors, which he called "stressors," are of a wide variety, but they all elicit the same biological response. It is quite immaterial whether the agent or the situation you face is pleasant or unpleasant; all that counts is the intensity of the demand to readjust or adapt. The result of this demand is a complex series of physical and chemical
responses of the organs in the body, which are the same regardless of
the nature of the stressor. Contrary to what you may have previously
thought, stressor is not necessarily a negative term. Stressors are
divided into eustress and distress.

Eustress vs. Distress

Stressors are very basic to life. They are needed for
personal growth, development and challenge, and are part of the human
experience. EUSTRESS is seen as positive, stimulating and rewarding.
Examples of eustress include, anticipating being the honored guest at
an awards ceremony, getting a promotion or raise, getting married, or
any uplifting event. "Eu" comes from the Greek and means, "good, well,
easy, agreeable." A common "eu" word is "euphoria," which means,
"a feeling of well-being, relaxation and happiness."

DISTRESS, on the other hand, is the more damaging type of
stress. Distress occurs in situations where you have no control or
where the perceived result is negative. Examples of distress would
include, divorce, death of a loved one, getting fired; any event that
threatens your well-being. On the surface, the difference between
eustress and distress may seem obvious, but remember that Selye's
definition of stress is, "the nonspecific response of the body to any
demand put upon it." So, any demand put on the body, even if it is a
"positive eustress" or a "negative distress," will be a stressor to the
body, although the exact same response. The mind knows the difference
between eustress and distress, but the body doesn't, as it reacts the
same way to real or imagined stress.

An essential principle to remember is that some stress is
normal and seen as healthy. Certainly an adequate sprinkling of eustress in your life is stimulating. However, the distressful problems, such as the example given earlier of the death of a loved one, are out of your control and need to be an accepted part of life. The problem areas and the whole crux of this course, are situations that are perceived as distressful to you, but are not necessarily viewed as distressful to everyone.

Too much stress on the body is not good and may cause serious problems, as you will discover later. Since some stress is needed in life and some stress is out of your control, you want to do everything in your power to reduce undue stressors that my produce needless stress responses in your body. Therefore, the secret to living with stress is your attitude. As stress is personal and affects everyone differently, some stress does not threaten health. The harm comes from a lack of effective methods to manage the excessive stressors that bombard you during everyday life. Since stress cannot be avoided, your goal is to manage it in your life. With study, practice, patience and time, you can learn to effectively control stress.

The General Adaption Syndrome

When your early ancestors lived in a hostile environment, they needed a physiological system that responded immediately to everyday threats, which included confrontations with wild beasts - such as lions, tigers and bears. This system has been labeled the "fight or flight response." As the name implies, the system was required when humans either had to physically fight or flee. Those that had a
more effective response system were more likely to survive. This response system is still essential today, when you need to get out of the way of an oncoming car or run from a mugger.

During your everyday encounters, you still call upon this system several times a day, even though the reality of fighting or fleeing is less likely. This stress response is activated anytime a threat is perceived, such as driving in heavy traffic, confronting your boss, finding a job, or even going to the dentist. Your body responds in the same general physiological responses, as if you had to physically fight or flee. Yet even though there is no actual physical threat to life, the fight or flight response is activated and remains in a semi-alert state until the stressor is removed. The damage to your body occurs when this system is activated several times each day, day after day.

Stress is the responses of your body systems as they attempt to adapt to stressors. Recall Hans Selye's definition, stress is, "the nonspecific response of the body to any demand put upon it." In this definition, Selye terms this "non-specific response" as The General Adaption Syndrome (GAS). GAS is the body's general response to any stress-causing agent and consists of three stages. Stage I is the Alarm Reaction Stage and represents the recognition of stress; Stage II is the Resistance Stage and typifies a weakened ability of the body to return to normal; and Stage III is the Exhaustion Stage when diseases occur. During GAS, the body may actually manufacture over 1400 physiological changes in preparing the body for the perceived threat.
I. Alarm Reaction Stage

The Alarm Reaction Stage is the body's first initial response to a stressor. In preparation for this threat, your body automatically stimulates specific glands to release certain hormones so that you can fight or flee. In this stage, you may experience heart pounding, increase in breathing rate, muscle tensing and sweating. If this stress dissipates, the body will return to normal and minimal harm is done, usually. If the stress persists or if another stressor immediately comes along, the second stage is activated.

II. Resistance Stage

The Resistance Stage is a crucial period in which the body must adapt. Specific organs are activated and recruited in an attempt to combat the stressor. If the organs are continually aroused, they may fatigue, eventually, and begin to malfunction. As systems begin to deteriorate, others are called on to compensate. The body continually tries to adapt to the stressor which has excited the GAS. At the same time the body fights to return to normal. These adaptation processes may initially serve as a lifesaver, but they are also part of the disease process. Selye called stress, "the disease of adaptation," and described it as follows:

Just as any inanimate machine wears out even if it has fuel, so does the human machine sooner or later become the victim of constant wear and tear... Although we have no scientific method of measuring adaptation energy, experiments with laboratory animals offer rather convincing evidence that the capacity for adaption is finite. Our reserves of adaptation energy can be compared to an inherited fortune from which we can make withdrawals; but there is no proof that we can also make additional deposits. We can squander our adaptability reck-
lessly "burning the candle at both ends," or we can learn to make this valuable resource last long by using it wisely and sparingly, only for things that are worthwhile and cause the least distress.

III. Exhaustion Stage

This final stage represents exhaustion of some or all systems, where the energy of adaptation has been seriously depleted. The body no longer functions as a biologically balanced system and the probability of contracting some illness increases, extremely. Failure or breakdown of one system will have a compounding effect on other systems. It is this reason that you may be diagnosed as having symptoms of seemingly one disease, where in reality the cause of the breakdown was in a totally different system. For example, you may be diagnosed with high blood pressure, but that is due to perhaps kidney breakdown, which may go undiagnosed. This also may explain why some of you under extensive stress will acquire heart disease or maybe ulcers.

The "Physiological Changes of the 'Fight of Flight' Response" handout [Handout 1] will give you a better understanding of what happens during the resistance or adaptation stage that leads to exhaustion and eventually to other diseases. Results of health-related studies are inconclusive, but this list will provide strong support to the link between certain stress-related adaptations and disease. However, you should remember that only if Stage II (middle column) is excessive and prolonged will it lead to Stage III (column on right). Also it is important to realize that not all of these diseases are always caused by stress; genetics or environmental causes may be the root.
<table>
<thead>
<tr>
<th>SITE</th>
<th>STAGE II ADAPTATION/ACTION</th>
<th>STAGE III SYMPTOM/DISEASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRAIN</td>
<td>More frequent &amp; mentally alert brain waves (Beta waves—measured by EEG or electroencephalogram), confusion, fear, extreme emotional sensitivity &amp; self-involvement</td>
<td>Schizophrenia (escape from reality); Depression</td>
</tr>
</tbody>
</table>

**HORMONAL SYSTEM:**

<table>
<thead>
<tr>
<th>Hormone</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epinephrine (or Adrenaline), Norepinephrine, Thyroxine</td>
<td>Increases cardiovascular &amp; nervous systems &amp; breathing rate; produces main &quot;fight or flight&quot; reaction</td>
</tr>
<tr>
<td>Cortisol</td>
<td>Increases mobilization of fat &amp; cholesterol for energy; shuts down digestive system. Decreases body's ability to fight infection &amp; to heal tissue damage</td>
</tr>
<tr>
<td>Aldosterone</td>
<td>Increases muscular activity &amp; controls chemical processes (metabolism) of heat &amp; waste products</td>
</tr>
</tbody>
</table>

Hormonal response is first stage in stress reaction. Glands are triggered by brain to transport substances to all body parts. Lowered effectiveness of Immune System = increase in Colds, Flu's, Allergies, & All Diseases

<table>
<thead>
<tr>
<th>SYSTEM</th>
<th>ACTION</th>
<th>SYMPTOM/DISEASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NERVOUS</td>
<td>Increased excitability</td>
<td>Muscle Tremors; Insomnia</td>
</tr>
<tr>
<td>CARDIOVASCULAR</td>
<td>Rapid heart beat, Restricted arteries, increased blood flow</td>
<td>Heart Disease</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hypertension (high blood pressure); or Migraine Headache: nausea, sensitivity to noise &amp; light, irritability</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>SITE</th>
<th>STAGE II ADAPTATION/ACTION</th>
<th>STAGE III SYMPTOM/DISEASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARDIOVASCULAR</td>
<td>Mobilization of cholesterol &amp; fats for action/energy (if no action- system saturated with fat)</td>
<td>Atherosclerosis (hardening &amp; obstruction of arteries due to build up of fat/cholesterol deposits)</td>
</tr>
<tr>
<td>(con't)</td>
<td></td>
<td>Increased tendency for clotting elements of blood to build up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thrombosis (blood clots in veins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All symptoms may lead to Heart Attack or Stroke (blood supply to heart or brain disrupted)</td>
</tr>
<tr>
<td>LUNGS</td>
<td>Excessive enlargement of blood vessels</td>
<td>Impaired Breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased breathing rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tissue damage (due to excess of hormone cortisol)</td>
</tr>
<tr>
<td>GASTRO-INTESTINAL:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saliva</td>
<td>Dry mouth</td>
<td></td>
</tr>
<tr>
<td>Esophagus</td>
<td>Difficult swallowing</td>
<td></td>
</tr>
<tr>
<td>Stomach</td>
<td>Increase in Hydrochloric Acid (breaks down protein &amp; destroys microorganisms- if no food, irritates stomach lining); no appetite, gnawing feeling, nauseated</td>
<td>Ulcers, Diarrhea, Constipation (severe cases can lead to blockage of bile &amp; pancreas ducts)</td>
</tr>
<tr>
<td>Intestines</td>
<td>Alters peristalsis (wavelike muscular motion)</td>
<td></td>
</tr>
<tr>
<td>SITE</td>
<td>STAGE II ADAPTATION/ACTION</td>
<td>STAGE III SYMPTOM/DISEASE</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>METABOLISM</td>
<td>General confusion of all the chemical processes in the body</td>
<td>Obesity or Weight Loss</td>
</tr>
<tr>
<td></td>
<td>Increased chemical waste products:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lactic Acid (by-product of strained &amp; excessive physical activity)</td>
<td>Acid-Base Imbalance (life-threatening imbalance of body fluids &amp; chemicals)</td>
</tr>
<tr>
<td></td>
<td>Uric Acid (by-product of excessive protein intake)</td>
<td>Gout (accumulation of uric acid in joints)</td>
</tr>
<tr>
<td>KIDNEY</td>
<td>Overworked: unable to regulate changes in hormone levels &amp; to compensate for increase in waste products</td>
<td>Kidney Diseases—i.e. Nephritis (inflammation) or Kidney Stones</td>
</tr>
<tr>
<td>LIVER</td>
<td>Excess glucose (blood sugar)</td>
<td>Diabetes</td>
</tr>
<tr>
<td>MUSCLES</td>
<td>Incomplete muscle contraction—leads to fatigue</td>
<td>Headache, Backache, Posture Problems; Asthma, Colon or Esophagus Spasms, Muscle Tears &amp; Pulls, Throat &amp; Chest Tightness, Eye Problems, Jaw Ache, Rheumatoid Arthritis? (inflamed joints)</td>
</tr>
<tr>
<td>REPRODUCTIVE ORGANS</td>
<td>Lowered levels of FSH (Follicle (egg or sperm) Stimulating Hormone)</td>
<td>Women: Irregular Menstruation, Men: Lowered Sex Drive &amp; Lowered Sperm Production</td>
</tr>
<tr>
<td>EYES</td>
<td>Uncontrolled or unrelenting visual activity</td>
<td>Enlarged Pupils = Eyestrain or Headache</td>
</tr>
<tr>
<td>SITE</td>
<td>STAGE II ADAPTATION/ACTION</td>
<td>STAGE III SYMPTOM/DISEASE</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SKIN</td>
<td>Abnormal blood flow to skin:</td>
<td>Drop in Temperature, Pale Skin, Cold Hands &amp; Feet, Sweat Production</td>
</tr>
<tr>
<td></td>
<td>Blood vessels restrict &amp; shut down (blood rushes to trunk &amp; head, where it is needed)</td>
<td>Increase in Temperature, Flushed Skin</td>
</tr>
<tr>
<td></td>
<td>Then: Blood vessels open &amp; allow rush of blood</td>
<td>Eczema, Hives, Psoriasis or Acne (all skin lesions, characterized by emotions &amp; changes in activity of skin-redness, itching, swelling or fluid discharge)</td>
</tr>
<tr>
<td>HAIR</td>
<td>Hormone imbalances</td>
<td>Baldness</td>
</tr>
<tr>
<td>BODY- GENERAL</td>
<td>Sites of chronic tissue injury</td>
<td>Cancer</td>
</tr>
</tbody>
</table>

Your Interpretation of Stress: The Link Between Stress and Disease

With the right psychological state, all of this degeneration to disease states may be thwarted. Success or failure depends upon your physiological systems being capable to cope and to deal with potential problems before they get out of control. Studies on hormones have supported the theory that people who have an inability to cope or have a difficult time adapting to stressors are more susceptible to diseases. The lack of control or effective coping skills are the key factors in stress causing DIS-STRESS of DIS-EASE.

A key to the link between stress and disease is the personality. Certain personalities seem to be more vulnerable to disease than others. In the book, *Getting Well Again*, the authors - Carl Simonton, Stephanie Simonton and James Creighton, investigated the relationship between personalities, stress and diseases - specifically cancer, and concluded:

- High levels of emotional stress increase susceptibility to illness.
- Chronic stress results in a suppression of the immune system, which in turn creates increased susceptibility to illness – and especially to cancer.
- Emotional stress, which suppresses the immune system, also leads to hormonal imbalances. These imbalances could increase the production of abnormal cells at precisely the time the body is least capable of destroying them.

Refer to the "Stress Cycle and Points of Intervention" handout [Handout 2] for a graphic description of the cycle from stress to disease. The points of intervention not only suggest possible coping techniques, but give a clue to real stress management techniques.
STRESS CYCLE AND POINTS OF INTERVENTION

STRESSOR ----> Brain

(A) Hypothalamus (prepares body for action)

(B) Stress Hormones

(C) Stress Response

Increased nervous system excitability, increased cardiovascular activity (heart rate & blood pressure), increased respiration, increased metabolic activity (stimulates liver to increase blood sugar, increase fat mobilization and decrease antibody production), increased muscle contraction.

Stress Gone Bad

DISEASE

A- You can alter your perception or interpretation of the stressor by educational or self-awareness programs such as, behavioral, cognitive, environmental, psychological and philosophical engineering techniques, all of which allow you to look at the situation differently, and perhaps, change the effect a stressor has on your brain.

B- The best method to reduce stress at the emotional level, after your brain has recognized the stressor, is any of the relaxation techniques, which produce responses opposite of the Stress Response.

C- Once stress reaches the physical stage, diet and exercise are necessary to help breakdown fatty acids and dispose of adrenaline and other waste products of the stress response. Medical care may also be necessary at this stage.

CHAPTER 2

WHAT IS STRESS MANAGEMENT?

Quotes

"The next major advance in the health of the American people will result only from what the individual is willing to do for himself."

John Knowles

"The National Academy of Science states that up to half the nation's mortality from the ten most dread diseases can be attributed to the decedent's behavior and environment. The academy suggests that improvement in the nation's health will require permanent alteration in certain lifestyles."

Robert Brown

"It's supposed to be a secret, but I'll tell you anyway. We doctors do nothing. We only encourage the doctor within."

Albert Schweitzer

"You do not have to be sick to get better."

Herbert Klemme

"If I'd known I was gonna live this long...I wooda taken better care of myself."

Jimmy Durante

"There are no easy answers to coping with the stress of life. It takes years to learn ... I've only had 72 years so far. Maybe with time... I'll learn to do better."

Hans Selye
WHAT IS STRESS MANAGEMENT?

Chapter 1 has provided some very basic information necessary for you to understand the link between stress and disease. In order to appreciate the best approach towards stress management and health, a brief history of the direction of health practitioners is necessary.

Ancient Greeks and Eastern philosophies were aware of the interrelationship between your mind, body and spirit. With the progression of modern medicine, a separation of the mental and physical began to occur; the spirituality element was ignored. Modern medicine had it's foundation on the one germ-one disease theory. Physicians attempted to identify an observable agent that caused the disease. Since the 19th century, scientists believed the disease agent was an outside invader, such as a microbe. In the early 20th century, scientists studied communicable (contagious) diseases and the accumulated evidence supported the theory that germs were the culprit that caused diseases. As Industrialized nations matured, communicable diseases were replaced by chronic diseases as the major killers. Doctors continued to probe for germs that caused heart disease, cancer and other chronic diseases; however, usually the underlying causes were overlooked.

Recently, there has been a shift back towards the realization that there is an interrelationship between mind, body and spirit. Much of the reason for this is the discovery that modern day diseases
do not seem to be caused by outside attackers or microbes, but rather from your internal disharmonies. The present diseases, discovered by studies linking disease, personality and lifestyle, are associated with your lifestyle patterns and your level of stress. Simply, your lifestyle— the way you lead your life, like your diet and exercise habits; your ability to channel stress energies positively, to express emotions effectively, and your basic ability to survive as a strong individual are now considered to contribute to your level of health or disease state. There are several modern, isolated health-related strategies that focus on prevention of disease and your self-responsibility in health and wellness (opposite of illness). Disease prevention can occur if you are willing to lead a lifestyle that takes into account and respects your whole person— your mental, physical and spiritual dimensions. Self-responsibility in health occurs when you take control of your life.

Holistic health is one of the health-related strategies that incorporates the whole person. Holism is the realization that you are not an independent agent or body, but rather an interdependent entity within the context of your total environment. Health and wellness exist when the whole person— body, mind and spirit are in harmony; while illness results when stress and conflict upset this balance. Donald Ardell, the author of *High Level Wellness*, described holistic health as:

> Viewing a person and his/her wellness from every possible perspective, taking into account every available concept and skill for the person's growth toward harmony and balance... It means engaging in a healthier lifestyle to enjoy a higher level of wellness. It is not an alternative to conventional medical
practice. Rather it includes judicious use of the best Western medicine combined with the best health practices from the East and West, old and new.

In *Controlling Stress and Tension: A Holistic Approach*, Daniel Girdano and George Everyly wrote:

Holistic approach logically offers more chances of ultimate success because it promotes little change from many aspects of your life without causing a major upheaval in any one area...

The goals of holistic health and stress management coincide. Health researchers and stress researchers agree that there is a need for a many-sided holistic approach towards health and for stress management. There is also considerable overlap between health and stress management, for you cannot discuss stress management without discussing health-related issues and lifestyle patterns. Jerry Braza, of the University of Utah, developed a well-rounded, holistic approach to healthy stress management that consists of six elements of your lifestyle:

- physical,
- behavioral,
- cognitive,
- environmental,
- psychological, and
- philosophical.

The "Holistic Stress Management" handout [Handout 3] provides a complete list of these six elements of life and the concepts or techniques within them and their related points to consider in your search for managing stress. This holistic stress management model is the course outline and each element will be discussed.
<table>
<thead>
<tr>
<th>Concept:</th>
<th>Points to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL</strong></td>
<td></td>
</tr>
<tr>
<td>BREATHE</td>
<td>Exhale and Relax!</td>
</tr>
<tr>
<td>RELAXATION</td>
<td>Am I taking time to go &quot;inward&quot; today?</td>
</tr>
<tr>
<td>EXERCISE</td>
<td>How am I dissipating the by-products of stress?</td>
</tr>
<tr>
<td>DIET</td>
<td>What can I do to improve my diet?</td>
</tr>
<tr>
<td>HEALTHFUL HABITS</td>
<td>Is there a better way to take care of myself right now?</td>
</tr>
<tr>
<td><strong>BEHAVIORAL</strong></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION:</td>
<td></td>
</tr>
<tr>
<td>ASSERTIVENESS</td>
<td>Am I passive, aggressive or assertive?</td>
</tr>
<tr>
<td>LISTENING</td>
<td>Do I know what it takes to be a good listener?</td>
</tr>
<tr>
<td>GOAL SETTING</td>
<td>Do I have direction or control in my life to accomplish my short- &amp; long-term goals?</td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>Is my work &amp; playtime productive &amp; enjoyable?</td>
</tr>
<tr>
<td><strong>COGNITIVE</strong></td>
<td></td>
</tr>
<tr>
<td>THOUGHTS</td>
<td>How can I stop distorted, unrealistic, self-defeating, counter-productive thoughts?</td>
</tr>
<tr>
<td>SELF-TALK</td>
<td>What can I do to promote rational self-talk?</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL</strong></td>
<td></td>
</tr>
<tr>
<td>INTERNAL ENVIRONMENT</td>
<td>Do I have the resources to achieve inner peace?</td>
</tr>
<tr>
<td>WORK ENVIRONMENT</td>
<td>What can I do to combat job stress?</td>
</tr>
<tr>
<td>ECOLOGICAL ENVIRONMENT</td>
<td>Are there environmental pollutants that affect my life?</td>
</tr>
<tr>
<td><strong>PSYCHOLOGICAL</strong></td>
<td></td>
</tr>
<tr>
<td>SELF-AWARENESS</td>
<td>Am I aware of who I truly am?</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td>What can I do to increase my options?</td>
</tr>
<tr>
<td>ADAPTATIONS</td>
<td>Do I use mature adaptations (like humor)?</td>
</tr>
<tr>
<td>SELF-FULFILLMENT</td>
<td>Do I have the capacity to reach my greatest potential?</td>
</tr>
<tr>
<td><strong>PHILOSOPHICAL</strong></td>
<td></td>
</tr>
<tr>
<td>VALUES</td>
<td>What do I sincerely value in life?</td>
</tr>
<tr>
<td>MEANING</td>
<td>What is meaningful in my life today?</td>
</tr>
</tbody>
</table>

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PHYSICAL

To help avoid the physical repercussions of stress, several aspects directly related with physical health must be included in your stress management, including a proper diet, adequate exercise to eliminate the by-products of stress, and fastidious, healthful living habits, like not smoking. Also, you should learn how to breathe fully, exhale and relax, and take the time to go "inward" by learning proper relaxation techniques. A study of your natural biological rhythms will help you recognize how your body is affected by natural cycles out of your control.

BEHAVIORAL

Your behavior in certain situations often dictates whether or not that same situation is stressful. Learning better communication skills, like how to be assertive or a better listener, can give you the tools and skills to be more effective in relations with others. Learning the art of goal setting can give you the direction and control in your life to accomplish what you want. Learning to manage your time is a skill that has the potential to provide more productive or effective worktime and quality or enjoyable playtime; a goal most of you are probably seeking.

COGNITIVE

There is a lot of truth in the theory that your perception of a situation dictates the outcome. For example, positive thoughts produce positive results and, conversely, negative thoughts produce negative results. There are two well recognized approaches within the
field of psychology that have proven to be effective in reducing both the frequency and intensity of negative and stressful emotions. One technique involves the practice of consciously stopping negative, anxious thoughts, while the other technique teaches you how to attack irrational self-talk and replace it with realistic statements.

**ENVIRONMENTAL**

The cliche' that states that, "before you can love someone else, you must learn to love yourself," can be paraphrased to reflect stress management. You must learn to understand yourself and your own internal environment in order to achieve inner peace. Also, since each of you is not an island, you must learn how to deal with job stress and your work environment, by learning how to combat situations within your power and by learning how to accept those things you cannot control. Because it is important to recognize that external pollutants, like air pollution or noise pollution, have a tremendous potential for contributing to an unhealthy and stressful existence, you must take into consideration your ecological environment.

**PSYCHOLOGICAL**

There are several psychological dimensions that may help you reduce the mental consequences of stress. For example, much of your stress could be eliminated by having knowledge, finding comfort in your self-awareness, and asking yourself who you truly are. Beyond mere self-awareness and in pursuit of your individual human potential and self-discovery is the concept of self-fulfillment, which focuses on the ultimate search for your greatest potential.
Problem-solving techniques offer a basic, yet extremely effective and mature strategy to manage and cope with virtually any problem you may encounter. Finally, there are several defense mechanisms that are actually very healthy coping skills and mature adaptations to many stressful situations. Humor is a perfect example of a healthy defense mechanism or adaptation that can be consciously employed to reduce stress.

**PHILOSOPHICAL**

To compliment the above physical and mental aspects of the basics of holistic stress management, an opportunity to examine your spirituality element is needed. However, very rarely do two people agree on the definition of spirituality, for it is very personal and based on your experience and upbringing. You need to ask yourself what you really value in life and what you find meaningful in life today. You will find that by honestly exploring and answering these two questions, the knowledge has the potential to give you strength of character to be able to live in accordance with your basic belief system, a very important element of total health.
**Self-Assessment: Identify Your Stressors and Symptoms**

The first step towards reducing stress is to become aware of the stress in your life. Even before you begin this course, you may suspect that you need to improve your exercise or diet habits, or that you need to manage your time better, but there may be some aspects of your life that need improvement that may be subtle or less obvious to you. You probably underestimate the number of stressful situations in your life and the extent your body is forced to respond or adjust.

During this section, you will be given the opportunity to recognize life events that cause stress and to define some of your physical and mental stress-related symptoms. Two self-assessment tools are provided to help you assess your level of physical and mental stress. The "Life Stress Scale" [Handout 4], a schedule of recent experiences, is probably the most widely used stress-related self-assessment tool and is illustrated in major publications on stress management. The scale was developed by Thomas Holmes and Richard Rahe and is an indicator of your chances of acquiring a stress-related ailment. The scale is a rated index of your life events that have occurred within the last year and by computing your life score, you can determine your chances of becoming sick or having an injury within the next two years of your life. The events themselves do not cause disease, rather it is the cumulative effect of the related stress upon your body.

The "Physical and Mental Signs of Stress" [Handout 5] is a checklist that was first compiled by Hans Selye and contains a well-recognized list of stress-related symptoms. These indicators are
your body's warning signals indicating that some measures need to be taken to alter your life. All too often, these warning signals go ignored.
<table>
<thead>
<tr>
<th>Life Event</th>
<th>Value</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death of Spouse</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Divorce</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Marital separation</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Jail term</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Death of close family member</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Personal injury or illness</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Marriage</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Fired from work</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Marital reconciliation</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Retirement</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Change of health of family member</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Pregnancy</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Sex difficulties</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Gain of new family member</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Business readjustment</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Change in financial state</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Death of close friend</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Change to different line of work</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Change in number of arguments with spouse</td>
<td>35</td>
<td></td>
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<tr>
<td>Mortgage over $10,000</td>
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<td>Foreclosure of mortgage or loan</td>
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<td>Change in responsibilities at work</td>
<td>29</td>
<td></td>
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<tr>
<td>Son or daughter leaving home</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Trouble with in-laws</td>
<td>29</td>
<td></td>
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<tr>
<td>Outstanding personal achievement</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Wife begins or stops work</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Begin or end school</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Change in living conditions</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Revision of personal habits</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Trouble with boss</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Change in work hours or conditions</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Change in residence</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Change in schools</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Instructions: Think back on each life event and determine if it happened to you within the last year. If it did happen, write down the corresponding value as your score; then total your score.

Scoring: Your chances of getting sick or having an injury within the next 2 years:

less than 150 . . . Very mild chance of sickness or injury (30%)
150 - 199 . . . . . Mild chance of sickness or injury (50%)
200 - 299 . . . . . Moderate chance of sickness or injury (70%)
300+. . . . . . . . . Very likely to encounter sickness or injury (90%)


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Use this checklist as an assessment of possible excessive stress.

<table>
<thead>
<tr>
<th>Physical Signs</th>
<th>Mental Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>pounding of heart, high blood pressure, heartburn</em></td>
<td><em>depression</em></td>
</tr>
<tr>
<td><em>dryness of throat &amp; mouth</em></td>
<td><em>constant irritability</em></td>
</tr>
<tr>
<td><em>tire easily, constant fatigue</em></td>
<td><em>constant uneasiness</em></td>
</tr>
<tr>
<td><em>trembling, nervous ticks</em></td>
<td><em>hyperexcitation, excites easily</em></td>
</tr>
<tr>
<td><em>tendency to be easily startled</em></td>
<td><em>emotional instability, impulsive behavior</em></td>
</tr>
<tr>
<td><em>speech difficulties, stuttering</em></td>
<td><em>overpowering urge to cry or to run &amp; hide</em></td>
</tr>
<tr>
<td><em>high pitched, nervous laughter</em></td>
<td><em>feelings of unreality, weakness, dizziness</em></td>
</tr>
<tr>
<td><em>grinding of teeth</em></td>
<td><em>general anxiety, &quot;free floating&quot; anxiety</em></td>
</tr>
<tr>
<td><em>insomnia</em></td>
<td><em>neurotic behavior, psychosis</em></td>
</tr>
<tr>
<td><em>increased nervous energy</em></td>
<td><em>&quot;keyed-up,&quot; emotional tension and alertness</em></td>
</tr>
<tr>
<td><em>sweating</em></td>
<td><em>boredom with life</em></td>
</tr>
<tr>
<td><em>frequent need to urinate</em></td>
<td><em>recurring feeling of not being able to cope</em></td>
</tr>
<tr>
<td><em>indigestion, diarrhea, constipation, queasiness</em></td>
<td><em>feelings of fear</em></td>
</tr>
<tr>
<td><em>frequent headaches</em></td>
<td><em>feelings of repressed anger</em></td>
</tr>
<tr>
<td><em>irregular menstruation</em></td>
<td><em>inability to laugh</em></td>
</tr>
<tr>
<td><em>neck or back pain</em></td>
<td><em>feelings of despair or rejection</em></td>
</tr>
<tr>
<td><em>loss of or excessive appetite</em></td>
<td><em>feeling you can't discuss your problems with anyone</em></td>
</tr>
<tr>
<td><em>increased smoking</em></td>
<td><em>inability to concentrate</em></td>
</tr>
<tr>
<td><em>increase use of prescribed drugs</em></td>
<td></td>
</tr>
<tr>
<td><em>alcohol or drug addiction</em></td>
<td></td>
</tr>
<tr>
<td><em>nightmares</em></td>
<td></td>
</tr>
<tr>
<td><em>prone to accidents</em></td>
<td></td>
</tr>
<tr>
<td><em>excessive weight gain</em></td>
<td></td>
</tr>
<tr>
<td><em>shortness of breath</em></td>
<td></td>
</tr>
</tbody>
</table>

Self Assessment: Identify the Usefulness of Each Technique

The "Symptom Effectiveness Chart" [Handout 6] was compiled by Martha Davis, Matthew McKay and Elizabeth Robbins Eshelman in The Relaxation and Stress Reduction Workbook. The chart depicts certain physical and mental signs of stress and for each of these, provides insights into strategies or techniques that may be employed to reduce stress-related symptoms. The chart demonstrates a real need for including the following techniques in a stress management course: physical dimensions—breathing, exercise, diet and relaxation techniques, including progressive relaxation, autogenics, meditation and visualization; behavioral dimensions—assertiveness and time management; and cognitive dimensions—stopping thoughts and self-talk. You may wish to identify your personal symptoms and highlight the related stress management techniques that particularly apply to you.

The "Holistic Stress Management Diary" [Handout 7] will be a handy tool for you to continually reflect on your personal growth and progress as you gain knowledge, practice and insights into each stress management technique. The diary repeats the points to consider listed on the "Holistic Stress Management" handout (Handout 3, page 20) and before the course begins, asks you to reflect on the points and to anticipate how each technique might help you. After each section or after the entire course, the diary then asks you to keep a record of your progress and to list what you gleaned and to reflect on how it related to you.
This chart may help you identify which stress management methods are better suited to certain symptoms, but remember, not all symptoms are stress related and do not assume these techniques are a cure-all. The most effective methods for a particular symptom are marked with a boldface X; helpful techniques are marked with a smaller x.

<table>
<thead>
<tr>
<th>SYMPTOMS</th>
<th>Visualization</th>
<th>Meditation</th>
<th>Autogenics</th>
<th>Progressive Relaxation</th>
<th>Breath</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety in specific situations (tests)</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Anxiety in your personal relationships (spouse)</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Anxiety, general (regardless of situation)</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Depression, hopelessness</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Poor self esteem</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Hostility, anger, irritability, resentment</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Phobias, fears</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Obsessions, unwanted thoughts</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Muscular tension</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>High Blood Pressure</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Headaches, neckaches, backaches</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Indigestion, ulcers, chronic constipation</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Muscle spasms, tics, tremors</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>x</td>
</tr>
<tr>
<td>Fatigue, tired all the time</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>x</td>
</tr>
<tr>
<td>Insomnia, sleeping difficulties</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>TECHNIQUES</th>
<th>Exercise</th>
<th>Diet</th>
<th>Assertiveness</th>
<th>Time Management</th>
<th>Thoughts</th>
<th>Self-Talk</th>
</tr>
</thead>
<tbody>
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<td>ANXIETY</td>
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<tr>
<td>Specific</td>
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<tr>
<td>Situations</td>
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<td>Tests</td>
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<td>General</td>
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<td>Anxiety</td>
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<td>Personal</td>
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<tr>
<td>Relationships</td>
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<td>Spouse</td>
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<td>Depression</td>
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<td>Hopelessness</td>
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<td>Poor self</td>
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<td>Esteem</td>
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<td>Hostility</td>
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<td>Anger</td>
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<td>Irritability</td>
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<td>Unwanted</td>
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<td>Thoughts</td>
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<td>Muscular</td>
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<td>Tension</td>
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<td>High Blood</td>
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<td>Neckaches</td>
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<td>Backaches</td>
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<td>Indigestion</td>
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<td>Ulcers</td>
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<td>Tremors</td>
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<tr>
<td>Fatigue</td>
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<td>BREATH</td>
<td>Exhale &amp; Relax!</td>
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<td>RELAXATION</td>
<td>Am I taking time to go &quot;inward&quot; today?</td>
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<td>How am I dissipating the by-products of stress?</td>
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<td>DIET</td>
<td>What can I do to improve my diet?</td>
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<td>HEALTHFUL HABITS</td>
<td>Is there a better way to take care of myself right now?</td>
<td>What am I doing now?</td>
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<td>BIOLOGICAL RHYTHMS</td>
<td>How am I affected by natural rhythms?</td>
<td>What have I learned?</td>
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<td>ASSERTIVENESS</td>
<td>Am I passive, aggressive or assertive?</td>
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<td>LISTENING</td>
<td>Do I know what it takes to be a good listener?</td>
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<td><strong>GOAL SETTING</strong></td>
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<td>Do I have direction or control in my life to accomplish my short- &amp; long-term goals?</td>
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<td><strong>TIME MANAGEMENT</strong></td>
<td>Is my work &amp; play-time productive &amp; enjoyable?</td>
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<td><strong>THOUGHTS</strong></td>
<td>How can I stop distorted, unrealistic, self-defeating, counter-productive thoughts?</td>
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<td><strong>SELF-TALK</strong></td>
<td>What can I do to promote rational self-talk?</td>
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<td>INTERNAL ENVIRONMENT</td>
<td>Do I have the resources to achieve inner peace?</td>
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<td>WORK ENVIRONMENT</td>
<td>What can I do to combat job stress?</td>
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<td>ECOLOGICAL ENVIRONMENT</td>
<td>Are there environmental pollutants that affect my life?</td>
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<td>SELF-AWARENESS</td>
<td>Am I aware of who I truly am?</td>
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<td>PROBLEM SOLVING</td>
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<td>What can I do to increase my options?</td>
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<td>ADAPTATIONS</td>
<td>Do I use mature adaptations (like humor)?</td>
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<td>SELF-FULFILLMENT</td>
<td>Do I have the capacity to reach my greatest potential?</td>
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<td>VALUES</td>
<td>What do I sincerely value in life?</td>
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<td>MEANING</td>
<td>What is meaningful in my life today?</td>
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As You Take This Course...

The ultimate goal of this course is to give you every potential chance to succeed, by giving you as many stress management techniques as possible. There is background information as to how each technique is related to stress and several skill development exercises that will ask you to take a hard, serious look at yourself. Certainly, the purpose is not to make this course threatening or stressful, but to make you aware that knowledge of yourself is a necessary step in the healing process. There are ten suggestions below to keep in mind as you take this course:

1. Stress and stress management techniques are unique to each individual; what helps you may not help someone else. Each of you should practice and experiment with techniques until you discover what works best for you.

2. Go into each section with your eyes open, for there is always something to be learned and gained. All techniques should be viewed as rewarding, not as an intrusion or a nuisance.

3. Stress is in itself many faceted and there is not one best stress management technique. Your best plan is to attack stress on as many levels as possible and from a variety of perspectives, for each technique offers its own slant on a subject.

4. You must learn to be flexible and to mold stress management techniques to varying real-life situations.

5. You must take self-responsibility for your own health, which requires a total reassessment of your lifestyle and behavioral patterns. You are responsible for your own health, no one else, not even your doctor. You have an obligation to yourself to know what your
needs are, to understand your emotions, to be tuned into all of your physical, mental and spiritual needs. You have to do what you can to keep your body functioning at an optimum level, not necessarily to prolong your life, but to enrich your life. All aspects of holistic health must be incorporated into your stress management strategies.

6. Too often stress is accepted as an inevitable part of life, but it does not have to be that way. The reality is, you have the power to promote wellness and to prevent disease; you have the power to create a new you and to save yourself the expense of disease—both on your life and your pocketbook.

7. None of the stress management techniques are suggested to be cure-alls or substitutes for professional care.

8. Change cannot be made over night.

9. Every accomplishment begins with a single step.

10. You will succeed!
SECTION II

PHYSICAL

Chapter 3: BREATH
Chapter 4: RELAXATION
Chapter 5: EXERCISE
Chapter 6: DIET
Chapter 7: HEALTHFUL HABITS
Chapter 8: BIOLOGICAL RHYTHMS
CHAPTER 3

BREATH

Quotes

"When the breath wanders, the mind is unsteady, but when the breath is still, so is the mind still."

Hatha Yoga Pradipika

"Life is in the breath; therefore he who only half breathes, half lives."

Yogic Proverb
Suggestions for Teaching

Preparing Yourself:

- Practice each script before giving it; feel comfortable with it.

Preparing the Class:

- Suggest that participants bring a blanket or mat for exercises that require a prone (lying down) position (depends on classroom, i.e. carpeted or not).

- Before each exercise, provide tissues for nose blowing; remind class to clear nasal passages.

Giving the Exercises/Reading the Scripts:

- Talk slowly and distinctly.

- Use a soothing, relaxed voice.

- For several of the exercises, you may want to guide the class through the sequence 3 to 4 times, then allow them to continue at their own pace. Everyone has different breathing capacities and it is best to allow for individual differences.

Suggestions for Usage:

- After the Breath Introduction, there are two options for presenting the breathing exercises:

  1. Do them all in one meeting, or

  2. Spread them out, presenting a new exercise at the beginning, middle or end of each class meeting (preferable).

- Each exercise can be done from 3 to 5 minutes minimum to 20 minutes maximum, once or twice a day.

- Each exercise can be repeated and reinforced day after day.
**Introduction**

You should not assume that just because you have a mouth, nose and lungs that you know how to breathe properly. As babies you naturally breathed fully, but as adults most of you have forgotten the habit of natural, full breathing. As stressed adults, you may actually be guilty of taking shallow breaths through the mouth, making little use of all of the muscles and organs designed for this essential life process.

When only a small amount of oxygen is taken in and only the top part of the lungs are used, it causes your blood to not be properly purified or supplied with oxygen. Also, because waste products that should have been removed in the process remain in circulation, your system slowly becomes poisoned. The physical results of improper breathing are inferior quality blood, a poor complexion, restricted ability to digest food, undernourished organs and tissues, a lack of vitality and a lowered resistance to disease. The mental results include depression, fatigue and anxiety, which makes each stressful situation that much more difficult to cope with. Proper breathing habits do effect all systems of the body and are essential for both physical and mental health.

Proper breathing is actually considered an antidote to stress. By regulating the breathing, you are not only increasing your circulation, but preparing yourself for the practice of concentration.
and relaxation. All breathing exercises are designed to quiet the mind and bring a feeling of peace and harmony. You can truly tell if you are anxious or stressed by tuning into your breathing rate, which tends to be shallow, rapid and irregular. When you are relaxed or deep in thought, your breathing rate naturally slows down; you can easily test this yourself. Listen, for one moment, to the softest sound in the room, you will find that, in concentrating, you unconsciously slowed down or suspended your breathing.

Most breathing exercises have been adapted from yoga, which teach you to reverse old habits. Breathing correctly means bringing in oxygen through the nose, keeping the mouth closed and involves a full inhalation, retention (holding) of breath and a full exhalation, all of which force the entire lungs to be involved. You may assume that the inhalation is the most essential stage of breathing, but in reality, it is the exhalation that holds the key. The more stale air you exhale, the more fresh air you can inhale. Breathing exercises pay special attention to prolonged exhalation, which usually should be twice as long as the inhalation.

You will be given the opportunity to learn several breathing exercises and each one requires tremendous practice. In any situation, when you find yourself getting tense, after awhile, you will be able to call on this simple, yet very effective, tool to calm yourself. The exercises included are entitled: Breathing Awareness [Script 1], Simple Breath [Script 2], Simple Diaphragm Breathing [Script 3], Sitting-Up Diaphragm Breathing [Script 4], Relaxing Sigh [Script 5], Complete Breath [Script 6], Complete Breath Standing [Script 7], and Alternate Nostril Breathing [Script 8].
Breath/Script 1:

Breathing Awareness

1. Lie down on a rug or blanket on the floor in a "dead body" pose—your legs straight and slightly apart, your toes pointed comfortably outwards, your arms at your sides, not touching your body, your palms up, and your eyes closed.

2. Bring all of your attention to your breathing and remember to breathe through your nose. Place your hand on the spot that seems to rise and fall the most as you inhale and exhale. Note that if this spot is in your chest, you are not making good use of the lower part of your lungs. People who are nervous tend to breathe many short, shallow breaths in their upper chest.

3. Place both of your hands gently on your abdomen and follow your breathing. Notice how your abdomen rises with each inhalation and falls with each exhalation.

4. Is your chest moving in harmony with your abdomen, or is it rigid? Spend a minute or two letting your chest follow the movement of your abdomen.

Breath/Script 2:

Simple Breath

1. Sit up straight in your chair, rest your hands on your thighs and uncross your legs and feet.

2. Imagine a string connected to the top of your head, pulling upward, allowing you to sit as straight as possible.

3. Close your eyes if you like.

4. Concentrate on your breathing. Breathe in through both nostrils, slowly retain the breath, then breathe out fully.

5. Repeat several times.

Breath/Script 3:

**Simple Diaphragm Breathing**

This simple exercise relaxes the body, calms the nerves and helps you gain conscious control of your breathing mechanism. This has been known to relieve asthma, emphysema and other respiratory problems.

1. Lie flat on your back with knees pulled up, feet slightly apart.
2. Inhale deeply and allow your stomach to relax and expand like an inflated balloon.
3. Exhale and pull your stomach in so that the diaphragm rises and presses upward against your rib cage into your chest cavity.
4. Continue until your rhythm seems easy and natural.
5. Continue to breathe using your diaphragm, but after filling your lower lungs, concentrate on filling the middle and upper lungs as well. Note the difference in your capacity.
6. Exhale, visualizing the air pressing out first from the lower and then from the upper chest cavity. Observe how the breath seems to move up through the body with a wave-like motion.
7. Repeat several times.
8. As an aid in subduing nervousness, visualize a calm blue sea with waves rhythmically rising and falling. With each rising motion inhale and with each falling motion exhale, until the breathing is very slow and regular and your body is completely relaxed.

Breath/Script 4:

**Sitting-Up Diaphragm Breathing**

1. Sit erect, placing one hand on your stomach and the other on your chest.

2. While inhaling, allow the lower hand to move out, with the stomach.

3. While exhaling, lower hand should move in, as your stomach does.

4. Your top hand should not move at all.

5. Your back must be straight and there should be no heaving of shoulders or chest.

6. Try to move only the muscles of the stomach region. Upper breathing will follow naturally later on.

Breath/Script 5:

**Relaxing Sigh**

We have all experienced sighing or yawning. This is generally a sign that your body is not getting enough oxygen. Sighing or yawning is just your body's way of remedying the situation. A sigh is often accompanied by a feeling of tension or a feeling that things are not as they should be. A sigh actually releases a bit of tension and can be practiced at will as a means of relaxing.

1. Sit or stand as straight as possible.

2. Sigh very deeply, letting out a sound of deep relief as the air rushes out of your lungs.

3. Do not think about inhaling, just let the air come in naturally.

4. Repeat this procedure eight to twelve times whenever you feel the need for it, and experience the feeling of relaxation.

Complete Breath

This exercise is extremely important for all the benefits of correct deep breathing. Be patient and practice carefully. Inhale very slowly so that you have sufficient time to perform the necessary body movements. Practice to make the body movements flow into one another very smoothly.

1. Sit in a comfortable cross legged position with your spine straight. This could also be done sitting in a chair or standing.

2. Begin to slowly exhale through the nose. Simultaneously contract abdomen as far as possible to assist in complete exhalation.

3. Begin a very slow, quiet inhalation. Simultaneously attempt to slowly distend or push out abdomen, using your abdominal muscles. This movement permits air being inhaled to enter lower area of lungs.

4. Continue the slow, quiet inhalation. Simultaneously contract the abdomen slightly and attempt to expand the chest as far as possible.

5. Continue the slow, quiet inhalation. Simultaneously raise the shoulders slowly as high as possible. This permits air to enter high area of lungs.

6. Hold breath with shoulders raised for a count of 5.

7. Now slowly and quietly exhale deeply, relaxing shoulders and chest as you exhale and contract abdomen.

8. When exhalation is completed, repeat. Perform 10 times, pausing between repetitions whenever necessary.

Summary:

1. Exhale deeply, contract abdomen
2. Inhale slowly, distend abdomen
3. Continue inhalation, expand chest
4. Continue inhalation, raise shoulders
5. Retain breath for count of 5
6. Exhale deeply, relax shoulders and chest, contract abdomen
7. Repeat


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Breath/Script 7:

**Complete Breath Standing**

1. Stand on the floor, with your spine straight and your feet together.

2. Exhale completely and contract abdomen. Simultaneously relax muscles so that trunk becomes limp.

3. Begin deep inhalation, while expanding abdomen. Simultaneously raise arms, from your sides, palms face upwards.

4. Continue deep inhalation, while chest expands. Bring hands to touch overhead. Simultaneously raise high on toes.

5. Hold extreme position as steady as possible for 5.


7. Repeat. Perform 5 times without pausing between repetitions.

Breath/Script 8:

Alternate Nostril Breathing

If this exercise is practiced regularly, it is believed to relieve anxiety and promote emotional stability. It is also excellent for general relaxation and is particularly beneficial for people suffering from tension or sinus headaches.

1. Sit in a comfortable cross legged position with your spine straight. This could also be done sitting in a chair or standing up.

2. Rest right thumb lightly against right nostril; index and middle fingers together on forehead; and ring and little finger rest lightly against left nostril.

3. Exhale slowly and deeply through both nostrils.

4. Press right nostril closed with thumb. Slowly and quietly inhale a deep breath through left nostril in a count of 8.


6. Open right nostril only. Exhale deeply through right nostril in a rhythmic count of 8.

7. Without pause, inhale through right nostril in a rhythmic count of 8.

8. Press right nostril closed; hold air in lungs for a rhythmic count of 8.

9. Exhale deeply through left nostril in count of 8.

Repeat the sequence (from number 4). The above is one round. Complete five rounds.

Summary:

1. Inhale through left (8)
2. Retain breath (8)
3. Exhale through right (8)
4. Inhale through right (8)
5. Retain breath (8)
6. Exhale through left (8)
7. Repeat

CHAPTER 4

RELAXATION

Quotes

"The soul that moves in the world of the senses and yet keeps the senses in harmony...finds rest in quietness."

Bhagavad Gita

"Time spent hovering deliberately, deliciously, somewhere between sleep and wakefulness is almost bound to be revitalizing."

Flora Davis

"It is physically impossible to be nervous in any part of your body if in that part you are completely relaxed."

Edmund Jacobson

"Imagination is everything...it is the preview of life's coming attractions."

Albert Einstein

"Imagination rules the world."

Napolean

"You can imagine your future."

Henry J. Kaiser

"I believe that relaxation and peace of mind are very important health promoting factors, perhaps the most important. These are what modern man needs most of all in order to live a long and happy life in good health."

Paavo Airola
Suggestions for Teaching

Preparing Yourself:
- Practice each script before giving it; feel comfortable with it.

Preparing the Class - Give Participants:
- "Suggestions/Guidelines for Beginning a Relaxation Program" [Handout 8].
- "Relaxation Diary" [Handout 9].
- "Postures for Relaxation" [Handout 10].
- "Relaxation Warning" [Handout 11]. Have participants read, sign and return to you for your files.

Giving the Exercises/Reading the Scripts:
- Talk slowly and distinctly.
- Use a soothing, relaxed voice.
- When the script phrases are separated by a double space, pause and allow time for the participants to respond to the directions. In some situations a time is suggested, in others, allow enough time as comfortable. This will become easier with practice and it is fair to get feedback from the class as to whether or not you are going too fast or too slow.

Suggestions for Usage:
- After the Relaxation Introduction, there are two options for presenting the relaxation techniques:
  1. Do them all in one meeting, as a unit, one exercise after another.
  2. Spread them out, presenting a new technique at the beginning, middle or end of each class meeting (preferable). With the shorter exercises, such as Sensory Awareness and Visualization, two or more exercises can be done in one day.
- Sessions can range from 5 to 20 minutes, depending on the exercise.

- Each exercise can be repeated and reinforced day after day.

- As you gain confidence, add more exercises to your repertoire, tape record your own sessions or use commercial relaxation tapes.

- Remember - no relaxation phrases are etched in stone; say what feels comfortable to you, while maintaining the integrity of each script.

Note: Sensory Awareness and Self-Massage are not relaxation techniques per se (explanations as to their inclusion are included).
Introduction

Probably the most universally recognized method to reduce stress is relaxation. The reason for this is that relaxation techniques all have one thing in common; they produce effects opposite of the stress response. The stress response causes an increase in heart rate, blood pressure, muscle tension, and so on; all of which take their toll on your health and are an enormous drain on your energy resources. Relaxation is considered a tonic for the whole being, because it allows you to save this valuable energy resource and to use it for things that are worthwhile or cause the least distress. As you relax the whole body and breathe slowly and deeply, certain physiologic changes occur which:

- lowers blood pressure,
- reduces heart rate,
- reduces respiratory rate (less oxygen consumed; less carbon dioxide produced),
- lowers the metabolism,
- reduces metabolic by-products of stress (such as lactic acid and adrenaline),
- reduces muscle tension,
- restores the body to a normal state (homeostasis),
- produces alpha brain waves (measured by electroencephalogram or EEG), characterized by feeling at ease, pleasant and floating; the state between total wakefulness and sleep).

Since your mind and your body are intimately linked, there
are also many psychological benefits of relaxation. Relaxation techniques are often used as an anecdote to depression and anxiety, common psychological manifestations of too much stress. After relaxing, it is common to feel a sense of calm, well-being and pleasure or to be completely refreshed and ecstatic. Kenneth Pelletier, in *Mind as Healer, Mind as Slayer*, found that people who practice in relaxation report a reduction or elimination of alcohol and coffee consumption and cigarette smoking; also changes in diet, sleeping patterns and general coping ability. It is believed that a few moments of deep relaxation will reduce worry and fatigue and increase vitality more effectively than a one hour nap or a restless nights' sleep.

The goal of relaxation is to quiet your mind and to relax your muscles. A very specific process is required to produce this complete mind and body relaxation effect. This process involves finding a comfortable position, concentrating on breathing steadily and rhythmically and, finally, on mentally sending a message to your body to relax. Relaxation is a series of levels of increasing depth. By focusing on your breathing, you allow or possibly force your mind to remove itself from stressful thoughts, such as anger, fear, frustration, worry, etc. It is a matter of letting go, instead of holding on; of not doing, instead of doing. As you fall deeper into relaxation and concentrate on different body parts, you feel sensations of melting down, of expansion, lightness and warmth. When all muscular tension is gone, a gentle euphoria will overcome your mind and body.

Several relaxation techniques are included in this course which are relatively simple to learn and require no special equipment.
or instructor training. However, even with sincere practice and
dedication, not all of them will work for you, but give each technique
a fair chance and remember— it may take several sessions before it
will elicit the desired response. Each of you is different and will
respond at different levels. Relaxation is a skill that must be
learned and if practiced daily, has the potential to provide not only
a relaxed and refreshed mind and body, but also a sense of personal
growth and ingenuity. The purpose here is to introduce you to several
techniques and to give you the skills to know how to relax yourself.

"Suggestions/Guidelines for Beginning a Relaxation Program"
handout [Handout 8] will provide some very important information for
beginning a relaxation program. The "Relaxation Diary" [Handout 9]
is designed for you to keep a record of your success with relaxation.
The "Postures for Relaxation" handout [Handout 10] provides information
regarding recommended postures for relaxation. The "Relaxation
Warning" handout [Handout 11] is for you to read, understand, sign
and return to the instructor. The relaxation techniques included are:

- Sensory Awareness
- Progressive Relaxation
- Autogenics
- Meditation
- Visualization
- Self-Massage
-wear loose fitting clothing.
-bring a blanket or mat to lie on (if appropriate).
-bring a sweater if possibility of chill.
-remove contacts before relaxation session (if desired).
-blow nose to clear nasal passages.
-remove noisy jewelry.
-breathe normally, do not force your breathing—your body will know what to do naturally.
-understand the physiological changes that may take place; for example, know that it is normal for your heart rate to decrease.
-the purpose of relaxation is not to fall asleep, but if this happens, do not be concerned. You may want to change the time of day you use relaxation exercises or use an alarm clock.*
-daily practice is essential; relaxation is a skill that can be developed.
-some exercises will work, some will not. Go at your own pace and appreciate your uniqueness. Do not force the skills.*
-some exercises may cause stress, fear or anxiety, if this happens, stop the exercise. Remember: you are in control.
-try the exercises at various times of the day to determine what works best for you.*
-to fully appreciate your progress and to help determine which exercises work best for you, keep a record or diary.
-with practice, relaxation can be used whenever you want; at the office, while travelling, before an interview or meeting.

-relaxation techniques are not recommended for the following people:
- individuals not motivated to learn to relax.
- very young children (under 5).
- individuals with severe mental or emotional problems.
- individuals with serious diseases (diabetes, heart condition, high or low blood pressure).

-relaxation techniques are NOT substitutes for medical help. If you have any questions at all, consult your physician.

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Below is a chart or diary (make several copies) to be used as a record of your success with relaxation. This will enable you to determine which technique(s) work best for you. The techniques include: SENSORY AWARENESS, PROGRESSIVE RELAXATION, AUTOGENICS, MEDITATION, VISUALIZATION and SELF-MASSAGE.

<table>
<thead>
<tr>
<th>in class</th>
<th>on own</th>
<th>Date</th>
<th>RELAXATION TECHNIQUE (briefly describe if necessary)</th>
<th>EVALUATION or COMMENTS</th>
</tr>
</thead>
</table>

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There are 4 basic recommended postures for relaxation:

1. Lie down, rotate your head, arms, legs, feet slowly from side to side and find a comfortable position. Your legs should be about 8-18" apart, with your toes pointed slightly outward. Your arms should rest comfortably along your sides, not touching your body; palms up.

2. Sit in an armchair with your head, back, arms and legs comfortably supported.

3. Sit on a stool or straight-backed chair, slightly stooped over or spine straight, whichever is more comfortable. Your head should be centered and resting comfortably. Rest your arms on your thighs with your hands draped between your knees. Your legs and feet should just rest comfortably, not crossed or touching.

4. On the floor, sit in a comfortable cross legged position, full lotus or half lotus (yoga postures). Keep your spine straight and rest your hands on your knees. (This is the recommended posture for meditation and breathing exercises. It is not recommended for progressive relaxation or autogenics).

Sitting postures are recommended for 2 reasons:

1. More applicable in more situations. If you practice in a seated position, it will be easier to transfer the skill to everyday situations (i.e. while at your desk).

2. Much less likely to fall asleep.

As you begin to try various psychosomatic and somatopsychic relaxation programs, you must know, understand and appreciate the following:

1. As you relax and approach the alpha state, your eyes will tend to roll upwards about 20 degrees. If you wear contact lenses, this may be uncomfortable. It is recommended that you remove your contact lenses before trying relaxation formats.

2. If at any time you feel any physical or psychological discomforts or distress, feel free to discontinue the activity. You may experience the following phenomena:
   - intense focused awareness
   - presentcenteredness
   - loss of immediate memory
   - distortions in time sense
   - ineffability (incapable of describing in words)
   - perceptual alterations
   - self-transcendence
   - hypersuggestibility

3. If you have hypoglycemia (low blood sugar), or hypotension (chronically low blood pressure), or if you take regular medication for hypertension (chronically high blood pressure), or have diabetes or epilepsy, you should contact your physician prior to starting relaxation training and contact him/her regularly while you are engaged in relaxation training.

I have read the preceding and certify that I am physically fit for relaxation exercises. I further attest that I have sufficient experience to enable me to participate in these exercises. I fully know, understand and appreciate the risks inherent in the relaxation exercises. I am voluntarily participating in this activity.

(Signature)  Age  Date

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SENSORY AWARENESS

As babies you perceive your environment solely from your senses; what you see, feel, hear, taste and smell. There are no interfering thoughts about such things as money, career, family. Sensory awareness training teaches you to return to that baby-like state, to completely tune into all of the internal and external sensations that your body reacts to; sensations you are usually not even conscious of. If you really listen to your body, you will discover that it constantly provides feedback. Your body feels the stress long before it enters your consciousness. Sensory awareness teaches you to listen to this feedback and to really tune into what messages your body is telling you. If certain parts of your body feel tense, it is your body's way of communicating that you are under stress.

Sensory awareness training is considered a prerequisite to learning relaxation; for in order to fully appreciate muscle relaxation, you must be able to recognize the muscle tension. Sensory perception is a skill that is innate, can be relearned and is an extremely valuable tool for tuning into your own body. In this course, you will be given several sensory awareness exercises while somewhat relaxed, but with practice, this skill can be transferred and also used while you are active. The more you are able to tune into your body, the easier it will be to, firstly, recognize tension and, secondly, eliminate it and promote relaxation.

John Curtis and Richard Detert, in *How to Relax*, have
identified several sensations you may experience during sensory awareness training:

Heaviness, warmth, calmness, sinking down, a general sense of letting go, monotony, hardness in the body, movement in the body, pressure, rising muscular tension, invigoration, twitching, conscious awareness of the heartbeat or pulse, or thumping feeling in various parts of the body.

Remember, with sensory awareness training, you are just learning how to consciously identify certain feelings in the body. All of the other relaxation techniques in this course focus on going beyond this basic recognition to actual relaxation and a conscious letting go.

There are five sensory awareness exercises in this section, presented in a progressive order: The Hand Clench [Script 1], The Stand [Script 2], Body Search [Script 3], Bezzola's Autoanalysis [Script 4], and Internal and External Awareness [Script 5].

Note: There is a sensory awareness visualization exercise in the "Visualization" section.
Sensory Awareness/Script 1:

Hand Clench

This exercise will help you tune into your body and prepare for relaxation exercises. It is recommended that you practice this exercise 3 times for 3 days. At first, this exercise should take 3 to 4 minutes, but will vary as you increase your sensory awareness.

Sit in a comfortable position with your eyes closed.

Turn your attention to your breathing rhythm and listen to yourself breathe for 3 to 5 breaths.

Clench one hand tightly into a fist and feel the tension in the muscles of the hand, fingers and forearms. Immediately begin to open your fist slowly as you relax the fingers, palm and forearm. Focus your attention on the movements, feelings and sensations in your fingers, palm and forearm. These sensations may include slight movement of each finger, jerking movements, tingling, warmth, coolness, difficulty opening the hand or many other sensations. Feel, sense and think about each sensation you perceive.

When your hand is relaxed, your fingers will be slightly curled. Think about the relaxed hand for several breaths. (10 to 12 seconds)

Now extend your fingers and wrist as much as you can. Focus your attention on the wrist, back of the fingers, and the hand. Slowly relax the hand to its normal, comfortable, tension-free position. Try to identify as many sensations and feelings as you can.

When the hand is in the relaxed position, focus your attention on the feeling opposite of muscular tension - relaxation. Try to identify and sense this relaxed feeling for 30 to 60 seconds.

Sensory Awareness/Script 2:

The Stand

This exercise will help you tune into the lower part of your body. Again, this exercise should be practiced 3 times a day for 3 days or until learned. Perform with your eyes open or, if you would rather have your eyes closed, grasp onto the back of a chair or have a person spotting you.

Stand erect, with your eyes open (or closed).

If your eyes are open, focus your attention on an object or point 4 to 6 feet in front of you.

Begin concentrating on the lower part of your body, from the waist down.

Focus your attention on your buttocks. Sense any and all movement in this part of your body, as different muscles tense and relax to help you maintain the standing position and your balance.

Now focus your attention on your thighs. Try to identify all sensations, feelings and movements in this muscle group. (15 to 30 seconds)

Focus on your knees and identify all sensations, feelings and movements in this area. (15 to 30 seconds)

Now do the same as you focus your attention on your calves; ankles; feet and toes.

After you have concentrated on each segment of the body, scan the lower part of your body for various sensations and movements. (30 to 40 seconds)
Sensory Awareness/Script 3:

Body Search

This exercise focuses on increasing sensory awareness in the trunk region of the body.

Sit quietly in a comfortable position and listen to yourself breathe for 3 or 4 breaths.

Turn your attention to the trunk region of your body. Scan the trunk; locate and identify any movement in this area. Movements you may identify include, but are not limited to, heartbeats, stomach adjustments, diaphragm movements, peristalsis (digestive waves in your intestines), twitching and chest expansion.

Once you locate a movement, try to feel and experience it. (1-2 minutes)

Now scan the trunk region again, but this time for stillness (lack of movement). When stillness is identified, think about and experience the stillness and then compare the feeling to those associated with movements. (1 to 2 minutes)

Bezzola's Autoanalysis

This method was first described by a fellow named Bezzola of Switzerland about 50 years ago. It is a way of scanning the body, which serves as a perfect biofeedback instrument. It is good for controlling extreme nervousness.

Sit or lie down in a comfortable position, close the eyes, and pay attention passively to anything which goes on in the body.

Put into audible words whatever happens. Do not analyze or do not intellectualize, just pay attention and report what is sensed.

Scan the entire body, preferably starting with the toes and moving up the body. Whenever you discover a tense area, exaggerate it slightly so you can become aware of it. Say whatever you are feeling, for example: pressure in the stomach; eyes fluttering; right ear ringing; throat tight; left foot itches. Just observe and verbalize the location and the sensations felt. Such attending gradually brings a quieting of spontaneous restlessness and a clearing of the mind. (3 to 4 minutes)

Sensory Awareness/Script 5:

Internal and External Awareness

This exercise will help you separate and appreciate the real difference between your internal and external worlds. This can be done several times throughout the day.

Sit in a comfortable position with your eyes open.

First focus your attention on the outside world. Start sentences with, "I am aware of ____." (for example: "I am aware of the cars going by outside the window, papers moving, coffee perking, the breeze blowing and someone sneezing.") (several minutes)

After you have become aware of everything that is going on around you, shift your attention on your body and your physical sensations, your internal world. (for example: "I am aware of feeling warm, my stomach gurgling, tension in my neck, nose tickling, headache.") (several min)

Now, shuttle back and forth between internal and external awareness. (for example: "I am aware of the chair pushing into my buttocks, the sun shining in the window, my shoulders hunching up, the smell of perfume..." ) (several minutes)

PROGRESSIVE RELAXATION

Progressive relaxation, developed by Edmund Jacobson, is one of the most common forms of relaxation. It involves progressively relaxing every single muscle group in the body, usually starting with the feet and progressing up the body. Within the process of relaxing skeletal muscles (those attached to bone), the internal muscles likewise relax. Physical tension, irregular breathing, high blood pressure, reflex swallowing and mental and emotional activity all drastically decline.

The ultimate goal is to relax the mind, the source of all stress and what Edmund Jacobson termed "residual tension." Residual tension is that hard to detect, low level continued muscle contraction that separates the insomniac from sleep and the tense person from complete relaxation. With persistent practice at relaxation, you will gradually be able to tune into every muscle, sense any residual tension and eventually learn to relax.

There are several progressive relaxation protocols, of which you will be given three examples [Scripts 1, 2 and 3]. You must select a technique that you are particularly amenable to and practice it, on your own, in several situations: when you are alone and quiet, in a noisy room, before an exam, at a meeting, on public transportation, or before falling asleep. The technique must be familiar to you and one that you are comfortable with before it can be a skill you rely on. Some techniques force you to just focus on a muscle and then simply
suggest it to relax; others concentrate on the belief that only by knowing how tension feels can you be sure you have achieved complete relaxation. These techniques suggest you completely tense that muscle before you suggest it to relax. Do whichever technique works, wherever and whenever you need it.
Progressive Relaxation/Script 1:

Progressive Relaxation

Make yourself as comfortable as possible, loosen any tight clothing that you can, and get relaxed in your chair. Just focus on your body and feel the tension flow out as you relax more and more.

Now, stretch out your legs, lift them slightly off the floor and point your feet back toward your face as much as you can. Tighten your toes, your ankles, your calves, and your thighs—tightly and tighten, as tense as you can. (10 seconds) Now, relax . . . feel the warmth of relaxation in your legs and feet as you relax. Feel how pleasant it is to feel that warmth as it flows through your legs even to your toes. (15 to 20 seconds)

Now tighten your buttocks and stomach as hard as you can. Tighten and tighten. Hold it a bit more. (10 seconds) Now, relax . . . and let yourself feel the warmth flow into your buttocks and stomach. Notice the pleasant contrast between the relaxed feeling you experience now and the tightness you experienced a moment ago.

Take a deep breath now. As you slowly let it out, also let out the remaining tension in your feet, legs, buttocks and stomach. Continue to take deep breaths and let them out slowly as we go on. (15 to 20 seconds)

Now tighten your back muscles, your chest, and the muscles just under your armpits. Harder. Harder. Hold it a little bit longer. (10 sec.) Now relax. Let yourself feel the tranquil flow of relaxation as it moves up your body into your back and chest. Imagine the word "calm" or the word "relax" and think that word to yourself slowly about ten times. Take a deep breath and let it out slowly as the tension drains away. (45 seconds)

Extend your arms and make two fists, tighten your triceps, your forearms, and your fists. Hard. Really hard. When I say relax, let your arms fall to your lap with the pull of gravity. (10 seconds) Relax . . . Notice the tingling sensation of relaxation in your fingers and hands. Feel the warmth in your arms. Enjoy this beautiful relaxation. Imagine a peaceful, tranquil scene that is really relaxing. Picture that scene and how warm and comfortable that image is to you. (45 seconds)

Now, hunch up your shoulders as though you are trying to touch them to your ears. Tighten your neck, too. Tighter and tighter. Hold it just a bit more so that your neck actually shakes. (10 seconds)
Progressive Relaxation
continued

Now, relax . . . Feel the heaviness in your shoulders and the warm feeling of relaxation. Take a deep breath and slowly let it out. Imagine saying to yourself, "I am calm and relaxed." Enjoy the comforting feeling of being tension free. (45 seconds)

Now, open your mouth as wide as you can. Wider. Hold it a bit more (10 seconds)
Now, relax . . . Feel the warm, tingling sense in your face. Let your mouth hang open as it relaxes. Breathe deeply. (15 to 20 seconds)

Now, furrow your brow and tighten your cheek and face muscles into a tight grimace. Tighter. Hold it. (10 seconds)
Now, relax . . . Feel the flow of warm relaxation enter your face and eyes. Enjoy the wonderful feeling of relaxation through your entire body.

Now take a deep breath and hold it. (10 seconds) As you let it out fully, let any tension drain from your whole body. Imagine that your body is being immersed in a warm fluid which absorbs any remaining tension. Feel your body little by little sink into this pleasant fluid and the tension seep from your body. First your feet and legs, then your torso, your arms, your neck, and your head. Breathe deeply and enjoy this relaxed feeling.

I will count to three. On three you will open your eyes and be refreshed and relaxed- one, two, three.

Progressive Relaxation/Script 2:

**Progressive Relaxation**

Adjust your body so that it is perfectly comfortable against the floor. Feet about 18" apart, hands 6" from your side, palms up. Rotate your legs, arms and head, find a comfortable position and relax.

Watch your breathing, make your exhalations longer than your inhalations.

Let gravity embrace you. Feel your weight pulling you deeper into relaxation, melting your body into the floor. Breathe deeply and slowly from the abdomen, sinking deeper with each exhalation. Many physiological changes are taking place, reducing your body's energy loss, removing stress, lowering your respiration and pulse rate and resting the whole system. As you enter deep relaxation, you will feel your mind grow clear and detached. Breathe in energy and breathe out tensions.

As each part of your physical body is mentioned, direct your mind into that part, suggest that it relax; let go.

Begin with your feet and toes . . . . relax
  ankles ........... "
  calves .......... "
  knees .......... "
  thighs .......... "
  buttocks & pelvis .... "
  abdomen .......... "
  chest .......... "
  shoulders .......... "
  arms .......... "
  hands & fingers .... "
  neck .......... "
  jaw .......... "
  eyes .......... "
  forehead .......... "
  scalp .......... "

Allow your whole body to be perfectly relaxed.

Now relax so that your body can just float away. Turn your mind into itself...
Visualizing your mind as a lake that is still, clear and deep.

Allow your mind to be absorbed by that tranquility.
Progressive Relaxation
continued

(5 minutes of relaxation)
Half way, say..."Your mind may wonder, bring it back to the lake."

Now slowly bring your relaxed and refreshed mind back into your relaxed and refreshed body.

Begin to breathe more deeply, to gently awaken your physical body.

Move your head, feet, hands slowly from side to side, awakening your body. Being aware of the inner peace that you have created.

When you are ready, stretch back up into a comfortable seated position, your back straight and your eyes closed.

Take a few moments to be aware of your mind, your body and your emotions as they are now..... to watch your calm and relaxed breathing and to experience the quietness of your mind and body together.

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Progressive Relaxation

Adjust your body so that it is perfectly comfortable against the floor. Feet about 18" apart, hands 6" from your side, palms up.
Rotate your legs, arms and head; find a comfortable position and relax.

Let gravity embrace you. Feel your weight pulling you deeper into relaxation, melting your body into the floor. Breathe deeply and slowly from the abdomen; sinking deeper with each exhalation.

As each part of your physical body is mentioned, direct your mind into that part.

FEET & LEGS- Lift your right foot just one inch off the floor, tense the leg- tense it more, then let it drop, relaxed.
(Repeat with left foot)

BUTTOCKS- Clinch your buttocks tightly together, lift your hips a little way off the floor and hold- tense it more, then relax and lower your hips.

CHEST- Tense & lift up the back and chest, keeping your hips and head on the floor. Really tense your chest. Now relax and lower your back to the floor.

HANDS & ARMS- Raise your right hand one inch off the floor, make a fist, tense the arm as much as you can, then let it drop, relaxed.
(Repeat with left hand)

SHOULDERS- Lift your shoulders and hunch them up tight around your neck. Let them drop, relaxed.

FACE- Squeeze every muscle in your face up tight, bringing it to a point around the nose. Now open the face as wide as you can, stretching your eyes open and stick out your tongue as far as it will go. Now relax.

HEAD- Tuck in your chin slightly and roll the head gently from side to side. Find a comfortable position in the center for the head to lie and then relax.

Allow your whole body to be perfectly relaxed.
Progressive Relaxation
continued

Each time you inhale, feel a wave of oxygen flowing down to your feet, each time you exhale, feel the tension flowing out of your body, leaving your mind like a deep, still lake, without a ripple. Now dive deep into the center of this lake, deep within yourself, feel your true nature.

(5 minutes of relaxation)
Half way, say..."Your mind may wonder, just bring it back to the center of the lake."

Now slowly bring your relaxed and refreshed mind back into your relaxed and refreshed body.

Begin to breathe more deeply, to gently awaken your physical body.

Move your head, feet, hands slowly from side to side, awakening your body.

When you are ready, stretch back up into a comfortable seated position, your back straight and your eyes closed.

Take a few moments to appreciate how you feel.

**AUTGENICS**

In the late 1800's, Oskar Vogt, a German brain physiologist, was conducting research and found that hypnosis reduced symptoms of headaches, fatigue, tension and pain. It also appeared that hypnosis helped his subjects deal more effectively with daily life. After their ills subsided, they reported sensations of warmth and heaviness.

In the early 1900's, another German, a psychiatrist by the name of Johannes Schultz, became interested in Oskar Vogt's work and eventually published *Autogenic Training* in 1932. By just concentrating on warmth and heaviness, he found you could create the same positive benefits as traditional hypnosis. Johannes Schulz combined some autosuggestions from Oskar Vogt and some yoga techniques, eliminated the instructor and produced an interesting system that not only could be self-induced, but seemed more acceptable to our culture. The technique essentially transcended the mystery which shrouds hypnotism and/or the Eastern philosophy of yoga.

Autogenics is characterized by two pleasurable physical sensations. One is a generalized feeling of warmth throughout the body; the other is a feeling of heaviness in the limbs and torso. Physiologically, the feeling of warmth is explained by, what is referred to as, vasodilation in the peripheral arteries. In other words, the arteries simply enlarge, enabling more blood to rush in, which is characterized by a feeling of warmth. The sensation of heaviness is just simply the muscles relaxing, making them seem...
heavy. Both of these feelings are present with any relaxation response, but autogenics forces you to focus on sensations of warmth and heaviness.

There are six basic phases involved in Autogenics [Scripts 1, 2, 3, 4, 5 and 6]. Because the most common mistake people make is to move too quickly, ideally autogenic training should be individualized. But because this is a group situation, you will be given each script in class and your experience and growth is up to you. As a group, you may proceed to the next phase before you are personally ready; just continue as directed and realize that you still can learn and reap the benefits according to how much practice you put in on your time. However, listen to your own body and have no expectations. There is no right way to experience these exercises and each of your experiences will be unique. In the first phase, some of you may be able to induce feelings of heaviness immediately, while others may take weeks or months at each phase, practicing several times a day. Some of you may never feel sensations of heaviness and warmth. Although there is a great deal of individual differences, it is recommended that you flow with the progression of the class.

As you will be instructed, the best approach is to repeat each verbal suggestion to yourself, then pause for a few seconds and repeat the sequence four times. On your own, out of class, repeat this entire sequence four to eight times a day and repeat this for several days, until you have fully realized each sensation. During the next class session, when Phase II is introduced, remember that each session includes all previous phases (Phase I, then Phase I and II, then Phase I, II and III, then Phase I, II, III and IV, and so on).
Because the purpose of relaxation is to have more efficient energy after each session, remember to energize after each session. You might want to say, "When I open my eyes, I will feel completely refreshed and alert."
Suggestions for Teaching

You may have to modify according to time limitations, but the following would be the best approach to teaching Autogenics:

1st Class Session: Phase I - read entire sequence 4 times
Instructions: Practice above on own 4 - 8 times/day

2nd Class Session: Phase I - read once; Phase II - read 4 times
Instructions: Practice above on own 4 - 8 times/day

3rd Class Session: Phase I and II - read once; Phase III - read 4 times
Instructions: Practice above on own 4 - 8 times/day

4th Class Session: Phase I, II and III - read once; Phase IV - read 4 times
Instructions: Practice above on own 4 - 8 times/day

5th Class Session: Phase I, II, III and IV - read once; Phase V - read 4 times
Instructions: Practice above on own 4 - 8 times/day

6th Class Session: Phase I, II, III, IV and V - read once; Phase VI - read 4 times
Instructions: Practice above on own 4 - 8 times/day

7th Class Session: Phase I, II, III, IV, V and VI - read once
(Optional)
Instructions: Practice above whenever you want to feel relaxed

Note: End each class session with, "When I open my eyes, I will feel completely refreshed and alert."

Try to allow a minimum of 2 to 3 days between each class session to allow for individual practice.
Autogenics/Script 1:

AUTOGENICS

PHASE 1

HEAVINESS

Your attention is brought to a particular part of your body, always starting with the dominant side. That is, if you are right handed, start with your right arm. You may need to add some visual imagery if you have trouble visualizing the sensation of heaviness. Imagine weights pulling you down or imagine your arms or legs being lead.

"My right arm is heavy"
"My left arm is heavy"
"Both arms are heavy"

"My right leg is heavy"
"My left leg is heavy"
"Both legs are heavy"

"Both arms and legs are heavy"

Directions: Say each phrase slowly.
Repeat the entire sequence 4 times.
At end of sequence: "When I open my eyes, I will feel completely refreshed and alert."**

Do this 4 to 8 times per day.
Repeat until the sensation is realized.

Go on to Phase 2.
**As you go on to other phases, only say this once at the completion of your practice.
Autogenics/Script 2:

AUTOGENICS

Phase 2

WARMTH

This phase increases peripheral blood flow and promotes healing. Again, start with your most dominant side and use visualization if necessary. Imagine being in a hot tub, lying in the hot sun or on a heating pad or just holding a hot mug of a favorite drink.

"My right arm is warm"
"My left arm is warm"
"Both arms are warm"

"My right leg is warm"
"My left leg is warm"
"Both legs are warm"

"Both arms and legs are warm"

Directions: Say each phrase slowly. Repeat the entire sequence 4 times. At end of sequence: "When I open my eyes, I will feel completely refreshed and alert."

Do this 4 to 8 times per day. Repeat until the sensation is realized.

Go on to Phase 3
Autogenics/Script 3:

AUTOGENICS

Phase 3

HEARTBEAT

This phase helps strengthen the heart. If you have heart problems, consult a physician before proceeding.

"My heartbeat is calm and regular"

Directions: Say the phrase slowly.
Repeat the phrase 4 times.
At end of sequence: "When I open my eyes, I will feel completely refreshed and alert."

Do this 4 to 8 times per day.
Repeat until the sensation is realized.

Go on to Phase 4.
Autogenics/Script 4:

**AUTOGENICS**

**PHASE 4**

**BREATHING**

This phase promotes slow, rhythmic breathing.

"My breathing is calm and regular"

OR

"It breathes me"

**Directions:**
Say the phrase slowly.
Repeat the phrase 4 times.
At end of sequence: "When I open my eyes, I will feel completely refreshed and alert."

Do this 4 to 8 times per day.
Repeat until the sensation is realized.

Go on to Phase 5.
Autogenics/Script 5:

AUTOGENICS

PHASE 5

SOLAR PLEXUS

Your solar plexus is in your abdomen, where you sense your center to be. This exercise is reported to calm the central nervous system, improve muscle relaxation and assist sleep. Omit this phase if you have diabetes or severe stomach problems.

"My solar plexus is warm"

Directions: Say the phrase slowly.
Repeat the phrase 4 times.
At end of sequence: "When I open my eyes, I will feel completely refreshed and alert."

Do this 4 to 8 times per day.
Repeat until the sensation is realized.

Go on to Phase 6

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Autogenics/Script 6:

**AUTOGENICS**

**PHASE 6**

**COOLNESS**

This last phase reduces the flow of blood to your head.

"My forehead is cool"

**Directions:**  
Say the phrase slowly.  
Repeat the phrase 4 times.  
At end of sequence: "When I open my eyes, I will feel completely refreshed and alert."

Do this 4 to 8 times per day.  
Repeat until the sensation is realized.

Continue to practice all 6 phases and you will be able to relax whenever desired.  
(Source unknown)
MEDITATION

Meditation involves intense concentration and the stilling of the mind. Most of you are constantly bombarded with memories, images, fantasies and feelings related to everyday life. This preoccupation wastes valuable mental energy and tends to carry over into an internal stream of thoughts, which actually add stress to your life. Through meditation, you learn to focus uncritically on one thing at a time. With practice, this skill will carry over and you will develop the ability to control the amount of internal and external stimuli you respond to. You learn to channel your natural desire for contentment inward, instead of attaching it to external objects, which simply allows you to live in peace with yourself.

Herbert Benson, in *The Relaxation Response*, is attributed with bringing the value of this ancient technique of meditation to modern man. He believed you could acquire the "relaxation response" by quietly relaxing every muscle in your body and consciously repeating, or meditating, in your mind a sound or word of your choice. This word, or mantra as it is referred, should be simple, such as "one," "peace," relax," or a nonsense phrase like "om," or even a religious word that is soothing to you.

According to Herbert Benson, all meditation consists of four elements: a quiet environment, a mental device (word or mantra), a passive attitude and a comfortable position. Although this technique is very simple, produces all of the relaxing physiological responses.
and is an excellent stress control device, meditation should be treated with some respect. It is recommended that any serious student of advanced meditation should proceed with the assistance of an expert, because the potential for advancement and consistent support can only be provided in such a setting. However, there is absolutely no evidence that simple meditation techniques are harmful, as you will have the opportunity to experience [Script 1].
Meditation/Script 1:

MEDITATION

This is a simple meditation exercise, which you can use whenever you want to relax. If this exercise is particularly enjoyable, you may want to seek out a professional for further study or just use this exercise as often as you like.

Select a soothing word of your choice, such as, "one," peace," "relax," a word that has no meaning like "om," or a religious phrase.

Quietly sit or lie down in a comfortable position.

Close your eyes.

Deeply relax all your muscles, beginning with your feet and progressing to the calves, thighs, lower torso, chest, shoulders, neck, head. Consciously command all of your muscles to deeply relax; keep them relaxed.

Breathe through your nose, easily and naturally. Concentrate on your breathing, focus on each inhalation and exhalation. On each exhalation, consciously repeat in your mind the word of your choice.

Maintain a passive attitude and just let relaxation happen naturally and at your pace. Do not worry about your success at relaxation. It is normal that you may have distracting thoughts, try to ignore them and return to "your" word. With daily practice, you will be able to keep your mind clear of stressful thoughts for longer periods of time. (Session should last 10 to 20 minutes—total. At some point, you may want to say, "your mind may wonder, just bring it back to your word.")

When you are ready, just sit (or lie) quietly and gradually open your eyes. Do not stand up for one or two minutes.

Visualization or mental imagery can be a powerful tool in the healing process. Actually, all relaxation instructions are in themselves visualization; for example, you visualize or imagine that certain parts of your body are relaxed or warm and heavy. However, visualization exercises take you one step further; you are asked to explore the boundaries of your imagination. Visualization is merely another tool used to tap into your mental resources, which ultimately can produce physical health. Fundamentally, the visualization process involves going inside, concentrating on parts of the body that need healing, and imagining that they are healed.

One of the better known professionals to have studied this relaxation process is Carl Simonton, who conducted research using visualization on cancer patients. After getting patients relaxed, he had them visualize their cancer as something undesirable or evil (like a rat or the enemy) and then had them visualize their immune system or white blood cells as a positive force attacking the cancer (like rat traps, poison darts or white knights). The patients could use whatever images they wanted as long as they imagined their bodies winning the fight against cancer. Although, what actually happens in the body is unproven, Carl Simonton found that many who used this healing visualization demonstrated untypical remissions in cancer and his research indicated that those who practiced visualization lived longer than those who did not. His clients also felt that they were no
longer helpless and honestly believed there was an improvement in the quality of their life.

You can actually use visualization for several different reasons, all of which have the potential to reduce stress. You may want to use it not only to promote your personal healing of disease, but also to help heighten sensory awareness or as an aid to positive thinking. You can use visualization as a learning tool or for very specific stressful situations, for example: a tennis player would visualize a perfect game, a skier would visualize rhythmic body movement, an actor would visualize a smooth opening night, or you could visualize a successful job interview, speech, meeting, etc. You could also visualize yourself being thin or quitting smoking; conjuring up whatever image it takes to resist temptation.

Kenneth Pelletier has examined the visualization process and believed some basic skills are necessary to learn before the exploration of your consciousness can begin. In the first stage, you must master the art of relaxation, which can be done by any method you are comfortable with. To help deepen the trance-like state and to increase the production of alpha brain waves, Kenneth Pelletier demonstrated that it was helpful to rotate your eyeballs upward to imagine looking at the center of your forehead. Only after you have relaxed and rotated your eyeballs are you ready for specific visualization exercises.

Your perceptions of the world are influenced by your senses; what you see, hear, taste, smell and feel. In order to intensify your subconscious awareness, visualization exercises instruct you to always use all five senses to the fullest. The eight
visualization exercises in this course are presented in a strict progressive order to enhance the awareness of each of the five senses and range from the simple visualization of colors to the visualization of abstract ideas, like total health. The visualization exercises include: Color and Movement Visualization [Script 1], Object Visualization [Script 2], Concepts/Abstract Ideas Visualization [Script 3], Fantasy Scenes Visualization [Script 4], Sensory Awareness Visualization [Script 5], Natural Environment Visualization [Script 6], Healing Color Visualization [Script 7], and Healing Visualization [Script 8]. Finally, you will be given the opportunity to "Write Your Own Stressful Situation Visualization" [Handout 12] and, hopefully, with practice, you will be able to apply this ability to write your own visualization to any circumstance.
Suggestions For Teaching

BASIC VISUALIZATION PROCEDURES

Each visualization technique incorporates the four main phases below. For each script, refer to this page for instructions regarding Phases I, II and IV. Phase III represents the actual visualization script and is spelled out in each succeeding page.

I. Relaxation Phase

Subjects must be completely relaxed before Visualization. Autogenics or any of the Progressive Relaxation techniques can be employed. Simply having the subject(s) count back from 100 (counting on each exhalation), with practice, can even produce the desired relaxation response. Remember, proper posture and deep breathing are important.

II. Eyeball Rotation Phase

Voluntary rotation of the eyeballs upward and inward looking at the center of the forehead.

III. Visualization Phase

Several exercises are provided, (Visualization/Scripts 1 - 8).

IV. Cancellation Phase

Make up a cancellation phrase or use any of the following:

"Take several real deep breaths and open your eyes very slowly."

"Let your muscles in your eyelids lighten up, become ready to open your eyes, and become aware of the room. Now let your eyes open and you are ready to resume your usual activities."

"Whenever your mind decides it wants to return to a fully awake state, you will automatically open your eyes and be fully aware of your surroundings. Notice how refreshed and relaxed you feel."

"The images and colors gradually recede, they have become less clear, they have completely disappeared. The legs are light, the arms are light, heart and breathing normal, temperature of forehead normal. Breathe deeply and when you are ready, open your eyes."

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Visualization/Script 1:

**Color and Movement Visualization**

This exercise gives you practice in forming, controlling and holding vivid mental images.

I. Relax

II. Rotate eyes

III. Visualize a static, uniform color filling your mind's eye. Experiment with blue, green, yellow, red, orange and so on until you find a color that is easiest for you to hold in your imagination.

Let darker and lighter shades of your color form. Add movement by letting these vague areas of light and dark color drift around like clouds or shadows.

Add another color in a simple geometric shape. For example, if you have been visualizing blue, see a green triangle superimposed on the blue background. Add other shapes and colors gradually—a yellow square, an orange circle, and so on. Then try changing the color of the background.

Introduce movement by having the geometric shapes move up and down and sideways. Introduce depth by letting them grow larger and smaller. Imagine that the triangles are solid cones, the squares are cubes, and the circles are balls. Stack them up and roll them around.

IV. Cancel

Visualization/Script 2:

Object Visualization

This exercise will help you to visualize objects. Use all of your senses; see it, smell it, hear it, feel it, taste it.

I. Relax

II. Rotate eyes

III. Visualize and hold the image of a specific, unmoving object such as a face, mask, statue. Choose an object that comes easily to mind; an object you are comfortable with. Let it be light in color against a dark background. Concentrate on its details.

IV. Cancel

Visualization/Script 3:

**Concepts/Abstract Ideas Visualization**

This exercise will help you develop the tools to be able to visualize your own health.

I. Relax

II. Rotate eyes

III. Pick out an abstract concept such as happiness, freedom, peace, justice, goodness, and so on.

   Visualize the word printed on a page.

   Imagine hearing a voice saying your word out loud.

   Give your word a color and a shape.

   Imagine a person in a fairy tale or myth that espouses your word. Tell yourself the story or see it acted out as in a movie or play.

   Allow your mind to bring up images, analogies, and associations connected to your word.

IV. Cancel

Visualization/Script 4:

**Fantasy Scenes Visualization**

This exercise will actually help you imagine the feeling of being in a healthy state. Accept and observe whatever comes up. If it becomes disturbing, just take a few deep breaths, tell yourself to relax and open your eyes.

I. Relax

II. Rotate eyes

III. Put yourself in a fantasy scene: on top of a mountain, on the moon, seeing a sunrise, flying over clouds, looking out over the ocean, in a palace, or wherever you are comfortable.

Concentrate on the details and on all of your senses. What do you see, hear, smell, taste, feel? What is the temperature? Is there any movement?

Notice if anyone else appears. What do they do or say?

See the scene as a "filmstrip" in which you are an actor and an active participant.

IV. Cancel

Visualization/Script 5:

**Sensory Awareness Visualization**

This exercise will heighten your sensory awareness.

**I. Relax**

**II. Rotate eyes**

**III. Imagine that, in your hand, you have a ripe, yellow lemon. Feel the roughness of the skin of the lemon and the firmness of its surface.**

Imagine that, in your other hand, you have a shiny, sharp, stainless steel knife. Imagine placing the lemon on a cutting board and, using the knife, neatly slicing it in half. See the drops of lemon juice on the shiny surface of the blade. See the sections of the lemon-the seeds that have been cut in half.

Imagine now that you're taking one of these halves and squeezing the juice into a sparkling clean, empty glass. Using both of your hands, squeeze as much juice out of this half a lemon as you can.

Now picture bringing the glass up to your lips. See the yellow lemon juice in the bottom of the glass. Smell the strong odor of lemons as you bring it close to your nose. Tip the glass so that the lemon juice flows into your mouth and over the surface and around the sides of your tongue. Taste the sour, acid flavor.

**IV. Cancel**

You perceive your environment through your five senses. Your emotional and physical response to any given image is unique and based upon what you have sensed in previous experiences. What you sensed in this exercise was based on your experience with a lemon. Most people will actually notice an increase flow of saliva, which demonstrates that you can actually generate physical changes by just visualizing it.

Visualization/Script 6:

Natural Environment Visualization

This exercise will help you explore your own imagination, while helping you define your natural environment.

I. Relax

II. Rotate eyes

III. Take a very deep breath. Fill your lungs full, then freely exhale. All the way out and out and out. Then another slow, full breath in and then out fully. Keep breathing slowly and rhythmically. Become aware of your breath passing from the outside, through the nasal passages, into the throat, the windpipe and into the lungs. Be aware of the oxygen going through the lungs, into the red blood cells, circulating throughout the body and into the cells. Feel this a few times. Then be aware of the oxygen, the toxins and the carbon dioxide being carried by the red cells into the lungs and then back out through the windpipe, the throat, the nasal passages and the nostrils, and finally out to the environment.

When does the outside air become you? Is it when it's in the nasal passages? Is it when it is in the throat? In the lungs? Or the cells? Or did it ever become you?

And when does the air that was inside you become the environment? When it leaves the cells? When it leaves the lungs? Or when it passes through the nasal passages?

Begin to feel that the air is both you and the environment. You are the same thing. The same air has been breathed by many people, by many fishes, and it has been in many clouds. You are part of the whole environment. It is part of you.

Now visualize a natural human being at his best in a natural environment that is best for him. Visualize what he is doing, and eating and drinking. How is he spending his day? What thoughts does he have? Stay with him for a while.

(wait several minutes)
IV. Now when you feel like it, take a few deep breaths and full 
exhales, and open your eyes and come back.

Did you see colas and hot dogs being eaten? Or any other junk foods 
being gulped down? Did you see someone sitting all day and never 
exercising? Did you see anyone breathing in 200 degree fumes with 
his cigarettes?

You probably saw none of these things. You probably saw a happy 
person, working regularly, walking a lot, breathing fresh air, drinking 
fresh water, eating fresh, natural food.

This is really a very powerful exercise. What does it tell you? 
Instinctively, you do have knowledge of what is best for your body. 
Most of you have lost touch with your natural environment and have 
forgotten the joy of being a fulfilled human being.

Reprinted with permission: John McCamy and James Presley, Human Life 
Visualization/Script 7:

Healing Color Visualization

Color is in itself not healing; it merely gives the body the spark of power to perform its own healing. Color treatment is based on the theory that all healing comes from a change in mental attitudes. This exercise will help you focus on the vibrant colors that are believed to increase the vibratory rates of the cells in the body which allows them to become more sensitive and receptive to healing. The healing colors:

GREEN has a cleansing, soothing, sympathetic vibration. Green is considered nature's master tonic and because it represents harmony, balance and energy, it is of fundamental importance to the nervous system. It also stimulates the pituitary gland which regulates all of the glands and organs in the body. All healing visualization should start with green.

BLUE is a powerful ray with a calm, peaceful, cooling vibration. It is very helpful in relieving the effects of stress and in promoting relaxation and sleep.

RED is the opposite of blue. Red has a heating, stimulating, vitalizing vibration which increases the circulation. Red energizes the body.

I. Relax

II. Rotate eyes

III. Think of the middle of your forehead. Focus in on that spot in your body. Visualize the white light of your spirit emanating from that point. As you focus on the light, it becomes brighter and more soothing, capable of providing healing energy for the rest of the body. When the light is sufficiently bright and soothing, picture the ray of healing light directed from the middle of your forehead to the troubled spots in your body; the spots that need healing or relaxing.

Scan your body, focus on the spots that are uncomfortable. Start with your toes or feet and visualize the soothing color GREEN. Feel the GREEN light cleansing and healing that area. Now progress all the way up your body, visualizing GREEN cleansing and healing all of your trouble spots. (Wait several minutes)
Now imagine the peaceful, calming color BLUE relaxing the entire body. You are very relaxed as you feel the color BLUE in all of your cells. (Wait several minutes)

Now imagine the revitalizing color RED. Inhale and visualize oxygen, vitality and healing being drawn into your entire body. Exhale, mentally commanding your body to release the toxins and release the stress. Imagine your RED blood circulating, bringing healing oxygen to your body and getting rid of toxins. (Wait several minutes)

You are finding your body becoming more and more comfortable. Let any anger or tension or negative thoughts or feelings begin to leave you; picture them passing out through the top of your head; begin to see all thoughts, feelings and tension beginning to leave your body.

IV. Cancel

Instructors Note: If a person has a particular ailment, such as arthritis, cancer, kidney disease, be very specific to that part of the body. If you read this to individuals, you can substitute "your body" with the effected parts or if you read to a group, instruct people to concentrate on particular parts of the body.

All colors have specific qualities in relation to healing. If this particular visualization exercise is interesting or effective, further research into color therapy may be warranted.

Visualization/Script 8:

Healing Visualization

This exercise will help you imagine total health. By forming an image, you create a clear mental statement of what you want to happen. By repeating this visualization, you will expect that health will indeed occur. As a result of this positive expectation, this process will carry over and you will begin to act in ways consistent with actually bringing about these changes.

I. Relax

II. Rotate eyes

III. Picture yourself in pleasant, natural surroundings. You feel completely relaxed and comfortable. Imagine the colors, textures, sounds, smells.

Create a mental picture of any ailment or pain that you have now, visualizing it in a form that makes sense to you.

Picture any treatment you are receiving and see it either eliminating the source of the ailment or pain or strengthening your body's ability to heal itself.

Picture your body's natural defenses and natural processes eliminating the source of the ailment or pain. Your body's own white blood cells are strong, smart and they know where to go. They are aggressive and will attack all of the weak cells; they will win the battle.

Imagine yourself healthy and free of the ailment or pain. Imagine perfect health. Imagine happiness, vitality and strength.

See yourself proceeding successfully toward meeting your goals in life.

Give yourself a mental pat on the back for participating in your recovery. See yourself doing this relaxation/mental imagery exercise three times a day, staying awake and alert as you do it.

IV. Cancel

Select a situation that is particularly stressful to you and write your own visualization script. Examples: job interview, speech, confrontation with spouse or boss, business meeting or opening night of a performance. You can even imagine performing any athletic activity perfectly or visualize yourself thin or quitting smoking.

Write a complete visualization script for yourself. Include the relaxation and cancellation phrases of your choice. Have someone read it to you, record it or memorize it. In each script, you must be: aware of all your senses, relaxed, confident, positive, successful, and strong. Each complete session should only last 15 to 20 minutes.

RELAXATION:

ROTATE EYEBALLS upward and inward looking at the center of your forehead.

VISUALIZATION:

CANCELATION:
SELF-MASSAGE

Massage is not considered a relaxation technique, because it does not directly produce all of the physiological changes associated with the relaxation response. However, it is included here because it can be argued that it may indirectly produce such changes, since it certainly does promote a relaxed feeling. Massage is known to improve circulation of blood and nutrients, help in the removal of metabolic wastes, warm the skin and stretch tendons. Massage also has psychological benefits; it just feels good! Regular massage can certainly be used as an anti-stress technique.

Massage to promote healing and relaxation can be done by a trained technician, friend or loved one. You can also give yourself a full body massage, which can be done anytime to promote relaxation or even sleep. One self-massage technique is included here for your enjoyment [Script 1].
Self-Massage/Script 1:

Self-Massage

This simple body massage can be done in your chair or sofa. Although it does relieve muscular tension, it is important not to apply too much pressure. Do not press too hard on tendons, ligaments, bones or lymph glands (particularly under the jaw and the armpits) and women should be gentle around the breasts. Considerable pressure can be applied to larger muscles, like the thighs, but to avoid the muscle tensing up, do it gradually.

Start at the top of the head. With both hands, press firmly with your palms and fingertips, moving in a slow circular motion. Move the hands forward, continuing to press, over the forehead and face. Continue over the neck and chest, stopping at the heart. Don't hesitate to linger on any place that feels particularly in need of massage.

Return your hands to the top of your head. This time move down the back of the head, pressing as you go. Give lots of time and pressure to the neck and shoulder area. Those who lean over a desk a good portion of their days accumulate considerable tension there. Using your fingertips, press deeply in rotating motion on the trapezius muscles that run from the base of the neck to the edge of the shoulder. Cross your hands over if it is easier—your right hand massaging your left shoulder and vice versa.

Grasp the fingertips of your left hand with your right hand. Move up the back of the left hand and on up the arm, with your thumb on the underside and your fingers on the top. Move slowly up to the shoulder, pausing again at the trapezius if you still feel stiff in that area. Then come down the left side of the chest, pressing with the fingertips as you go, and end at the heart. Now repeat the process with the fingers of your right hand beneath the left arm and the thumb on top. Then switch hands, massaging the right both above and below.

Place your hands on your abdomen, with your fingertips touching below the navel. Massage your belly gently and move up to the chest.

Place your hands on your lower back, joining fingertips at the coccyx. Massage the lower back deeply with your fingertips. This is another area that gets sore from sedentary work. Then move up the back, massaging as you go, until you can reach no further.

(continued on next page)
Grasp the toes of your left foot with your hands, placing the left hand on top and the right underneath. Give your feet a good tough massage. Tight shoes, failure to walk as often as you should, and poor circulation produce cramps and tension in the feet. Reportedly, there are nerve endings in the feet connected to all parts of the body. Some physiologists believe that working out the tension around those nerve endings can improve circulation to the specific organs associated with them. Press deeply, perhaps even using your knuckles. Avoid the bones and ligaments, but press deeply into other areas even if it hurts somewhat.

Now begin moving up the leg, over the ankles and calf, massaging as you go. Continue over the knee and up the thigh. Circulation in the leg, which gets sluggish if you fail to use the muscles for long periods of time, is stimulated by this.

Switch to the right foot, placing the right hand on top and the left underneath. Repeat the foot and leg massage.

CHAPTER 5

EXERCISE

Quotes

"If you wear out your body, where are you going to live?"

Parker Chiropractic Research Foundation

"Run not for life expectancy, but for what you expect out of life."

G. A. Sheehan

"Above all... do not lose your desire to walk; everyday I walk myself into a state of well-being and walk away from every illness... I have walked myself into my best thoughts... and I know of no thoughts so burdensome that one cannot walk away from it."

Søren Kierkegaard

"The living organism... is alive because it moves."

Alexander Lowen

"Regarding free circulation as the condition of health— it is very clear that strong circulation brings health and new possibilities to all parts of an organism. Where there is constriction, disease strikes. I think that is true on all scales. It is obviously so in the body."

Rodney Collin

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Introduction

Exercise is one of the best singular things you can do for yourself for health reasons. As someone once said, the importance of exercise is not that it provides "years to your life," but, "life to your years." Which simply means that while you are alive and healthy, you will have the capacity to enjoy life more. However, a very important recent study conducted by Ralph Paffenbarger and others, which was reported in the New England Journal of Medicine, concluded that exercise can add "years to your life." The sixteen year study of almost 17,000 Harvard alumni found that adequate exercise, as compared to being sedentary, can add one, to more than two years to your life expectancy. Therefore, the conclusion is, exercise can add both "life to your years" and "years to your life," either way, you can't lose.

Exercise is also extremely important in relation to stress. In order for you to believe that exercise, generally used for physical and mental fitness, can be a great help in coping with stress, you need to understand some of the physiological reasons. As you learned in the introduction to stress management, the "fight or flight" response of your body is normal. In a stressful situation, there are several typical "fight or flight" responses; for example, increased heart rate, increased blood pressure, increased hormones and increased muscle tension. But what characterizes the fit person from the unfit, is that the fit have lower levels of all of these responses. That is,
in the fit, the heart rate, blood pressure, hormones and muscle tension do not rise as much as in the unfit. More importantly, all of these "fight or flight" reactions return to normal or homeostasis much more rapidly in the fit than the unfit. Strenuous exercise actually "burns up" or dissipates the by-products of stress (i.e. hormones, lactic acid, free fatty acids, etc.). A physically fit body has an incredible capacity for self-restoration and because it is healthier and stronger, it is better able to rid itself of stress related toxins and thus prevent disease. Simply, a physically fit body responds to stress at a lower level and gets back to normal more quickly, which prevents stress from progressing to the disease state.

There is universal acceptance that a regular exercise program relieves depression and promotes a better self-concept, improves moods, promotes a general feeling of well-being and relief from stress and anxiety. Physiologically, there are several hypotheses on how this happens:

1. Vigorous physical activity increases catecholamine levels in the brain. Catecholamines are a type of neurotransmitter or messenger in the nervous system. It is thought that these "jolts" of catecholamines activate the hypothalamus in the brain stem that create a pleasurable sensation.

2. There are natural morphine or opiate-like chemicals in the brain that act as painkillers and mood elevators. These substances, known as endorphins, increase significantly after bouts of vigorous exercise. Elevated endorphins are credited for what is known as the "runners high" and are considered desirable.

3. Reduced electrical activity in the muscles after
increased exercise may be mentally perceived as an indication of reduced anxiety.

4. Increased oxygen in the circulatory blood might enhance brain functioning.

Before you start any exercise program, there are several factors to consider: age, sex, exercise tolerance, current level of fitness, disease risk factors (history of high blood pressure in your family would mean that you have a high risk factor to high blood pressure), personal tastes, facility availability, geographical location, climate and your personal motivation. Many health clubs have qualified exercise specialists that will help you design a program that is individually suited to your limitations or specifications. However, the American College of Sports Medicine contends that if you are under age 40 and healthy, you can start an exercise program safely. If you are over age 40, it is recommended that you consult a doctor before starting a program. The truth is, however, there are probably more reasons to see a doctor if you DON'T start an exercise program than if you do.

Gary Nygaard, of the University of Montana, has put together a list of elements that make up an exercise program specifically for stress reduction. This program recommends that therapeutic exercise should be aerobic, regular, moderate, repetitive and rhythmical, performed in a pleasant environment, non-competitive, done alone, done without self-criticism and self-fulfilling. The "Exercise for Relaxation, Stress Control, Depression and Self-Concept" handout [Handout 13] spells out this exercise program for stress reduction. Each of these elements will be discussed in detail and
because not all exercises are created equal, some guidelines on how to exercise properly will be provided.

At the end of this section on exercise, is a discussion of yoga, a stretching program that has a built-in element of relaxation. Finally, a set of exercises that can be done while seated at your desk will be given. All of these exercises are designed to promote health and specifically to relieve stress.
EXERCISE SHOULD BE:

AEROBIC .......... Prolonged activity that places demands on the body's ability to take-in (lungs & respiration), transport (heart & circulation), and utilize (muscles) oxygen.

REGULAR .......... Make it a habit; be consistent. Exercise 3 to 5 times/week, alternating with rest days.

MODERATE .......... Requires little mental effort. Talk test—be able to talk with little effort. Exercise at 60% to 80% of your max heart rate and from 20 to 60 minutes per session.

REPETITIVE & RHYTHMICAL . . . The movement should flow and should be maintained and enhanced when you concentrate on breathing, smoothness and rhythm. The type of activity must be aerobic in nature and can include "movement mantras."

PERFORMED IN A PLEASANT ENVIRONMENT . . . Learn to appreciate all of the pleasantries of your environment, whether it is indoors or out.

NON-COMPETITIVE . . . Competition causes stress.

DONE ALONE . . . . . Be intrinsically motivated and develop positive addiction. Choose to exercise alone or affiliated with others.

DONE WITHOUT SELF-CRITICISM . . . Remove your ego. Do not allow yourself to feel guilty.

SELF-FULFILLING . . . Believe exercise has a mental, physical and spiritual value.

Believe that persistence will lead to improvement.

Believe that if you preprogram exercise to be enjoyable and relaxing, it will be.

Adapted with permission: Gary Nygaard, University of Montana
AEROBIC

Aerobic exercise requires a comfortably sustained effort utilizing lots of oxygen. Oxygen is the key. The definition of aerobic exercise is prolonged activity that places demands on the body's ability to take in oxygen (lungs and respiration), transport oxygen (heart and circulation) and utilize oxygen (in the muscles). This exercise conditions you to breathe harder and deeper, forces your heart to pump blood faster and tones your muscles, including the heart. Anaerobic exercise taxes your system and places it in a stressful condition called "oxygen debt." Because of the physiological demands during sustained exertion, anaerobic exercise can be dangerous to you. The rhythmic contractions created through aerobic exercise is much more effective in promoting health; the list of health benefits is phenomenal. Aerobic exercise improves every system in the body; refer to the "Benefits of Aerobic Exercise" handout [Handout 14]. Aerobic exercise must be done correctly in order to achieve the healthful improvements. (Aerobics will be defined further - under "Repetitive and Rhythmical," page 122).

The American College of sports Medicine has compiled an "Aerobic Exercise Prescription" [Handout 15, top], which includes four elements of an aerobic program:

1. Frequency
2. Intensity
3. Duration
4. Type of Activity

In order to gain the most health benefits, exercise must be done frequently, at the right intensity, for the right amount of time and it must be the proper type of exercise. All elements of an aerobic exercise prescription will be discussed in more detail.

Any discussion of an aerobic exercise program would be negligent without mentioning the importance of a warm-up and cool-down ("Aerobic Exercise Prescription," Handout 15, bottom - "Ideal Physical Fitness Program").

**Warm-up**

Stretching exercises add flexibility and prepare muscles and joints for the demands of aerobic exercising. Proper warm-up will reduce muscle soreness and may prevent injuries. It is an extremely important aspect of a workout and should never be overlooked.

**Aerobics**

Aerobics has already been discussed. Remember - start slowly and listen to your body.

**Cool-down**

The cool-down is as important as the warm-up and is often overlooked. Without some light activity after exercise, the blood will pool in the lower body, resulting in inadequate blood flow to the brain and dizziness may occur. The cool-down also prevents muscle soreness.

With practice, eventually the entire ideal physical fitness
program will all be part of the flow and part of your routine.

**Muscle conditioning**

Muscle conditioning is very important for strengthening and toning muscles. How you intend to use added strength should dictate what muscles you train. For example, a downhill skier should concentrate on strengthening leg muscles, a pitcher on strengthening arms. However, if you are a downhill skier, you should not neglect the upper body and a pitcher should not neglect the lower body for balance and all over conditioning. An area of specific importance for all of you is the abdominal muscles, as 85% of all adults have back problems, directly related to a weak abdomen. Muscle conditioning is an extremely important element of a completely balanced and toned body, but it is not a substitute for aerobics. If you elect to include the muscle conditioning element of an ideal physical fitness program, it can be done before or after the aerobic section or during a separate time of day, with its own warm-up and cool-down.
- Improves efficiency of the lungs; more air in fewer breaths.
- Increases oxygenation to all cells; increases red blood cells, which improves cellular and organ function by supplying more oxygen.
- Helps lower and maintain blood pressure.
- Improves circulation, which helps remove waste, aids return of venous blood to the heart, reducing chances of varicose veins; vitalizes skin color and complexion.
- Conditions heart, serving as protection from heart attacks.
- Helps slow the ageing process by counteracting the reduction in metabolism.
- Helps diabetics control or reduce insulin requirements.
- Promotes strong and healthy bones by maintaining normal calcium metabolism, helping to prevent Osteoporosis—demineralization of the bones (disease most elderly women have).
- Lowers fat and cholesterol in the blood, particularly LDL (low density lipoprotein), the villain in the development of plaque in the arteries.
- Increases HDL (high density lipoprotein), the good cholesterol associated with lower heart disease risk.
- Helps balance and normalize all of the body's energies.
- Improves efficiency of the nervous system and all hormones.
- Aids the immune system to resist infections.
- Increases release of endorphins, natural morphine-like chemicals that serve as pain killers and may produce the "runners high."
- Increases general stamina, strength and coordination.
- Conditions and tones muscles, improving muscle and skin tone.
- Maintains flexibility in joints, helping to prevent injury and retard arthritis.
- Strengthens ligaments, tendons and connective tissue, preventing injury.
- Strengthens back and prevents back injury and bad posture.
- Increases fat metabolism, for more energy and weight reduction.
-Best method to lose weight and keep it off.

-Improves myoglobin, the iron containing compound in muscle.

-Increases ability to cope with stress and is an antidote for emotional disturbances.

-Improves intellectual capacity and increases productivity.

-Increases general feeling of well-being, brings peace-of-mind.

-Makes you look better, which makes you feel better.

-Stimulating during activity and relaxing after- makes you sleep better.

**AEROBIC EXERCISE PRESCRIPTION**

**PRESCRIPTION**

1. **Frequency**  
   3 to 5 days/week, with rest days

2. **Intensity**  
   60% to 90% of maximum heart rate

3. **Duration**  
   20 to 60 minutes

4. **Type of Activity**  
   Cross-country ski, run, jog, walk, swim, bicycle, dance activities

---

**Ideal Physical Fitness Program**

<table>
<thead>
<tr>
<th>Components</th>
<th>Activities</th>
<th>Recommended Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>Stretching, low level calisthenics, walking</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Muscular Conditioning*</td>
<td>Calisthenics, weight training</td>
<td>10-20 minutes</td>
</tr>
<tr>
<td>Aerobics</td>
<td>Cross-country ski, run, jog walk, bicycle, dance activities</td>
<td>20-60 minutes</td>
</tr>
<tr>
<td>Cool-down</td>
<td>Walking, stretching</td>
<td>5-10 minutes</td>
</tr>
</tbody>
</table>

*Muscle conditioning is the only element that could be eliminated or done before or after the aerobics section or during a separate time of day, with it's own warm-up and cool-down.

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Regularity of exercise (referred to as "frequency" in the "Aerobics Exercise Prescription," Handout 15, top) is extremely important when used for stress reduction, as well as being a major element of an aerobic exercise prescription. For the majority of you, the frequency or regularity of 3 to 5 times a week seems to be the optimal amount of exercise for improving aerobic fitness. After only 72 hours (3 days), the body begins to lose fitness, so the days of exercise should be spread throughout the week. Alternating days of exercise and rest gives the body a chance to recuperate and helps prevent overuse days. Exercising more than 5 times a week will not give you significant additional aerobic fitness gains (although it will burn more calories, if weight loss is desirable). To help keep exercise regular, fit it into your lifestyle, make it a habit, part of your routine and be consistent. If you set aside every Monday, Wednesday and Friday morning at 7:00 a.m., just as an example, for your exercise session and know this time is special to you, you will be more likely to stick to a program.
MODERATE

Two elements of an aerobic exercise prescription, intensity and duration, if followed closely, will keep exercise within the moderate realm.

The INTENSITY ("Aerobic Exercise Prescription," Handout 15, top), level of effort or demand you put on your system depends on your age and degree of fitness. This intensity is easily monitored through your heart rate. Exercise physiologists have determined that there is a "training range" that extends between 60% and 90% of the maximum numbers of times your heart can beat per minute, which is determined by your age and resting heart rate. Increases in aerobic fitness and health occur when you exercise at a heart rate within this training range.

There are several mathematical formulas to compute your maximum heart rate and training zone, however, these methods can be confusing and require you to monitor your pulse while exercising, which can be difficult. A simpler method to determine the intensity of an exercise is referred to as your "Perceived Rate of Exertion" (see "Exercise Worksheet," Handout 18, #2). This method allows you to judge for yourself how light or hard you are exercising, then you determine the corresponding numerical rating, which has been correlated with your maximum heart rate and training zone. It is very simple, if you judge that you are exercising at between a "fairly light" level and a "hard" level, the corresponding ratings indicate that you are
working within the training zone and you are, therefore, getting the desirable health benefits.

The biggest mistake you are likely to make, is too much, too soon. A beginning exercise program should require little effort and you should be able to talk comfortably throughout.

The other element of the exercise prescription that would keep exercise within the moderate realm is DURATION or time ("Aerobic Exercise Prescription," Handout 15, top). Again, exercise physiologists have determined that the duration of the aerobic exercise should be at least 20 minutes. The health benefits are gained when you can sustain a comfortable, steady exercise for 20 minutes. It may be comforting to know, there is a point of diminishing return; going beyond 60 minutes. Moderation is the key, this is probably true no matter what condition you are in. Keeping your aerobic workout to between 20 and 60 minutes is considered ideal.
REPETITIVE and RHYTHMICAL

The fourth component of an aerobic exercise prescription, type of activity ("Aerobic Exercise Prescription," Handout 15, top), requires you to chose an activity that is done repetitively and rhythmically. By definition, an aerobic exercise must use large muscle groups (legs and/or arms), be rhythmic in nature (same movement repeated over and over) and be continuous or nonstop. The movement should flow, arms and legs should move as freely and easily as inhaling and exhaling or keeping beat to music. You should be able to maintain and enhance this movement by concentrating on breathing, smoothness and rhythm. Further, one of the most important aspects is to pick an activity you enjoy. You will be more inclined to continue an activity you enjoy or think you may learn to enjoy.

Cross country skiing is considered an excellent aerobic exercise, because your legs and arms are exercised rhythmically; however, running, brisk walking, bicycling, swimming, hiking up hill, roller skating, some aerobic dances and jogging on a mini-trampoline are also excellent. Racquet sports (tennis, racquetball, handball) may promote cardiovascular health, but only if played vigorously and continuously (not stop and go). Recreational activities (golf, softball, volleyball, bowling) may provide some muscle conditioning, but are ineffective in increasing cardiovascular endurance. However, because of the enjoyment these activities provide, they must not be forgotten and can be very beneficial as psychological stress.
reduction aids. Also, combining or alternating a wide variety of aerobic and low-level non-aerobic activities would not only be challenging and fun, but would enhance the development of different muscle groups.

Rhythm is important on emotional and psychological levels as well. All life follows rhythmic patterns; the cycles of seasons, the cycles of the sun and moon, your own internal rhythms of heartbeat and breathing. By moving your body rhythmically, you "tune in" with the patterns of the natural environment and feel more a part of the natural order of things; a wonder way to feel. By adhering to all of the elements of an aerobic prescription, the aerobic activity will eventually and naturally flow into a repetitive and rhythmical movement.

Try to look at exercise in a different light, concentrate on the positives. Take it a step farther, preprogram yourself to relax. Exercise at a slower pace, let the physical skill become automatic and appreciate your other senses: the sights, smells and sounds. Think of a song you love or just think of the rhythmic beat your arms or legs are keeping. Allow these sounds to become what Gary Nygaard has termed, your "movement mantras." A mantra is a syllable, word or name that is repeated over and over, freeing your mind of chaotic thoughts. Just allow yourself this escape. Run or walk for relaxation. You and your body will know what to do.

Allow other movements to produce this passive concentration or relaxation response. For example, next time you walk to the store, concentrate on being relaxed, think of your "movement mantras," make it be enjoyable. Research has shown that exercise can produce alpha brain...
waves. When you are awake, you produce beta brain waves, asleep -
delta brain waves. Alpha waves occur when you are relaxed, at ease, neutral, sluggish, void of ego-involved arousal states or focused thoughts - in a restful alertness state. Typically, when you are exercising, you produce beta waves, but if you preprogram a movement or exercise to be relaxing, studies have shown after about 18 to 20 minutes, you can actually produce alpha brain waves, which is scientific evidence that exercise can be relaxing.
PERFORMED IN A PLEASANT ENVIRONMENT

Certainly connotations of a pleasant environment vary greatly from one person to the next. Visions of being in the great out of doors would probably come first to your mind. Running outside on a cool morning, with the sun glistening and birds singing would be most pleasant, but buildings can also conjure up feelings of pleasantry. Think of what you particularly enjoy, the decor, the music, the instructor, your friends, special equipment; the list is endless. If it is difficult to see beyond the concrete or drabness of a building, appreciate having the space to be able to exercise. Make your workout area your friend, after all, it is enabling you to do something special for yourself. Allow yourself to get so engrossed in your own pleasant environment, even if it is just in your own mind, that it does not matter what geographical area or man-made structure you are in. If you are in an environment that is enjoyable and pleasant to you, then you won't feel any stress. Learn to appreciate your surroundings.
NON-COMPETITIVE

Competition may be stressful on your body. Clearly, there are some personality types and competitive athletes who are driven by competition, which may be healthy if the competition is kept in perspective and doesn't produce major mood swings. An example of this would be if you use the yearly neighborhood 10K (10 kilometers or 6.2 miles) race as motivation to workout and enter the race with absolutely no concern of where you finish. But generally, if you want to reduce stress and exercise to relax, you should avoid competitive situations.
DONE ALONE

On the surface, telling you that exercise should be done alone may seem like a senseless point. Rather than say, "exercise should be done alone," it should read, "exercise can be done alone." If you rely on someone else, your exercise program may be interrupted when that person is hurt or moves out of town. You need to be intrinsically motivated. In other words, you need to want to exercise for yourself and for the enjoyment of doing the activity. However, joining a club or a class or having a running buddy can be socially gratifying and is an excellent idea if loneliness is a concern. Joining a club can also be used as a motivator; once that money is spent, some of you don't like to think you are wasting it by not participating. Also, some of you may feel a sense of obligation; you don't want to say no to a friend who wants to participate in an activity with you. However, the desire to get to that class or the desire to run should come from within, don't rely on others for your motivation.

Running is the most common and favorite aerobic activity for many reasons; it is cheap (all you need is a good pair of running shoes) and it can be done alone, anywhere, anytime and at your convenience. In Positive Addiction, William Glasser states that exercise can be addictive, but it is a positive addiction because it leads to psychological strength and usually has no ill effects on others. William Glasser believes that you can exercise following the guidelines
given for stress reduction and health and, hopefully, end up with a positive addiction, which is viewed as healthy and desirable. He suggests that individual- or alone-activities - meditation, yoga and running, have the ability to free the cob webs from your mind, which increases problem solving abilities, imagination and creativity. In the chapter, "Running - The Hardest but Surest Way," William Glasser writes:

Running, perhaps because it is our most basic solitary survival activity, produces the non-self-critical state more effectively than any other practice. If it were up to me to suggest a positive addiction for anyone no matter what his present state of strength, from the weakest addict to the strongest among us, I would suggest running. By starting slowly and carefully, getting checked by a physician if there is any question of health, and working up to the point where one can run an hour without fatigue, it is almost certain the PA (positive addiction) state will be achieved on a fairly regular basis. How long this takes depends upon the person, but if there is no attempt to competition and the runner runs alone in a pleasant natural setting, addiction should occur within the year.

It is not the suggestion that all of you go out tomorrow and start running. Some of you can't, due to injuries or health problems. Do not misinterpret this section. Maybe you will understand better some of the reasons running has become so popular, but there will always be those of you who absolutely cannot and will not run. The importance of this section is not to convince you to run, but to convince you to select an activity you enjoy, that is satisfying to you (you're not doing it just to please a friend) and that you will do it under any circumstance, even alone.

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DONE WITHOUT SELF-CRITICISM

If you are starting a program, do not put a lot of pressure on yourself by thinking, "How stupid do I look," or "I'm not going fast enough," or "I have to run ___ miles today," or "I have to exercise today, even though I really feel like I'm catching a cold." Remove your ego and don't allow yourself to feel guilty. Take it easy on your body and mind and do what you feel like doing. You have plenty of time for change, so do not let the thought of time or the urgency for change even enter into your consciousness. Just let it happen. Start slowly, listen to your body and work within your own limits. As you become involved in movement, changes will occur quickly and soon you will notice the difference that comes with regular, positive action done at your own pace, without pressure.
SELF-FULFILLING

Believe exercise has a mental, physical and spiritual value. On absolutely every health issue, ranging from the number one killer in this country, heart disease, all the way to a virus infection, exercise has proven to be one of the most powerful forces you have to prevent illness and promote health. Even a partial list of the proven values or benefits of aerobic exercise sounds too good to be true, as the "Benefits of Aerobic Exercise" handout [Handout 14] illustrated.

People exercise for different reasons: to look good, to feel good, for health, to lose weight, to reduce stress, because their friends are doing it, or because their doctor suggested it. But no matter what the reason is, you will get all of the physiological benefits of exercise, which is an added bonus. Many of these will be obvious and many will be more subtle, nevertheless they will happen. The psychological benefits may also seem subtle and may take a while to realize, but they too will come to be appreciated. The spiritual value of movement is personal and a matter of your individual interpretation. The beauty of movement allows you to fine tune your spirituality. However, it is strongly believed that physical activity is one thing you can do to really bring body, mind and spirit together, and strengthen all three.

Believe that persistence will lead to improvement. Absolutely, positively, without a doubt, persistence will lead to
improvement. You all know that it is true in other aspects of life and you must believe it is true with exercise. If you are sedentary, there is absolutely nothing harder in the world to do than start a regular exercise program and stick with it. Just start today, even with a 5 minute walk. You will never regret it. Hopefully, soon 5 minutes will lead to 10 and then to 15. You are the only limiting factor.

Believe that if you preprogram exercise to be enjoyable and relaxing, it will be. All of you are aware of what is known as the "self-fulfilling prophecy," where your mental attitude dictates an outcome. An example would be the tennis player who is nervous about playing the #1 competitor and thinks he can not win; if he believes it, he won't win. If he went into the game believing he could win, there is a much, much greater chance that he would win. Your attitude or belief about the situation is the key, not the situation itself. This is very true in using exercise for relaxation and stress control. Hopefully, at this point you believe all of the benefits of exercise and look forward to the next opportunity to do so. If you are just starting a program, the first step is to select an exercise that is enjoyable simply because it is a joy to move.
Activities

Several handouts are included for your information and guidance:

The "Physical Fitness Evaluation" [Handout 16] uses three of the basic elements of an aerobic exercise prescription to help you determine your current level of fitness. You must compute at what frequency, intensity and duration you exercise.

The "Activity Chart" [Handout 17] provides information on the fourth element of an aerobic exercise prescription, to help you determine the advantages and disadvantages of different kinds of activities.

The "Exercise Worksheet" [Handout 18] will help you examine your exercise program to see if it falls within the aerobic exercise prescription (aerobic, regular, moderate, repetitive and rhythmical) and will help you direct exercise towards being performed in a pleasant environment, non-competitive, done alone, done without self-criticism and self-fulfilling. The worksheet can be used as a reference and contract you make with yourself to exercise.

The "Exercise Log" [Handout 19] is a form that should be copied several times and used to record your progress with exercise. By keeping a record, you will be able to prove to yourself that persistence will lead to improvement and, hopefully, your comments will reflect the mental, physical and spiritual values of your movement.

The "Walking and Jogging Program" [Handout 20] provides two examples of an exercise program that are simple to follow.
Determine your score for the frequency, intensity and duration of the physical activity you are currently engaged in:

<table>
<thead>
<tr>
<th>Score</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Daily or almost daily</td>
</tr>
<tr>
<td>5</td>
<td>4 to 5 times a week</td>
</tr>
<tr>
<td>4</td>
<td>1 to 2 times a week</td>
</tr>
<tr>
<td>3</td>
<td>Few times a month</td>
</tr>
<tr>
<td>2</td>
<td>Less than once a month</td>
</tr>
<tr>
<td>Intensity</td>
<td>Sustained heavy breathing and perspiration</td>
</tr>
<tr>
<td>5</td>
<td>Intermittent heavy breathing and perspiration-</td>
</tr>
<tr>
<td></td>
<td>as in tennis, racquetball</td>
</tr>
<tr>
<td>4</td>
<td>Moderately heavy- as in recreational sports and</td>
</tr>
<tr>
<td></td>
<td>cycling</td>
</tr>
<tr>
<td>3</td>
<td>Moderate- as in volleyball, softball</td>
</tr>
<tr>
<td>2</td>
<td>Light- as in fishing, walking</td>
</tr>
<tr>
<td>1</td>
<td>Duration</td>
</tr>
<tr>
<td>4</td>
<td>Over 30 minutes</td>
</tr>
<tr>
<td>3</td>
<td>20 to 30 minutes</td>
</tr>
<tr>
<td>2</td>
<td>10 to 20 minutes</td>
</tr>
<tr>
<td>1</td>
<td>Under 10 minutes</td>
</tr>
</tbody>
</table>

Calculate your activity index by multiplying your score for each category:

\[ \text{Frequency} \times \text{Intensity} \times \text{Duration} = \text{Your Score} \]

Evaluation and Fitness Category:

<table>
<thead>
<tr>
<th>Score</th>
<th>Evaluation</th>
<th>Fitness Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Very Active lifestyle</td>
<td>High</td>
</tr>
<tr>
<td>60 to 80</td>
<td>Active and healthy</td>
<td>Very Good</td>
</tr>
<tr>
<td>40 to 60</td>
<td>Acceptable (could be better)</td>
<td>Fair</td>
</tr>
<tr>
<td>20 to 40</td>
<td>Not good enough</td>
<td>Poor</td>
</tr>
<tr>
<td>Under 20</td>
<td>Sedentary</td>
<td>Very Poor</td>
</tr>
<tr>
<td>ENERGY USE*</td>
<td>ACTIVITY</td>
<td>ADVANTAGES</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>++++</td>
<td>Cross-Country Skiing</td>
<td>Excellent for cardiovascular conditioning, total body fitness. Little jar to body joints. Apt to promote well-being.</td>
</tr>
<tr>
<td>++++</td>
<td>Running (more than 5 miles/hour)</td>
<td>Promotes weight loss, cardiovascular conditioning, &amp; well-being.</td>
</tr>
<tr>
<td>+++</td>
<td>Jogging (less than 5 miles/hour)</td>
<td>Promotes weight loss, leg strength, cardiovascular endurance. No special facilities.</td>
</tr>
<tr>
<td>++</td>
<td>Walking</td>
<td>No cost, no equipment, no special facilities. Everyone can participate. Year-round activity.</td>
</tr>
<tr>
<td>+++(+)</td>
<td>Swimming</td>
<td>Excellent for cardiovascular conditioning &amp; muscle toning. No jar to joints.</td>
</tr>
<tr>
<td>+++(+)</td>
<td>Racquet Sports (tennis, squash, racquetball)</td>
<td>Excellent total-body conditioner if fast game is played. Promotes weight loss.</td>
</tr>
<tr>
<td>+++</td>
<td>Biking</td>
<td>Good cardiovascular conditioning, promotes weight control, easier on joints than walking jogging, running. Energy-saving transportation.</td>
</tr>
<tr>
<td>+++</td>
<td>Dancing (Disco, other fast dances)</td>
<td>Promotes weight control, total-body conditioning, esp. aerobic dancing (doing cardiovascular exercises to music). Year-round activity.</td>
</tr>
<tr>
<td>ENERGY USE*</td>
<td>ACTIVITY</td>
<td>ADVANTAGES</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>+++</td>
<td>Alpine Skiing</td>
<td>Promotes total body conditioning, esp. legs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enjoyable, apt to promote well-being.</td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>++</td>
<td>Calisthenics</td>
<td>Brisk, total-body exercises have conditioning value, esp. muscle</td>
</tr>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>++</td>
<td>Golf (walk, carry</td>
<td>Enjoyable &amp; relaxing</td>
</tr>
<tr>
<td></td>
<td>own clubs)</td>
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<tr>
<td></td>
<td></td>
<td>if not self-critical.</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>++</td>
<td>Weight Lifting</td>
<td>Increases strength, improves physique &amp; may improve self-image. Can</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>Bowling</td>
<td>Relaxing &amp; enjoyable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>if not self-critical.</td>
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</tbody>
</table>

*ENERGY USE depends on how intense you exercise; this is a relative rating.
  + Least strenuous activity, minimal energy use.
  ++ Moderate strenuous activity.
  +++ High strenuous activity.
  ++++ Highest strenuous activity, maximum energy use.

**A POSSIBLE DISADVANTAGE in most of these activities is high level, ego-involved competition.

Use this worksheet as a reference and a contract you make with yourself to follow an exercise prescription and to incorporate all of the elements of exercise recommended for stress reduction.

**PRESCRIPTION**

1. **Frequency**  
   3 to 5 days/week, with rest days

2. **Intensity**  
   60% to 90% of maximum heart rate

3. **Duration**  
   20 to 60 minutes

4. **Type of Activity**  
   Cross-country ski, run, jog, walk, swim, bicycle, dance activities

1. **How REGULAR or FREQUENT will I exercise?** How can I fit exercise into my schedule?

   Circle days: SUN MON TUES WED THURS FRI SAT

   Time of day: ______ ______ ______ ______ ______ ______

2. **How MODERATE or INTENSE will I exercise?** As you exercise, think of how you feel, then rate yourself according to the chart below.

   **PERCEIVED RATE OF EXERTION (PRE)**

<table>
<thead>
<tr>
<th>How Does The Exercise Feel?</th>
<th>Rating</th>
<th>Maximum Heart Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very, very light</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Very light</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Fairly light</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Somewhat hard</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Hard</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Very Hard</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Very, very hard</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

   **Note:** Rating X 10 is approximately equal to the heart rate (e.g. "somewhat hard" - 13 X 10 = 130 heart beats per minute).

3. How much TIME will I exercise per day?

   Warm-up               ________ minutes (10 minutes)

   Muscular Conditioning ________ minutes (10-20 minutes - optional)

   Aerobics              ________ minutes (20-60 minutes)

   Cool-down            ________ minutes (5-10 minutes)

4. Type of AEROBIC activity? Choose 1 to 3 options below:

   1.____________________  2.____________________  3.____________________

5. What elements can I concentrate on to make the exercise REPETITIVE and RHYTHMICAL?

6. Where will I exercise? (outside, health club, YMCA) What elements of my exercise ENVIRONMENT are PLEASANT?

7. Is the activity competitive. If yes, what can I do to make it NON-COMPETITIVE?

8. Will I DO the exercise ALONE? If I'm dependent on others, what can I do so that I am not?

9. Do I exercise WITHOUT SELF-CRITICISM? What positive thoughts can I think?

10. Why do I BELIEVE EXERCISE has MENTAL, PHYSICAL & SPIRITUAL VALUE, that PERSISTENCE WILL LEAD TO IMPROVEMENT, and that it is ENJOYABLE & RELAXING?
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Wt. lbs</th>
<th>Exercise type</th>
<th>Minutes</th>
<th>Distance (optional)</th>
<th>PRE</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
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These are 2 examples of an exercise program. If you are over 40 and not active, begin with the Walking Program; after completion, proceed to week 3 of the Jogging Program. No matter where you start, if one week is tiring, repeat it before going on. Repeat each pattern 3 times/week with rest days in between. These guidelines are only suggestions.

LISTEN TO YOUR BODY, start slowly. Your ultimate goal is to walk/jog/run 20 to 60 minutes where your perceived rate of exertion (PRE) is hard. (Source unknown)
YOGA

Originating in India thousands of years ago, yoga is considered not only the oldest system of personal development, but also a complete science of life, incorporating body, mind and spirit. The ancient Yogi's had an intense understanding of man's intrinsic nature and what is necessary for you to live in harmony with yourself and your environment. They formulated a unique method of physical stretching movements, breathing, relaxation and meditation techniques to maintain this balance.

Yoga consists of a series of stretching exercises; actually all stretching exercises were derived from yoga postures (also all breathing, relaxation and meditation techniques). The physical postures are done slowly, retained for a short duration and concentrate on balancing opposite muscle groups (forward bend balanced by backward bend) and on stretching the spine. Yogi's believe that you are as healthy as your spine. The mental and spiritual dimensions of yoga are achieved after the physical stretches have been practiced, for yoga postures have a built-in element of relaxation, which has an unlimited potential to open mental doors. Your experience with yoga is personal; it can range from just simply incorporating a few positions in your warm-up or cool-down of your aerobic program, to performing a whole series of yoga postures for a certain amount of time each day, to the extreme of making it a complete study and a way of life. Kareem Abdul Jabbar, the oldest man in the National Basketball...
Association, accredits his longevity to yoga.

Interest in yoga in this country is at an all time high. You may come to yoga for all kinds of reasons: to gain flexibility, to improve posture, cure backaches, relieve tension. The list of benefits is many, including:

- improves emotional stability,
- improves ability to reduce stress,
- keeps spine and joints flexible,
- reduces body weight,
- improves general health,
- increases lung capacity and respiration,
- lowers blood pressure,
- improves circulation,
- aids several ailments: arthritis, chronic fatigue, asthma, varicose veins, heart conditions, backache.

Nevertheless, no matter what the original reason is for starting a yoga program, even if it is just to stretch, you may come out with more than you sought. Marcia Moore, an American yoga instructor best stated it, "some come for lunch and stay for life."

You have to experience yoga for yourself to understand what it is all about, for you are all, consciously or unconsciously, seeking self-realization and contentment with who you are. Through Yoga's unique and persistent toning and relaxing the body and stilling the mind, you can begin to get a glimpse of yourself, of inner peace. If you can learn to relax the body and bring your mind and thoughts under control, there is absolutely no limit to what you can do; your potential is limitless. It is your own illusions of life and preconceptions that hold you back.
If you are familiar with yoga, two handouts are provided that demonstrate a perfectly balanced routine for you to do on your own. If you have never experienced yoga, hopefully, the list of benefits and the drawings, illustrating the simplicity of stretching, will entice you to pursue yoga seriously. The "Yoga Routine" handout [Handout 21] lists a balanced and progressive series of positions with their related benefits and the "Yoga Routine: Illustrated" handout [Handout 22] illustrates each of these positions.

Three yoga positions have been included and isolated for this course, because they are especially beneficial in stress reduction. The Sun Salutation [Script 1] is a series of positions that is considered to be the best stretching exercise you can do, because it incorporates or relaxes all of your muscle groups in the body. The Neck Roll/Shoulder Lifts [Script 2] will help you to relax your neck and upper back, where many of you hold tension. The Spinal Twist [Script 3] relieves pressure in your upper and lower back. Finally, "Take A Break!" handout [Handout 23] provides a series of stretching exercises that you can do while seated at your desk.
<table>
<thead>
<tr>
<th>Position</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Salutation</td>
<td>Best all around stretch, aids flexibility, relaxes muscles, releases tension, restores deep breathing.</td>
</tr>
<tr>
<td>Triangle</td>
<td>Excellent lateral stretch, tones spinal nerves, aids digestion.</td>
</tr>
<tr>
<td>Cobra</td>
<td>Relieves tension in back and spine, strengthens muscles, tones and massages abdominal organs, aids menstrual irregularities/pain and constipation.</td>
</tr>
<tr>
<td>Locust</td>
<td>Strengthens abdomen, lower back and hips, massages internal organs.</td>
</tr>
<tr>
<td>Bow</td>
<td>Combines effects of cobra and locust, tones back muscles, maintains elasticity of spine, improves posture and increases vitality, massages digestive and reproductive organs.</td>
</tr>
<tr>
<td>Forward Bend</td>
<td>Excellent back stretch from heels to top of spine, invigorates internal organs, reduces fat, stimulates entire nervous system.</td>
</tr>
<tr>
<td>Slow Motion Firming</td>
<td>Intensive firming for thighs and abdomen.</td>
</tr>
<tr>
<td>Side Leg Raises</td>
<td>Powerful stretch for hips and abdomen.</td>
</tr>
<tr>
<td>Shoulderstand</td>
<td>Excellent anti-gravity pick-me-up, stimulates thyroid- restoring healthy metabolism, aids circulation, good for complexion, brain and hair, encourages deep abdominal breathing, invigorates and rejuvenates entire body.</td>
</tr>
<tr>
<td>Plough</td>
<td>Aids flexibility to spine and neck, nourishes spinal nerves, strengthens back, shoulders and arms, releases tension, massages all organs.</td>
</tr>
<tr>
<td>Pelvic Stretch</td>
<td>Firms hips and thighs, removes fat deposits on upper legs and abdomen, effects glands, nerves and vital organs, great for flexibility.</td>
</tr>
<tr>
<td>or Fish</td>
<td>Relieves stiffness in neck and shoulders, tones spinal nerves, increases lung capacity, opens throat- completing positive thyroid effects of shoulderstand.</td>
</tr>
<tr>
<td>Knee &amp; Thigh Stretch</td>
<td>Excellent stretch for thighs.</td>
</tr>
<tr>
<td>Spinal Twist</td>
<td>Tones spinal nerves and improves digestion, great flexibility for spine.</td>
</tr>
<tr>
<td>Neck Roll/Shoulder Lifts</td>
<td>Releases tension in neck and shoulders, increases flexibility, tones muscles.</td>
</tr>
<tr>
<td>Breathing Exercise</td>
<td>Nourishes entire body.</td>
</tr>
</tbody>
</table>
1. Sun Salutation
2. Triangle
3. Cobra
4. Locust
5. Bow
6. Forward Bend  7. Slow Motion Firming  8. Side Leg Raises

9. Shoulderstand

10. Plough

11. Pelvic Stretch or Fish

12. Knee & Thigh Stretch

13. Spinal Twist

14. Neck Roll/Shoulder Lifts

15. Breathing Exercise
Yoga/Script 1:

Sun Salutation

The sun salutation is considered the best stretching exercise you can do, because it incorporates all of the muscle groups in the body. It is wonderful for relaxing tense muscles, releasing tension and restoring deep, regular breathing. It will bring great flexibility to your spine and joints.

The exercise is traditionally done facing the east and is a greeting to the early morning sun. It is a sequence of twelve positions performed as one continuous movement. To help each position flow gracefully to the next, two hints: 1) Your hands should remain in one place through the entire sequence, positions 3 through 10. 2) Positions 4 and 9 require you to bring your foot all the way up to your hands. One round consists of two sequences, alternating the lead foot on position 4. Start with two rounds and work up to as many as desirable. Each round you will notice the gain in flexibility.
**Sun Salutation**

continued

1. Stand erect, with your spine straight and your feet together. Place your palms together in front of your chest. Inhale and exhale slowly and calmly.

2. Inhale, Raise your arms high above your head and slowly arch your back slightly backwards, pushing your hips out and keeping your legs straight.

3. Exhale, Keeping your arms extended, bend forward from the waist, and slowly try to touch your palms to the floor.
4. Inhale, Bend both knees and bring your left (right) leg back, touching the left knee to the floor. Keep the other knee bent and forward. Arch your back and stretch your chin up towards the ceiling.

5. Retain the breath, Bring your other leg straight back, push your buttocks up, put your head down between shoulders and form a triangle with the floor. Keep your heels flat on the floor.

6. Exhale, Drop your knees, chest, forehead on the floor, keeping your hips up and toes curled under.
**Sun Salutation**

continued

7. Inhale, Drop your hips to the floor and slowly raise your head and chest to arch your spine. Support yourself on your hands with your elbows slightly bent and your toes pointing back. Point your chin towards the ceiling.

8. Exhale, Curl your toes under, raise your hips and pivot into an inverted "V" shape. Try to push your heels to the floor.

9. Inhale, Bring your left (right) foot up between your hands while dropping the other knee to the floor. Arch your back and stretch your chin up towards the ceiling, as in position 4.

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**Sun Salutation**

continued

10. Exhale, Bring your right foot forward so that both feet are together. Bend forward from the waist, keeping your legs straight and upper body relaxed. Try to touch your head to your knees, as in position 3.

11. Inhale, Bend your knees slightly and slowly straighten your body with arms extended over your head, then bend back slowly from the waist, as in position 2.

12. Exhale, Gently come back to an upright position and bring your arms down by your sides or bring your hands together, as in position 1. Reflect on the sensations in your body.

Yoga/Script 2:

**Neck Roll/Shoulder Lifts**

Many of you hold tension in your necks and shoulders, which leads to stiffness, bad posture and tension headaches. Neck and shoulder exercises not only ease tension, but increase flexibility and tone muscles in the neck and upper back.

If while rotating your head, you hear unpleasant gritty sounds, you especially need to practice these exercises. As you hear these noises, just roll your head back and forth over that spot and work it out. Eventually, these calcium deposits will dissipate and your head will revolve smoothly.

Sit in a comfortable seated position, with your spine straight. These exercises may be repeated several times a day. Remember to be patient and to do them slowly.

1. Drop your head forward, hold for a few seconds, then bring it back to center.
2. Drop your head back; hold; center. Repeat #'s 1 and 2, 2 to 5 times.
3. Turn your head as far as you can to the right, looking over your shoulders; do not strain. Hold for a few seconds, then bring it back to center.
4. Turn your head as far as possible to the left; hold, center. Repeat #'s 3 and 4, 2 to 5 times.
5. Drop your head forward and VERY SLOWLY roll it around to the right in as wide of a circle as possible. Repeat 2 to 5 times.
6. Now, repeat the other direction. Repeat 2 to 5 times.
7. With your head back to center, raise your right shoulder up, try to touch your ear, hold, now drop it, relaxed.
8. Repeat with left shoulder. Repeat #'s 7 and 8, 2 to 5 times.
9. Now, lift both shoulders, trying to touch both ears, hold, now drop them, relaxed. Repeat 2 to 5 times.
Yoga/Script 3:

Spinal Twist

The spinal twist is an excellent exercise for relieving spinal pressures and tensions by stretching the upper and lower vertebra and stimulating circulation. This corkscrew-like movement also flexes the lungs, relieves congestion in the liver and spleen and massages the kidneys.

1. Sit erect, with your spine straight and your legs extended outward.

2. Keep your right leg straight and take a firm hold on your left ankle.

3. Swing your left foot over right knee and rest your sole on the floor next to your knee.

4. Twist to your left and place your left hand on the floor behind you.

5. Now bring your right arm over left leg, lock your right elbow into your left knee and grab onto your right knee.

6. Slowly twist trunk and head as far to the left as possible. Your chin is close to your shoulder and your spine straight. Hold position for a count of 10, release and repeat.

7. Perform identical movements on opposite side.

Advanced position:

1. As above.

2. Bring your right foot up and place your heel into your crouch, with your foot into thigh and take a firm hold on your left ankle. Proceed as above.
The following program, developed by Denise Austin, an exercise consultant in Alexandria, Virginia, is endorsed by the American College of Sports Medicine. Do any or all of these exercises several times during the work day to help reduce tension and stress.

**NECK.** Let your head drop slowly to the left, then to the right. Slowly drop your chin to your chest, and then raise your chin as high as you can. Turn your head to the left, return it to the normal position, and then turn it to the right.

**SIDE STRETCH.** Interlace your fingers. Lift your arms over your head, keeping your elbows straight. Press your arms backward as far as you can. Then slowly lean to the left and then to the right until you can feel stretching.

**FINGERS.** With palms down, spread your fingers apart as far as you can. Hold for the count of 5. Relax. Repeat.

**KNEE KISS.** Pull one leg to your chest, grasp with both hands, and hold for a count of 5. Repeat with opposite leg.

**QUADRICEPS.** Bring your legs straight out in front of your body, and then hold them in that position for 5 seconds. Make sure you are sitting up straight. Relax. Repeat.
TAKE A BREAK!

PECTORAL STRETCH. Grasp your hands behind your neck and press your elbows back as far as you can. Return to starting position, then drop your arms and relax. Repeat.

WINDMILL. Sit in a chair. Place your feet apart on the floor. Bend over and touch your right hand to your left foot with your left arm extended up. Alternate sides repeatedly.

BACK RELAXER. Sit on chair. Bend down between your knees as far as you can. Return to upright position, straighten and then relax.

SHOULDER ROLL. Slowly roll your shoulders forward 5 times in a circular motion using your full range of motion. Then roll your shoulders backward 5 times with the same circular motion.

MIDDLE-UPPER BACK STRETCH. Raise your right arm and grasp it below the elbow with your left hand. Gently pull your right elbow toward your left shoulder as you feel the stretch. Hold for 5 seconds. Do both sides. Variation- Do the same movement, only grasp the top of the chair behind your opposite shoulder, and gently pull.

(Source unknown)
CHAPTER 6

DIET

Quotes

What do you do when a health food salesman knocks on your door?

Vite 'm in

"...the major diet-related health hazard in our country is the combination of overconsumption and undernutrition, and a long list of ills is associated with this deadly duo."

Donald Ardell

"Everyone knows that good nutrition contributes to healthful living, but it may surprise many to know that certain nutritional habits can actually contribute to distress. The consumption of certain foods can add to the stress of everyday life, either by stimulating the sympathetic stress response directly, or by contributing to its stimulation by creating a state of fatigue and increased nervous irratibility. Either condition greatly lowers your tolerance to the common stresses of day-to-day living."

Daniel Girdano and George Everly

"Let me repeat one solemn truth which should be repeated over and over each day until everybody comprehends its meaning and acts upon it. Normal resistance to disease is directly dependent upon adequate food. Normal resistance to disease never comes out of pill boxes. Adequate food is the cradle of normal resistance, the playground of normal immunity . . . the workshop of good health and the laboratory of long life."

Charles Mayo

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Introduction

The relationship between proper diet and health is rather well established; the relationship between proper diet and stress is still under investigation. However, what is currently known is that there are two major factors regarding diet that play a role in stress:

1. Many of the stress-related disorders or diseases are compounded as a result of nutritional deficiencies.
2. Some foods decrease your body's ability to cope with stress or they exaggerate stress.

Both of these interrelated factors will be discussed and some simple guidelines will be provided for you to follow.

To reiterate, many of the stress-related disorders are compounded as a result of nutritional deficiencies. During stress, there is an automatic increase in the production and release of hormones, which cause an increase in your body's metabolism (breakdown) of protein, carbohydrates and fats; producing instant energy for your body to prepare itself for action ("fight or flight" response). Those of you who are continually under stress and subsequently metabolizing stored energy nutrients at a high rate, simply need to be conscious of maintaining a nutritious, well-balanced diet with emphasis on properly replenishing stress-depleted proteins, carbohydrates and fats. It is known that many Americans today are malnourished and many stress-related disorders are a direct result of deficiencies caused by the increase in your stress metabolisms. During stress, a vicious cycle is often
created, where your body's demands of a well-balanced diet is increased, as your body's ability to maintain is decreased and often illness ensues.

Although your body gets it's heat and energy from proteins, carbohydrates and fats, vitamins and minerals complete the picture of a well-balanced diet. All five elements play a role in contributing to your body's tissue growth and repair and assist in the regulation of body processes. Further research is needed to determine how each and every vitamin and mineral plays a role in stress, for there is currently not a consensus of opinion by experts. Vitamin C and B-complex are generally felt to be directly related to stress. According to Jerrold Greenberg, in Comprehensive Stress Management, vitamin B-complex (specifically B₁ - thiamine, B₂ - riboflavin, B₃ - niacin, B₅ - pantothenic acid and B₆ - pyridoxine) and vitamin C deficiencies cause anxiety, depression, insomnia, muscular weakness and an upset stomach. During stress, another vicious cycle is produced; in particular, the B-complex vitamins are needed to produce the stress hormones and the depletion of the B-complex vitamins affects your moods and makes you less able to respond to stress.

The foods that hinder your body's ability to cope with stress include complex carbohydrates - specifically refined and processed carbohydrates, sugar, caffeine, salt and alcohol.

Complex carbohydrates are a primary source of energy and include whole grains, fruits and vegetables. Complex carbohydrates are a varying series of complex molecules that are broken down by your body to simple carbohydrates or simple sugars and eventually, to blood sugar. The simple sugars, especially, glucose, are available for energy by

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your brain and muscle cells.

REFINED and PROCESSED grains, like white flour and white rice, are the villains in the COMPLEX CARBOHYDRATE family. To lengthen the storage capacity of whole grains, the bran and germ, the living part of the cell, are removed (refined). In the process, twenty-two known essential nutrients are destroyed, including all of the vitamin B's, vitamin E and most of the minerals. Even though some foods are enriched or fortified, only a small percentage of the vitamins are replaced, upsetting the balance of the food. The nutrients are interdependent; through the refining process or even by excessive cooking, the nutrients are eliminated or diluted, which cripples the whole nutrient process. You end up with a product that has limited nutrition and empty calories. Further, in the refining process, preservatives, bleaching agents, softeners, artificial flavorings and colorings are often added. According to Benjamin Colimore and Sarah Stewart Colimore, in Nutrition and Your Body, these foods can be irritating to the mucus lining of the stomach, toxic to the liver, damaging to the nervous system, disruptive to calcium and other mineral metabolism and can cause obesity. Because of these harmful effects, refined complex carbohydrates decrease your body's ability to cope with stress and they exaggerate your mood fluctuations, because they contribute to the deficiency of the much needed, mood-regulating vitamin B-complex stores robbed by stress.

SUGAR is a simple carbohydrate and is also a highly refined product. It is a simple carbohydrate and is metabolized very rapidly. After eating sugar, your blood sugar level shoots up dramatically, giving you a slight boost in energy. This stimulates the
production of insulin, which counteracts the blood sugar and drops it dramatically, to a level much lower than where you started. This dramatic rise and fall (yoyo-effect) of blood sugar alone is stressful to your system, but it can also cause irritability, anxiety, nausea and depression. Sugar has no nutritional value; no vitamins, minerals or fiber and, therefore, decreases your body's ability to cope with stress. Sugar is also considered a "negative food," because in order to metabolize it, it depletes your body of vitamin B-complex.

CAFFEINE stimulates the secretion of the hormone adrenaline, which artificially stimulates or exaggerates the stress-response, exciting the brain, increasing respiration and stimulating the kidneys. Excessive consumption of caffeine can cause an inability to concentrate, irritability, anxiety, diarrhea, heart and artery disorders. Substances that contain caffeine include coffee, black tea, chocolate and colas. Caffeine is another "negative food," because it is a drug and has no nutritional value, it depletes your body of vitamin B-complex and can create mood-swings.

SALT, or sodium chloride, is an important nutrient that regulates the body's water balance. High levels of sodium chloride cause excessive water retention and is assumed to lead to high blood pressure. If you are one of those people prone to high blood pressure, a very common manifestation of stress, you must limit your salt intake so as to reduce your risk of an eventual stroke or heart attack.

ALCOHOL is another "negative food," because it has no nutrients and it depletes the body of the B-complex vitamins, which are important for you to cope with stress.

Several handouts are included for your information and
guidance. The "Food Diary" [Handout 24] will help you determine whether or not your basic nutritional needs are met. The "Diet Recommendations for Stress Reduction" handout [Handout 25] provides some basic guidelines for you to follow concerning nutritional recommendations for stress reduction. The "Complimentary Protein Chart" [Handout 26] represents plant sources of proteins that must be eaten together to gain the maximum benefits from the protein. Most plant sources of protein are incomplete or not adequate, unless eaten with other plants to complement the value of the protein. Animal sources of protein are complete and do not need to be eaten in conjunction with other proteins. The "Develop Better Eating Habits" handout [Handout 27] lists several suggestions to follow for better eating habits. Finally, the "Specific Dietary Improvements" handout [Handout 28] lists each food discussed in this section and invites you to analyze what changes, if any, you need to make to reduce the effects your diet may have on your stress. By controlling your diet, you will take steps to rid yourself of stressors.
Use the following Food Diary to record your eating habits for 3 days, keeping track of how many servings you have of each food category. For each category, divide the total servings by 3 to get your daily average. Compare your eating pattern to the ideal. The areas in which your average daily consumption varies the most from the ideal are the areas in which you can make the greatest improvement in what you eat.

<table>
<thead>
<tr>
<th>Category</th>
<th>Day One Servings</th>
<th>Day Two Servings</th>
<th>Day Three Servings</th>
<th>Average Servings Per Day</th>
<th>Ideal Servings Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>VEGETABLES and FRUIT</td>
<td></td>
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</tr>
<tr>
<td>serving = ½ cup, 1 apple, 1 orange, medium potato</td>
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<td>BREAD and CEREALS</td>
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<tr>
<td>serving = 1 slice bread, 3/4 cup cereal</td>
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<tr>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MILK, CHEESE, YOGURT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>serving = 1 cup milk, 1 medium slice cheese</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEAT, POULTRY, FISH, EGGS, BEANS, NUTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>serving = 3 oz meat, 2 eggs, 1 ½ cup beans, 4 T peanut butter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALCOHOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>serving = 1 beer, 1 glass of wine or cocktail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0-1</td>
<td>0-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FATS and SUGARS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>serving = 1 candy bar, 2 T salad dressing, 1 cup ice cream, 1 order french fries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAFFEINE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>serving = 1 cup coffee or black tea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOOD GROUP</th>
<th>% of TOTAL DIET*</th>
<th>APPROXIMATE RECOMMENDATIONS</th>
<th>SUGGESTIONS FOR IMPROVEMENT LIMIT (decrease)</th>
<th>BEST SOURCES (increase)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Men - 56 g/day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ - animal products</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ - plant sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAT</td>
<td>30%</td>
<td>Women - 66 g/day</td>
<td>Saturated fat - beef, pork, lamb, whole dairy products.</td>
<td>Saturated fat - lean meats, poultry, fish, low or non-fat dairy products.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men - 87 g/day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/3 - saturated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/3 - polyunsaturated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/3 - monounsaturated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plant sources - refer to the "Complementary Protein Chart" (Handout 26) for proper combining of incomplete plant proteins.
<table>
<thead>
<tr>
<th>FOOD GROUP</th>
<th>% of TOTAL DIET*</th>
<th>APPROXIMATE RECOMMENDATIONS</th>
<th>SUGGESTIONS FOR IMPROVEMENT LIMIT (decrease)</th>
<th>BEST SOURCES (increase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLEX CARBOHYDRATES</td>
<td>55% - 60%</td>
<td>Women - 300 g/day</td>
<td>Refined &amp; Processed- white flour, white rice.</td>
<td>Whole grains (wheat, rice, rye, barley, oats, legumes).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men - 390 g/day</td>
<td></td>
<td>Fresh fruits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Raw or lightly steamed vegetables.</td>
</tr>
<tr>
<td>SUGAR</td>
<td>0</td>
<td>Eliminate totally.</td>
<td>Read food labels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do not add at table or cooking.</td>
<td>Learn to enjoy unsweetened foods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Substitute- fresh fruit for dessert, honey or Blackstrap molasses (have vitamins &amp; minerals), maple syrup (rich in minerals).</td>
<td></td>
</tr>
<tr>
<td>VITAMIN C</td>
<td>60 mg/day up to</td>
<td></td>
<td>Citrus fruits, rose hips, acerola cherries, alfalfa sprouts, strawberries, cantaloupe, broccoli, tomatoes, green peppers.</td>
<td></td>
</tr>
<tr>
<td>FOOD GROUP</td>
<td>% of TOTAL DIET</td>
<td>APPROXIMATE RECOMMENDATIONS</td>
<td>SUGGESTIONS FOR IMPROVEMENT LIMIT (decrease)</td>
<td>BEST SOURCES (increase)</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>VITAMIN B-COMPLEX</td>
<td></td>
<td>B₁- 1.5 - 75 mg/day</td>
<td>Foods that rob body of vitamin B-</td>
<td>Brewers yeast, liver,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B₂- 1.7 - 75 mg/day</td>
<td>refined &amp; processed carbohydrates, sugar,</td>
<td>whole grains, wheat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B₃- 20.0 - 75 mg/day</td>
<td>caffeine, alcohol.</td>
<td>germ, Blackstrap molasses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B₅- 10.0 -100 mg/day</td>
<td></td>
<td>Note: B vitamins work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B₆- 2.0 -200 mg/day</td>
<td></td>
<td>best when taken in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>complex, not isolated.</td>
</tr>
<tr>
<td>SALT</td>
<td>3 g/day</td>
<td>Intake of salty foods/snacks.</td>
<td>Read food labels.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adding at table or in cooking.</td>
<td>Learn to enjoy unsalted foods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Substitute-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>potassium chloride,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>kelp powder, tamari soy sauce.</td>
<td></td>
</tr>
<tr>
<td>CAFFEINE</td>
<td>0 - 1 cups/day</td>
<td></td>
<td>Substitute-herbal teas, coffee substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(grain mixtures), carob for chocolate/cacoa.</td>
<td></td>
</tr>
<tr>
<td>ALCOHOL</td>
<td>0 - 1 drinks/day</td>
<td></td>
<td>Seek professional or friend, if you need</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>help.</td>
<td></td>
</tr>
<tr>
<td>FOOD GROUP</td>
<td>% of TOTAL DIET</td>
<td>APPROXIMATE RECOMMENDATIONS</td>
<td>SUGGESTIONS FOR IMPROVEMENT LIMIT (decrease)</td>
<td>BEST SOURCES (increase)</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>WATER</td>
<td></td>
<td>6 - 8 glasses/day</td>
<td>Plain water.</td>
<td>Note: the thirst mechanism is not accurate; you need to drink more water than you think you do.</td>
</tr>
</tbody>
</table>

(1 ounce = 28 grams)

*As recommended by the Senate Select Committee on Nutrition, "Dietary Goals for the United States," 1977.

To determine the complete protein combinations for a particular food, find that food in the alphabetized list below, then choose one or more of the complementary foods from the group listed.

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Grains</td>
<td>Beans</td>
<td>Whole Grains</td>
</tr>
<tr>
<td>(except corn &amp; rye)</td>
<td>(except blackeyed peas)</td>
<td>Wheat Germ</td>
</tr>
<tr>
<td>Wheat Germ</td>
<td>Cashews or Pecans</td>
<td>Seeds</td>
</tr>
<tr>
<td>Seeds</td>
<td>Milk Products</td>
<td>Nuts(except peanuts)</td>
</tr>
<tr>
<td>Nuts(except peanuts)</td>
<td>Animal Proteins</td>
<td>Milk Products</td>
</tr>
<tr>
<td>Milk Products</td>
<td></td>
<td>Animal Proteins</td>
</tr>
<tr>
<td>Animal Proteins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 4</th>
<th>GROUP 5</th>
<th>GROUP 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheat Germ</td>
<td>Black Beans, Soy Beans</td>
<td>Millet</td>
</tr>
<tr>
<td>Beans</td>
<td>Cashews, Pecans</td>
<td>Beans</td>
</tr>
<tr>
<td>Cashews, Pecans, Pistachios</td>
<td>Milk Products</td>
<td>Sunflower Seeds</td>
</tr>
<tr>
<td>Milk Products</td>
<td>Animal Proteins</td>
<td>Cashews, Pecans</td>
</tr>
<tr>
<td>Animal Proteins</td>
<td></td>
<td>Milk Products</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP 7</th>
<th>GROUP 8</th>
<th>GROUP 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millet</td>
<td>Whole Grains</td>
<td>Cashews, Pecans</td>
</tr>
<tr>
<td>Sunflower Seeds</td>
<td>Wheat Germ</td>
<td>Milk Products</td>
</tr>
<tr>
<td>Cashews, Pecans</td>
<td>Beans</td>
<td>Animal Proteins</td>
</tr>
<tr>
<td>Milk Products</td>
<td>Seeds</td>
<td></td>
</tr>
<tr>
<td>Animal Proteins</td>
<td>Other Nuts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milk Products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Proteins</td>
<td></td>
</tr>
</tbody>
</table>

(Source unknown)
1. **Read the labels** of packaged foods. Avoid "paragraph food" and foods with sugar, artificial flavoring or coloring, chemicals you can't pronounce. Be an intelligent consumer.

2. **Eat a well-balanced diet with a variety of foods.** There are about 40 to 60 nutrients you need to stay healthy. By eating a greater variety, you will be less likely to have a deficiency.

3. **Drink 6 to 8 glasses of fluids daily.** Water is the best for cleansing, elimination, digestion, circulation and food absorption. Because it also maintains the right internal chemical balance, it is extremely important to replace loses after exercise and sweating.

4. **Maintain your ideal body weight.** Excess weight puts stress on the body and interferes with your ability to cope with environmental stresses. Obesity is associated with several diseases: high blood pressure, heart disease and diabetes. The best approach is to exercise, eat a variety of foods, not eliminating a food group, cut down on fats and fatty foods, sugars and sweets and alcohol, and practice better eating habits.
   Warning: Stay away from fad diets, quick weight loss methods and pills. The weight you lose is primarily water and muscle tissue. The key to getting rid of fat and keeping fat off is mainly exercise and modifying your food intake as suggested above.

5. **Eat frequent, small meals.** 4 or 5 meals/day are better than 2 or 3 large meals, especially if under stress. Frequent eating avoids the stresses associated with hunger, maintains a more constant blood sugar level and helps maintain body weight.

6. **Eat only when you are hungry.** Listen to your body; your stomach will let you know when your body needs food. Do not eat just because you are bored, frustrated, angry, anxious, tired or lonely. Do something else; exercise, call a friend, divert your attention by thinking of something else.

7. **Do not overeat.** Leave the table feeling satisfied, not stuffed.

8. **Relax and enjoy your meals.** Eat slowly, take your time. Chew your food longer, take breaks, put down your fork between bites.

9. **Only eat when you are eating.** Concentrate, so that you are aware of how much you are eating. Do NOT read, watch TV, or anything else. Establish a pleasant environment just for eating.

10. **Eat "crunchy" foods over "soft" foods.** Crunchy foods, like apples, take longer to chew than soft, like bananas and can be more satisfying. When anxious, people often grind their teeth; we need to chew, it helps relieve stress and tension.
11. Eat nutritious, low calorie snacks. Eat fruit, vegetables, unbuttered popcorn, instead of "junk" food.

12. Preplan meals to avoid "impulse eating." Have appropriate food on hand, don't even buy "junk" food.

13. Do not try to change your eating habits in a day. You eat the way you do because of the way you were brought up or your cultural or ethnic background and these habits are hard to change. Accept this and allow yourself the room to grow, without guilt or pressure.

Can you add to this list?:

For each nutrient below, write at least 3 specific things you should do to improve your diet. Be very specific: don't say, "increase mono-unsaturated fats," say, "use olive oil." Then select one improvement and work on it. Refer to this sheet periodically to determine your progress.

PROTEIN-

FAT-

COMPLEX CARBOHYDRATES-

SUGAR-

VITAMINS-

SALT-

CAFFEINE-

ALCOHOL-

WATER-
CHAPTER 7

HEALTHFUL HABITS

Quotes

"Your lifestyle is you. You are what you eat, drink, breathe, think and do. Therefore, what you become tomorrow depends upon what you do today. You are the only person in the world who can do what is necessary to make you healthy and happy."

John McCamy and James Presley

"The daily habits of people have a great deal more to do with what makes them sick and when they die than all the influences of medicine."

Lester Breslow

"A man at age 55 who follows all seven good health habits has the same physical health status as a person 25 or 30 years younger who follows less than two of the health practices."

Lester Breslow
Introduction

There are probably a lot of things that you do that you know you shouldn't. You might want to ask yourself two questions: "Is there a better way to take care of myself right now?" or "Did I take one minute to do something good for myself today?"

There are lots of day to day rituals that you may fall into and eventually these become habits. It takes time and effort, but it is possible to change some bad habits into healthful habits. If you just take one moment for yourself today and everyday, make the effort and you may be surprised at how much control you can gain over your life.

Since the early 1960's, the Human Population Laboratory of the California Department of Health has been studying the relationship between physical health and various healthful habits. The study found that by just following six rules, women can add seven years to their lives and men can add eleven years. Health and how long you live have been associated with the following habits:

1. Eat a good breakfast,
2. Eat regular meals and avoid snacks,
3. Control your weight,
4. Drink moderately or not at all,
5. Get adequate sleep (7 to 8 hours)
6. Exercise regularly,
7. Don't smoke cigarettes.
In order for you to determine whether or not any changes are in order, examine what the California Department of Health concluded about each one of these habits:

**BREAKFAST**

Breakfast usually comes twelve hours after the previous meal and is essential for renewed energy. After a night of resting the metabolic system, eating is a prerequisite to any mental and physical activity. Many nutritionists believe breakfast is the most important meal of the day and that it should be the largest. The study found that those who ate breakfast every day had better health than those who ate breakfast only once in awhile.

**REGULAR MEALS**

The key to eating is "regularity." Erratic eaters are not as healthy as those who eat regular meals. The California Department of Health concluded that those who seldom or never ate between meal snacks were healthier than those who regularly ate snacks. The assumption is that those between-meal snacks were junk food, which, or course, is bad. There has been more recent evidence that suggests that a better approach is to eat less food in the three main meals and have nutritious snacks in between. Again, the goal is to make meal eating regular. Perhaps a better statement would be, "eat regular meals and avoid junk or nonnutritious snacks."

**WEIGHT CONTROL**

Whether you weigh too much or too little can be a
subjective opinion, however, there are scientific limits that determine your health status. If you weigh twenty percent above or ten percent below what is considered your desirable weight, your health status declines. There is an optimum weight that your body operates best at, and for health purposes, that margin is broad. For example, if your ideal weight is 160 pounds, your health status is favorable if you stay between 144 pounds (10% below) and 192 pounds (20% above).

ALCOHOL

Although it is generally considered alright to drink one or two drinks a day, if this is increased and continued for a significant length of time, liver damage can result. Heavy drinking (five or more drinks at one sitting) is, of course, harmful to your body. The best advice is to drink moderately and infrequently (one or two drinks every once in awhile) or don't drink at all. Alcohol will not interfere with your health, if you follow either of these two guidelines.

SLEEP

The California Department of Health concluded that those who slept seven or eight hours a night were healthier than those who slept more or those who slept less. What may seem obvious is that not getting enough sleep is worse than getting too much. Sleep is characterized by alternating stages of REM (rapid eye movement) when dreams occur, with other various stages of deeper sleep. If you miss sleep one night, the body does not make an attempt to make this up. However, if you miss a substantial amount of REM sleep, more of it will occur during the next few nights. Moderate amounts of physical
activity seem to increase the ability to fall asleep. Sleep disturbances seem to occur with little or too much sleep.

**REGULAR EXERCISE**

The study looked at various activities and found that any kind of active movement was associated with improved health. Those who participated in the most active sports and the most often, experienced the best health. Lower death rates were recorded for those who participated in active sports often, while the highest death rates were for those who never engaged in exercise.

**SMOKING**

Smoking is probably one of the worst things you can do for yourself. It is no longer speculation that smoking leads to both heart disease and cancer. Quitting smoking could be one of the best things you could ever do for yourself.

Refer to the "Current Habits" handout [Handout 29] and put a check by each of the seven habits that you need to work on. Then think of other things you could incorporate in your daily life, that would make it more healthy, less stressful. Some examples might include, taking the bus to work instead of the car, car pooling, walking to work, taking the stairs instead of the elevator, reading before going to bed (for relaxation), etc. Transfer all of these habits to the "Changing Current Habits" handout [Handout 30]. Use exercise as an example of a habit you need to change, and list "nothing" as what you currently do. You decide you want to start
swimming, a change you could make today would be to call the neighborhood community pool or health club to see what hours they are open. To implement this change, you may need to buy a swim suit, cap or goggles, or pay for club membership. Hopefully, your long term goals would be to swim regularly; you might say every Monday, Wednesday and Friday, noon to 1:00. Remember, start today; take the time to take better care of yourself.
The Human Population Laboratory of the California Department of Health has associated the following 7 habits with health and longevity:

1. Eat a good breakfast,
2. Eat regular meals and avoid snacks,
3. Control your weight,
4. Drink moderately or not at all,
5. Get adequate sleep (7 to 8 hours),
6. Exercise regularly,
7. Do not smoke cigarettes.

Is there a better way to take care of yourself right now? Think of other habits you have that you would like to change.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 

Transfer any habits from the list of 7 above or any others you have to the "Changing Current Habits" handout [Handout 30] and fill out accordingly.
Select specific habits you have that you would like to modify. Fill out this form and start implementing one change today. Refer to this periodically to gauge improvement.

<table>
<thead>
<tr>
<th>Habit to Change</th>
<th>What I Currently Do</th>
<th>Change(s) I Can Make Today</th>
<th>Things To Do To Implement Change</th>
<th>Long-Term Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<td></td>
<td></td>
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<tr>
<td>6.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"Whoever wishes to pursue properly the science of medicine must proceed thus. First he ought to consider what effects each season of the year can produce...the hot winds and the cold...the properties of the waters...the soil...the mode of life of the inhabitantas.

Hippocrates

"Balance is nature's incontrovertable law. It is a fact we cannot emphasize enough. In nature, all cycles, polarities, rhythms are governed by balance."

Benjamin Colimore and Sarah Stewart Colimore

"One link between stress and subsequent illness may be the disruption of internal cycles during stress, the uncoupling of rhythms from their former phase relationships in the body."

Gay Luce
Introduction

Whether or not you realize it, all of you are influenced by the seasons and by the time of day. Just as the natural world runs by the sun, moon and seasonal cycles, so does the human body. Internal systems like temperature, metabolism and hormones are naturally recurring cycles that are governed by biological systems. There has been a fair amount of study showing that both external and internal cycles affect your behavior. As each cycle is characterized by a high and low point, so are the corresponding moods and behaviors. Cycles fluctuate and interact with other cycles, producing sensitivities and behaviors that range from ecstatic to depression, from health to disease or from production to disaster. There are several cycles: the ultradian- a 90 to 100 minute rest/activity cycle; the circadian- a 24 hour cycle based primarily on the effect of sunlight; the infradian- days, weeks or months cycle; and seasonal cycles. The "Biological Rhythms" handout [Handout 31] includes a complete explanation of each cycle.

Due to pressures of society and civilization, you may be forced into unnatural cycles. An example of this is that most of you are obliged to eat three meals a day at very specific times and to work certain shifts (9 a.m. to 5 p.m. or 11 p.m. to 7 a.m.). You also use other synthetic factors that alter the body's natural rhythms; such as, artificial lights and speedy travel through time zones. You and most
of society have erroneously traded your biological time for social and economic efficiency, convenience and conformity.

To demonstrate one aspect of this, think of how society imposes time boundaries on your eating behavior. As young children, you were naturally more in tune with biological rhythms, particularly the 90 minute cycle (ultradian rhythm). Think of your children or of children you know, they eat or snack all day long (about every 90 minutes?). As adults, you forgot and soon ignored this practice. Another aspect of eating involves the 24 hour cycle (circadian rhythm), which indicates that your metabolism is naturally higher in the morning. What do most of you do? Eat the largest meal of the day in the evening; constantly antagonizing your own natural rhythm and your body's ability to respond to food. The all-too-common result of this is weight gain. When you think of it, the only two animals on this earth that have problems with obesity are you (humans) and your domesticated pets, such as cats and dogs. Animals in a natural environment snack all day long, yet remain lean. You allow yourself to eat only when it is convenient, like noon hour, and when it is socially acceptable, such as the largest meal late in the day.

The pineal gland and the hypothalamus are thought to regulate biological rhythms. They are connected to the optic nerve and give off hormonal responses depending on the amount of light received. These glands do have an amazing ability to adapt to various external lighting changes, which occur due to natural and artificial lights, seasons and travel across time zones. The important thing to remember is that your body can reset these rhythms, but you need adequate time to do so. Factors like constant travel and continually
rotating work shifts do not provide the necessary time to adapt. There are physiological reasons why you may feel "jet lag." Each system requires a different amount of time, but it is safe to say that you must allow several days to one week to give your body a chance to regulate its biological rhythm to correspond with the demand you are placing on it.

Having personal knowledge of your biological rhythms will allow you to understand and even expect certain mood fluctuations. Much of your stress can be greatly reduced by your awareness that your motivation, energy, weight, hunger, sleep, attention, productivity, creativity, susceptibility to disease, all of your behavior patterns, are continually rising and falling due to conditions beyond your control. Some of these cycles may be due to internal processes, governed by hormones and the nervous system; while others are influenced by external forces, such as sunlight. The best method to identify any patterns in your behavior is to keep a record. Try to determine if you are governed more by social pressures, such as eating exactly at the same time every night or always waking up at the same time, which would indicate a demand to get up rather than allowing your body to get exactly the rest it needs. Conversely, try to see if any of your patterns reflect a more natural cycle, such as eating only when hungry. Another thing to watch for is the amount of time it takes you to fall asleep, which could be directly related to the stress in your life. Use the "Patterns of Biological Stress" handout [Handout 32] as a record. If this record keeping is maintained for several days or weeks, you may be amazed at some of your own behavior patterns.
ULTRADIAN RHYTHM: 90 to 100 minute rest/activity cycle. Affects drive, motivation and attention.

- Non-REM Sleep (rest).... EEG-Alpha (relaxed) and Delta (deep sleep) brain waves. Muscle tone maintained. No dreaming, easy to arouse. Respiration, heart rate, blood pressure, temperature slightly decreased.


Daydreaming (rest)....... Conserves energy, nervous system restored.


Studies indicate extreme boredom and stress reduces 90 minute oral cycle to 60 minute cycle, which could explain why people who are stressed tend to eat more.

CIRCADIAN RHYTHM: 24 hour cycle, due to sunlight. Affects energy, attention and motivation.

Body Temperature.............. Fluctuates $1\degree/\text{day}$; increases most productive part of day (usually early afternoon); increased attention & muscle coordination. Decreases least productive part (2-3 a.m.); illnesses become terminal & most babies are born lower strength to resist labor.

- Heartrate.................. Increases midday.
- Respiration Rate......... Increases evening.
- Blood Pressure.......... Increases evening.
- Body Weight............. Increases evening.
- Blood Clotting Ability. Increases evening.

Metabolism............... Increases morning (eat more); decreases later in day (eat less).

Adrenal Hormone Levels..... Increases just before morning, decreases during evening. Lowered hormones increase sensitivity to taste, smell & sound.

Liver Enzyme Production..... Responsible for body's energy increase during active periods. If low possible adverse reaction to certain drugs.

Blood Antibodies............. Lower in morning (more prone to illness); higher later part of day.

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<table>
<thead>
<tr>
<th>Fluctuating Factors:</th>
<th>Characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INFRADIAN RHYTHM:</strong></td>
<td>Days, weeks and months cycle. Associated with fluctuations in weight, appetite, stability of sleep, alertness, work-output, creativity, irritability &amp; emotionality.</td>
</tr>
<tr>
<td>Menstrual Cycle</td>
<td>Rise and fall of hormones; estrogen &amp; progesterone.</td>
</tr>
<tr>
<td>Male Cycle</td>
<td>Not much research in this area, but believed men have 4 to 6 week cycles that affect productivity.</td>
</tr>
<tr>
<td>&quot;Arctic Winter Madness&quot;</td>
<td>People living in polar latitudes acquire emotional instability resembling psychosis. May be due to hormonal fluctuations as a result of the lack of vitamin D from sunlight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEASONAL CYCLES:</th>
<th>Related to amount of heat and light. Can affect energy, motivation and attention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Renewed energy</td>
</tr>
<tr>
<td>Summer</td>
<td>High activity</td>
</tr>
<tr>
<td>Fall</td>
<td>Slowing down</td>
</tr>
<tr>
<td>Winter</td>
<td>Lowered activity</td>
</tr>
</tbody>
</table>

Choose four different times of the day, at least two hours apart, starting upon arising (exclude times that fall within one hour after physical activity), and answer the following questions at each of these times. Copy this form and repeat this daily, using the same periods each day. After several days, determine any patterns of behavior.

Select 4 times of day: .............................................

1. Heart rate; beats per minute: .............................................
2. Body temperature; degrees: .............................................
3. Body weight; pounds: .............................................

Select one of the following numbers according to how you feel now:

4. Alert 7 6 5 4 3 2 1 Dull .............................................
5. Energetic 7 6 5 4 3 2 1 Sluggish .............................................
6. Happy 7 6 5 4 3 2 1 Sad .............................................
7. Self-assured 7 6 5 4 3 2 1 Doubtful .............................................
8. Tranquil 7 6 5 4 3 2 1 Anxious, tense, rushed .............................................
9. Outgoing 7 6 5 4 3 2 1 Withdrawn .............................................
10. Exhilarated 7 6 5 4 3 2 1 Depressed .............................................
11. Hungry 7 6 5 4 3 2 1 Sated .............................................
12. Weather good 7 6 5 4 3 2 1 Weather poor .............................................
13. Sexual feeling heightened 7 6 5 4 3 2 1 Sexual feeling depressed .............................................
14. Concentration good 7 6 5 4 3 2 1 Concentration poor; daydreaming a lot .............................................

15. For each time of day, list any specific pain or illness symptoms:

At the end of the day record the clock times for:

16. Meals, including snacks .............................................
17. Urination .............................................
18. Bowel Movements .............................................
19. Drug intake, including coffee, tea, cigarettes .............................................


23. Circle: sleep—good or poor 24. Most productive time of day

Least productive 24. Circle: today was—good or average or poor.

SECTION III
BEHAVIORAL

Chapter 9: COMMUNICATION: ASSERTIVENESS
Chapter 10: COMMUNICATION: LISTENING
Chapter 11: GOAL SETTING
Chapter 12: TIME MANAGEMENT
CHAPTER 9

ASSERTIVENESS

Quotes

"A man who trims himself to suit everybody will soon whittle himself away."

Charles Schwab
**Introduction**

Assertiveness is a style of communicating and interacting with other people. In their book, *Your Perfect Right*, R. E. Alberti and Michael Emmons define assertiveness as the honest expression of feelings and attitudes without undue anxiety or depreciation of others. Thus, being assertive allows you to exercise your "perfect right" without denying the rights of others. Assertive behavior enables you to:

- express feelings honestly and comfortably;
- exercise personal rights, without denying the rights of others;
- stand up for yourself without excessive anxiety;
- act in your best interest;
- gain self-respect, self-confidence and personal power;
- gain respect and admiration from others.

In *Responsible Assertive Behavior*, Arthur Lange and Patricia Jakubowski differentiated the benefits according to sex. The benefits of assertive behavior enables women to achieve personal power, value personal needs, express anger and accept themselves and other women. For men, assertiveness behavior enables them to listen to others, disclose vulnerability, reduce strong feelings of personal competition and express affection for others.

The lack of assertive communication skills can certainly be distressing. Passive or unassertive people are self-denying,
restrained, inhibited and anxious. They often feel inferior, because their passivity allows others to make decisions for them. On the other hand, aggressive people make their own decisions and they know how to express themselves, but they do so at the expense of others. Assertive behavior falls somewhere between the extremes of passiveness and aggressiveness; it is a balance between making your own choices, but not at the expense of others. Assertiveness training has been successfully used to deal with problems such as depression, anger, resentment, anxiety and stress. Learning assertiveness skills can increase self-esteem by replacing stress-producing and self-defeating behaviors with effective, self-enhancing alternatives. These alternatives allow you to reduce distress and to create more satisfying relationships.

Most of the assertiveness training for this course was adapted from The Relaxation and Stress Reduction Workbook, by Martha Davis, Matthew McKay and Elizabeth Robbins Eshelman. As the authors suggested, the first step towards change is acknowledging your current behaviors, see "Identifying Your Behavior" [Handout 33] and recognizing your individual rights, see "Identifying Your Rights" [Handout 34 and Discussion of Handout 34]. To develop assertive behavior, a progressive six step process is required. "Step 1: Identifying Aggressive/Passive/Assertive Behavior" [Discussion of Handout 35, Handout 35 and another Discussion of Handout 35] will help you to label behavior patterns in both yourself and others. "Step 2: Assertiveness Questionnaire" [Handout 36] will help you to determine the situations in which you need to be more assertive. "Step 3: Describing Uncomfortable Situations" [Handout 37] provides an
opportunity for you to write out one or several stressful and uncomfortable situations that you have experienced. "Step 4: Writing Your Script For Change" [Handout 38] furnishes some specific guidelines for you to follow on how to assertively handle the stressful and uncomfortable situations you described in Step 3 (Handout 37). "Step 5: Assertive Body Language" [Handout 39] gives explicate rules regarding non-verbal assertive communication. Finally, "Step 6: Avoiding Manipulation" [Handout 40 and Discussion of Handout 40] presents several techniques to help you learn how to respond assertively, to avoid being manipulated by others.

Once you are able to recognize stressful situations and know positive approaches to deal with them, you will have a workable assertive communication foundation. When assertiveness is practiced, the self-esteem and dignity of all parties are preserved. Even if you do not get the desired outcome, you can be pleased about the manner in which you conducted yourself.

(Instructor's Note: The first two handouts, "Identifying Your Behavior" (Handout 33) and "Identifying Your Rights" (Handout 34) can be given as homework, prior to the introduction of the "Assertiveness" unit. The rest must be understood step by step and cannot be done ahead of time.)
Write down how you would typically respond to the following problem situations:

1. You buy your favorite beverage in the market, and after you walk out you discover that the change is a dollar short.
   I would

2. You order a steak rare and it arrives medium-well.
   I would

3. You're giving a friend a lift to a meeting. The friend keeps putting around for half an hour so that you will arrive late.
   I would

4. You ask for $5 worth of gas at a service station. The attendant fills up your tank and asks for $9.50
   I would

5. You are relaxing with the paper after a long day. Your spouse pops in, list in hand, and says, "I never thought you'd get here, Quick, pick these up from the store."
   I would

6. While you wait for the clerk to finish with the customer ahead of you, another customer comes in and the clerk waits on him before you.
   I would

Indicate whether you agree or disagree with the following statements, by placing a check under the appropriate column.

<table>
<thead>
<tr>
<th>AGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. It is selfish to put your needs before other's needs.</td>
</tr>
<tr>
<td></td>
<td>2. It is shameful to make mistakes. You should have an appropriate response for every occasion.</td>
</tr>
<tr>
<td></td>
<td>3. If you can't convince others that your feelings are reasonable, then they must be wrong, or maybe you are going crazy.</td>
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<tr>
<td></td>
<td>4. You should respect the views of others, especially if they are in a position of authority. Keep your differences of opinion to yourself. Listen and learn.</td>
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<tr>
<td></td>
<td>5. You should always try to be logical and consistent.</td>
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<tr>
<td></td>
<td>6. You should be flexible and adjust. Others have good reasons for their actions and it's not polite to question them.</td>
</tr>
<tr>
<td></td>
<td>7. You should never interrupt people. Asking questions reveals your stupidity to others.</td>
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<tr>
<td></td>
<td>8. Things could get even worse, don't rock the boat.</td>
</tr>
<tr>
<td></td>
<td>9. You shouldn't take up others' valuable time with your problems.</td>
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<tr>
<td></td>
<td>10. People don't want to hear that you feel bad, so keep it to yourself.</td>
</tr>
<tr>
<td></td>
<td>11. When someone takes the time to give you advice, you should take it very seriously. They are often right.</td>
</tr>
<tr>
<td></td>
<td>12. Knowing that you did something well is its own reward. People don't like show-offs. Successful people are secretly disliked and envied. Be modest when complimented.</td>
</tr>
<tr>
<td></td>
<td>13. You should always try to accommodate others. If you don't, they won't be there when you need them.</td>
</tr>
<tr>
<td></td>
<td>14. Don't be anti-social. People are going to think you don't like them if you say you'd rather be alone instead of with them.</td>
</tr>
<tr>
<td></td>
<td>15. You should always have a good reason for what you feel and do.</td>
</tr>
<tr>
<td></td>
<td>16. When someone is in trouble, you should help them.</td>
</tr>
<tr>
<td></td>
<td>17. You should be sensitive to the needs and wishes of others, even when they are unable to tell you what they want.</td>
</tr>
<tr>
<td></td>
<td>18. It's always a good policy to stay on people's good side.</td>
</tr>
<tr>
<td></td>
<td>19. It's not nice to put people off. If questioned, give an answer.</td>
</tr>
</tbody>
</table>

Discussion of Handout 34:

IDENTIFYING YOUR RIGHTS

How many of you disagreed with all of these statements? This test was actually a trick. You should've disagreed with all of them, because all of the statements are actual traditional assumptions you learned as a child, and they now hold you back from being an assertive adult. Each one of these erroneous assumptions violates one of your legitimate rights as an adult individual.

YOU HAVE THE LEGITIMATE RIGHT TO:

1. put yourself first, sometimes.
2. make mistakes.
3. be the final judge of your feelings and accept them as legitimate.
4. have your own opinions and convictions.
5. change your mind or decide on a different course of action.
6. protest unfair treatment or criticism.
7. interrupt in order to ask for clarification.
8. negotiate for a change.
9. ask for help or emotional support.
10. feel and express pain.
11. ignore the advice of others.
12. receive formal recognition for your work and achievements.
13. say "no."
14. be alone, even if others would prefer your company.
15. not to have to justify yourself to others.
16. not to take responsibility for someone else's problem.
17. not to have to anticipate others' needs and wishes.
18. not to always worry about the goodwill of others.
19. choose not to respond to a situation.

(Instructor's Note: Read each statement from "Identifying Your Rights" (Handout 34) aloud as you read the corresponding rights above.)
Discussion of Handout 35:

IDENTIFYING AGGRESSIVE/PASSIVE/ASSERTIVE BEHAVIOR

The first step in assertiveness training is to identify the three basic styles of interpersonal behavior:

Typical examples of AGGRESSIVE behavior are fighting, accusing, threatening and generally stepping on people without regard for their feelings. The advantage of aggressive behavior is that other people would not push you around. The disadvantage of aggressive behavior is that people would not want to be around you. Example:

Ann: Listen, I've got another bone to pick with you. I've had it with washing dishes. You either pitch in and help me, or I'm going out on strike!

Dan: Lay off now, I'm watching TV.

Ann: Who was your maid last week? You don't care what happens around here, as long as your TV works.

Dan: Don't start that again.

Ann: All you do is watch the tube and pump up that tire around your waist.

Dan: Shut up, big mouth!

Note that the opening lines are an attack, and that Ann replays the angers of earlier annoyances. Such scenes have no winner, because aggressive behavior only aims at hurting another person, creates resentment and resistance to change.

You are considered PASSIVE if you let others push you around, when you do not stand up for yourself and when you do what you're told, regardless of how you feel about it. The advantage of being passive is that you rarely experience direct rejection. The
disadvantages are that you are taken advantage of and you store up a heavy burden of resentment and anger. Example:

   Ann: Pardon me, but would you mind terribly wiping the dishes?
   Dan: I'm watching TV.
   Ann: Oh, well, all right.

Note that the "Oh, well, all right" only rewards Dan for putting her off. By reacting passively, Ann not only fails to get what she wants, she also loses a little bit of her self-respect. She becomes a silent martyr and may take it out on Dan in a future argument.

You are ASSERTIVE when you stand up for yourself, express your true feelings, do not let others take advantage of you, while at the same time, being considerate of others' feelings. The advantage of being assertive is that you get what you want, usually without making others mad. If you are assertive, you can act in your own best interest and not feel guilty or wrong about it. Meekness and withdrawal, attack and blame are no longer needed with the master of assertive behavior. The other two types of behavior are seen for what they are, sadly inadequate strategies of escape that create more pain and stress than they prevent. Before you can achieve assertive behavior, you must really face the fact that the passive and aggressive styles have often failed to get you what you want. Example:

   Ann: I would like you to dry the dishes while I wash.
   Dan: I'm watching TV.
   Ann: I would feel much better if we shared the cleanup responsibility. You can get right back to your TV program when we're done.
   Dan: They're just about to catch the bad guys.
Ann: Well, I can wait a little while. Will you help me when the program is over?

Dan: Sure thing.

Note that assertive behavior does not seek to injure, but to solve an interpersonal problem. Assertive requests include a specific plan and the willingness to negotiate a mutually agreeable contract to solve the problem.
Step 1: IDENTIFYING AGGRESSIVE/PASSIVE/ASSERTIVE BEHAVIOR  Handout 35

Label person A's behavior in the following scenes as aggressive, passive or assertive:

Scene 1
A: Is that a new dent I see in the car?
B: Look, I just got home, it was a wretched day and I don't want to talk about it now.
A: This is important to me, and we're going to talk about it now!
B: Have a heart.
A: Let's decide now who is going to pay to have it fixed, when and where.
B: I'll take care of it. Now leave me alone, for heaven's sake!
A's behavior is ___ Aggressive ___ Passive ___ Assertive

Scene 2
A: You left me all by myself at that party... I really felt abandoned.
B: You were being a party pooper.
A: I didn't know anybody— the least you could have done is introduce me to some of your friends.
B: Listen, you're grown up. You can take care of yourself. I'm tired of your nagging to be taken care of all the time.
A: And I'm tired of your inconsiderateness.
B: Okay, I'll stick to you like glue next time.
A's behavior is ___ Aggressive ___ Passive ___ Assertive

Scene 3
A: Would you mind helping me for a minute with this file?
B: I'm busy with this report. Catch me later.
A: Well, I really hate to bother you, but it's important.
B: Look, I have a four o'clock deadline.
A: Okay, I understand. I know it's hard to be interrupted.
A's behavior is ___ Aggressive ___ Passive ___ Assertive
Scene 4

A: I got a letter from Mom this morning. She wants to come and spend two weeks with us. I'd really like to see her.

B: Oh no, not your mother! And right on the heels of your sister. When do we get a little time to ourselves?

A: Well, I do want her to come, but I know you need to spend some time without inlaws under foot. I'd like to invite her to come in a month, and instead of two weeks, I think one week would be enough. What do you say to that?

B: That's a big relief to me.

A's behavior is ___ Aggressive ___ Passive ___ Assertive

Scene 5

A: Boy, you're looking great today!

B: Who do you think you're kidding? My hair is a fright and my clothes aren't fit for the Goodwill box.

A: Have it your way.

B: And I feel just as bad as I look today.

A: Right, I've got to run now.

A's behavior is ___ Aggressive ___ Passive ___ Assertive

Scene 6

(While at a party, A is telling her friends how much she appreciates her boyfriend taking her out to good restaurants and to the theatre. Her friends criticize her for being unliberated)

A: Not so. I don't make nearly as much as a secretary as he does as a lawyer. I couldn't afford to take us both out or pay my own way to all the nice places we go. Some traditions make sense, given the economic realities.

A's behavior is ___ Aggressive ___ Passive ___ Assertive

Discussion of Handout 35:

IDENTIFYING AGGRESSIVE/PASSIVE/ASSERTIVE BEHAVIOR

Now that you have labeled person A's responses in these scenes as aggressive, passive or assertive, compare your assessment with the following:

Scene 1
A is aggressive. A's initial hostile statement produces resentment and withdrawal.

Scene 2
A is aggressive. The tone is accusing and blaming. B is immediately on the defensive and no one wins.

Scene 3
A is passive. A's timid opening line is followed by complete collapse. The file problem must now be dealt with alone.

Scene 4
A is assertive. The request is specific, non-hostile, open to negotiation and successful.

Scene 5
A is passive. A allows the compliment to be rebuffed and surrenders to B's rush of negativity.

Scene 6
A is assertive. She stands up to the prevailing opinion of the group and achieves a clear, non-threatening statement of her position.

Now go back to the first handout, "Identifying Your Behavior," (Handout 33) and determine whether your responses were aggressive, passive or assertive. This will help you start to analyze your own behavior.
Step 2: ASSERTIVENESS QUESTIONNAIRE

To determine the situations in which you need to be more assertive, complete the following questionnaire. Put a check mark in column "A" by the items that are applicable to you, and then rate those items in column "B" as:

1. Comfortable
2. Mildly uncomfortable
3. Moderately uncomfortable
4. Very uncomfortable
5. Unbearably threatening

(Note that the varying degrees of discomfort can be expressed whether your inappropriate reactions are hostile or passive.)

A  B
Check Rate from
here if 1 to 5
the item for dis-
applies to you comfort

WHEN do you behave non-assertively?

__  ___  asking for help
__  ___  stating a difference of opinion
__  ___  receiving and expressing negative feelings
__  ___  receiving and expressing positive feelings
__  ___  dealing with someone who refuses to cooperate
__  ___  speaking up about something that annoys you
__  ___  talking when all eyes are on you
__  ___  protesting a rip-off
__  ___  saying "no"
__  ___  responding to undeserved criticism
__  ___  making requests of authority figures
__  ___  negotiating for something you want
__  ___  having to take charge
__  ___  asking for cooperation
__  ___  proposing an idea
__  ___  taking charge
__  ___  asking questions
__  ___  dealing with attempts to make you feel guilty
__  ___  asking for service
asking for a date or appointment
asking for favors
other

WHO are the people with whom you are non-assertive?
parents
fellow workers, classmates
strangers
old friends
spouse or mate
employer
relatives
children
acquaintances
sales people, clerks, hired help
more than two or three people in a group
other

WHAT do you want that you have been unable to achieve with non-assertive styles?
approval for things you have done well
to get help with certain tasks
more attention, or time with your mate
to be listened to and understood
to make boring or frustrating situations more satisfying
to not have to be nice all the time
confidence in speaking up when something is important to you
greater comfort with strangers, store clerks, mechanics, etc.
confidence in asking for contact with people you find attractive
getting a new job, asking for interviews, raises, etc.
comfort with people who supervise you, or work under you
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to not feel angry and bitter a lot of the time</td>
</tr>
<tr>
<td></td>
<td>overcome a feeling of helplessness and the sense that nothing ever really changes</td>
</tr>
<tr>
<td></td>
<td>initiating satisfying sexual experiences</td>
</tr>
<tr>
<td></td>
<td>do something totally different and novel</td>
</tr>
<tr>
<td></td>
<td>getting time by yourself</td>
</tr>
<tr>
<td></td>
<td>doing things that are fun or relaxing for you</td>
</tr>
<tr>
<td></td>
<td>other</td>
</tr>
</tbody>
</table>

EVALUATING YOUR RESPONSES

Examine the pattern of your answers, and analyse it for an overall picture of what situations and people threaten you. How does non-assertive behavior contribute to the specific items you checked on the "what" list? In constructing your own assertiveness program, it will be initially useful to focus on items you rated as falling in the 2 to 3 range. These are the situations that you will find easiest to change. Items that are very uncomfortable or threatening can be tackled later.
Step 3: DESCRIBING UNCOMFORTABLE SITUATIONS

Select a mildly to moderately uncomfortable situation that suggests itself from items on the "Assertiveness Questionnaire" (Handout 36). Write out a description of the scene, being certain to include WHO the person involved is, WHEN it takes place, WHAT bothers you, HOW you deal with it, your FEAR of what will take place if you are assertive, and your GOAL. Always be specific! Generalizations will make it difficult later on to write a script that will make assertive behavior in this situation.

Write three of four problem scenes, and for each scene, try to relive your thoughts and feelings when you were actually experiencing it.

Remember to include:

- WHO the person involved is,
- WHEN it takes place (time and setting),
- WHAT bothers you,
- HOW you deal with it,
- your FEAR of what will take place if you are assertive,
- your GOAL.

Example:
My friend Joan (WHO), when we meet for a drink after work (WHEN), often goes on nonstop about her marriage problems (WHAT). I just sit there and try to be interested (HOW). If I interrupt her, I'm afraid she'll think I just don't care (FEAR). I'd like to be able to change the subject and talk sometimes about my own life (GOAL).

A script is a working plan for dealing with the problem scene assertively. The following are the six elements in a script and points to remember on what successful scripts do. Refer to this information and write your own script, using the problem scenes described in Step 3 (Handout 37).

Six elements in a script:

**LOOK AT** your rights, what you want, what you need, and your feelings about the situation. Let go of blame, the desire to hurt, and self-pity. Define your goal and keep it in mind when you negotiate for change.

**ARRANGE A TIME** and place to discuss your problem that is convenient for you and for the other person. This step may be excluded when dealing with spontaneous situations in which you choose to be assertive, such as when a person cuts ahead of you in line.

**DEFINE THE PROBLEM** situation as specifically as possible.

**DESCRIBE YOUR FEELINGS** using "I messages." An "I message" expresses your feelings without evaluating or blaming others. Rather than say, "you are inconsiderate" or "You hurt me," the I message would be, "I feel hurt." I messages connect the feeling statement with specific behaviors of the other person. For example, "I felt hurt when you left without saying goodbye." Contrast the clarity of this message with the blame statement, "I felt hurt because you were inconsiderate."

**EXPRESS YOUR REQUEST** in one or two easy-to-understand sentences. Be specific and firm!

**REINFORCE** the possibility of getting what you want by stating the positive consequences should the other person cooperate with you. If necessary, state the negative consequences for failure to cooperate.

continued
Example of a LADDER script:

If you notice, the first letter of each element spells LADDER. This may be a useful tool to help you remember the elements of a script.

Example:
Harold has felt very reluctant to approach his boss to find out why he was turned down for a promotion. He's received no feedback about the reasons for the decision, and Harold is now feeling somewhat negative toward the company, and his boss in particular. Harold's script is as follows:

LOOK AT: Resentment won't solve this. I need to assert my right to reasonable feedback from my employer.

ARRANGE: I'll send him a memo tomorrow morning asking for time to discuss this problem.

DEFINE: I haven't gotten any feedback about the promotion. The position I applied for has been filled by someone else, and that's all I know.

DESCRIBE: I felt uncomfortable not knowing at all why I didn't get it and how the decision was made.

EXPRESS: So I'd like to get some feedback from you about how my performance is seen, and what went into the decision.

REINFORCE: I think your feedback will help me do a better job.

Write out your scripts like the example above. Initially, LADDER scripts should be written out and practiced well in advance. This forces you to clarify your needs and increases your confidence in success.
Successful scripts do the following:

1. When appropriate, establish a mutually agreeable time and place to assert your needs.

2. Describe behavior objectively, without judging or devaluing.

3. Describe clearly, using specific references to time, place and frequency.

4. Express feelings calmly and directly.

5. Confine your feeling response to the specific problem behavior, not the whole person.

6. Avoid delivering put-downs disguised as "honest feelings."

7. Ask for changes that are reasonably possible, and small enough not to incur a lot of resistance.

8. Ask for no more than one or two very specific changes at a time.

9. Make the reinforcements explicit, offering something that is really desirable to the other person.

10. Avoid punishments that are too big to be more than idle threats.

11. Keep your mind on your rights and goals when being assertive.

Practice with a mirror to help develop assertive body language, using the following five basic rules:

1. Maintain direct eye contact.
2. Maintain an erect body posture.
3. Speak clearly, audibly and firmly.
4. Do not whine or have an apologetic tone to your voice.
5. Make use of gestures and facial expression for emphasis.

Becoming an assertive person is learning how to avoid being manipulated. It is important to learn how to assert yourself (as in Steps 1 - 5), but it is equally important to learn how to respond assertively. The following techniques are proven ways of you gaining control of the situation where you overcome verbal attacks or attempts made at manipulating you:

**BROKEN RECORD** Calmly repeating your point without getting sidetracked by irrelevant issues. (Yes, but . . . Yes, I know, but my point is . . . I agree, but . . . Yes, but I was saying . . . Right, but I'm still not interested.)

**ASSERTIVE AGREEMENT** Responding to criticism by admitting an error when you have made a mistake, but separating that mistake from you as a bad person. (Yes, I did forget our lunch date. I'm usually more responsible.)

**ASSERTIVE INQUIRY** Prompting criticism in order to gather additional information for your side of the argument. (I understand you don't like the way I acted at the meeting last night. What is it about it that bothered you? What is it about me that you feel is pushy? What is it about my speaking out that bothers you?)

**TOPIC-TO-ANALYSIS SHIFT** Shifting the focus of the discussion from the topic to an analysis of what is going on between the two of you. (We're getting off the point now. We've been derailed into talking about old issues. You appear angry at me.)

**CLOUDING** Appearing to give ground without actually doing so. Agree with the person's argument, but don't agree to change. (You may be right, I probably could be more generous. Perhaps I shouldn't be so confrontive, but . . .)

**DEFUSING** Ignoring the content of someone's anger, and putting off further discussion until he has calmed down. (I can see that you're very upset and angry right now, let's discuss it later this afternoon.)

**CIRCUIT BREAKER** Responding to provocative criticism with one word, or very clipped statements. (Yes . . . no . . . perhaps.)

**ASSERTIVE IRONY** Responding to hostile criticism positively. (Answer "You're a real loudmouth, with "Thank you." )

**ASSERTIVE DELAY** Putting off a response to a challenging statement until you are calm and able to deal with it appropriately. (Yes . . . very interesting point . . . I'll have to reserve judgement on that . . . I don't want to talk about that right now.)

Discussion of Handout 40:

AVOIDING MANIPULATION

Another crucial element to your getting your point across, is anticipating the other person's response. Below are nine particularly annoying responses you might get. Let's discuss possible ways to handle them:

Your assertion is responded to with a joke. (Only 3 weeks late? I've got to work on being less punctual!)

Use: Topic-to-Analysis Shift. (Humor is getting us off the point.)

Broken Record. (Yes, but . . .)

You are blamed for the problem. (You're always so late cooking dinner, I'm too tired to do the dishes afterward.)

Use: Clouding. (That may be so, but you are still breaking your commitment.)

Simply disagree. (8:00 is not too late for the dishes.)

Your assertion is responded to with a personal attack. (Who are you to worry about being interrupted, you're the biggest loudmouth around here.)

Use: Assertive Irony with Broken Record. (Thank you, but . . .)

Defusing. (I can see you're angry right now, let's talk about it after the meeting.)

Your assertion is met with a delay. (Not now, I'm too tired, or . . . Another time, maybe.)

Use: Broken Record. (Yes, but . . .)

Set up a specific time to discuss it.
Every assertive statement is blocked with a series of "why" questions. (Why do you feel that way, or ... I still don't know why you don't want to go, or ... Why did you change your mind?)

Use: Topic-To-Analysis Shift. (Why isn't the point. The issue is that I'm not willing to go tonight.)

Broken Record. (Yes, but . . .)

Your assertion is met with tears and the covert message that you are being sadistic.

Use: Assertive Agreement. (I know this is causing you pain, but I need to get this resolved.)

The other person wants to debate with you about the legitimacy of what you feel, or the magnitude of the problem, etc.

Use: Topic-to-Analysis Shift. (We're quibbling now, and have gotten off the main concern.)

You are threatened with statements. (If you keep harping at me like this, you're going to need another boyfriend.)

Use: Circuit Breaker. (Perhaps.)

Assertive Inquiry. (What is it about my requests that bother you?)

Topic-to-Analysis Shift. (This seems to be a threat.)

Defusing. (Let's discuss this later tonight.)

The person denies the assertion. (I didn't do that, or ... You've really misinterpreted me.)

Use: Clouding. (It may seem that way to you, but I've observed . . .)
CHAPTER 10
LISTENING

Quotes

"Listening is part of communicating and communicating is the major power, the greatest gift we can develop, and the most pervasive and profound of all our abilities. The listening aspect of communicating, so long ignored or regarded as the passive pause between vocal communication, is now perceived as a key to communicating and the part on which we spend most of our waking hours. Our entire educational system is built on it, although it is still scarcely taught. Yet when we think about it we realize that listening has deeply affected our lives."

Lyman Steil

"The reason you don't understand me, Edith, is because I'm talkin' to you in English and you're listenin' in dingbat!"

Archie Bunker

"If you can't do anything to improve on the silence, don't disturb it."

author unknown

"If you explain something so clearly that no one can misunderstand, someone will."

Chisholm's Third Law
Introduction

As you will see, good listening is not an innate ability with which you are born. It is a very intricate part of communication, which requires practice in order to master. As Lyman Steil, Joanne Summerfield and George de Mare wrote in, *Listening, It Can Change Your Life*, listening is a complex system of sensing, interpreting, evaluating and responding. If you decode a message correctly and respond appropriately, a potential problem can be overed. Thus, good listening skills have the potential to thwart undue stress. On the other hand, poor listening can cause you to jump to conclusions, miss a key point, misunderstand, incorrectly respond or erroneously evaluate what was said.

The key to acquiring good listening skills is in being aware of what exactly good listening is and being analytical of your own habits. The "Seven Myths About Listening" [Handout 41] and the "Fourteen Benefits of Good Listening" [Handout 42] handouts should help you to reevaluate your attitudes about listening. The "Suggestions for Improving Listening Skills" handout [Handout 43] includes several essential characteristics of a good listener. What knowledge you gain from this and how you put this new knowledge into practice, will be up to each individual. Two listening tests will be given to actually test your real listening ability. Listening Test #1 [Script 1] includes a paragraph of verbal instructions and related
verbal questions for you to answer. Listening Test #2 [Script 2] consists of brief verbal instructions for your completion of the "Listening Test #2" handout [Handout 44]. "Your Personal Listening Profile" [Handout 45] will give you the opportunity to assess your listening ability and to project in what ways you want to improve.
Myth 1. LISTENING IS LARGELY A MATTER OF INTELLIGENCE.
There is absolutely no correlation between intelligence and listening abilities. Listening is a skill that must be developed, regardless of intelligence. In fact, many intelligent people are poor listeners just because of their personal drive.

Myth 2. LISTENING ABILITY IS CLOSELY RELATED TO HEARING ACUITY.
The loss of hearing must be very severe to hinder learning ability. In only 5% of this country's school population is the hearing impaired enough to reduce the learning ability, which in most cases can be compensated for.

Myth 3. DAILY LISTENING ELIMINATES THE NEED FOR TRAINING.
Almost all people do very poor on listening tests. Most adults use only 25% of their listening ability, which can and does result in much wasted time and misunderstandings.

Myth 4. OUR EDUCATIONAL SYSTEM, IN DEMANDING ATTENTION AND TEACHING US HOW TO READ AND WRITE, HAS TAUGHT US HOW TO LISTEN.
To illustrate how untrue this statement is, substitute "speak" for "listen." How many people are good speakers as a result of the school system? It does not follow that learning to read and write will produce good speakers or good listeners.

Myth 5. LEARNING TO READ IS MORE IMPORTANT THAN LEARNING TO LISTEN.
People actually listen three times more than they read. There is an innate ability to absorb sounds at a much greater rate than the ability to see. The sense of hearing is greatly underestimated; it is used a lot more frequently and is much more important than most realize.

Myth 6. A PERSON CAN WILL HIMSELF OR HERSELF TO LISTEN WELL WHEN DESIRED.
Most performance is based on developed skills. You cannot will yourself to run a 4-minute mile unless the skill is there. Good listening takes practice.

Myth 7. LISTENING IS PASSIVE AND REQUIRES NO SKILL OR EFFORT: IN COMMUNICATING IT IS THE SENDER WHO IS ENTIRELY RESPONSIBLE FOR THE SUCCESS OF THE COMMUNICATION.
Listening is a crucial part of communicating and is actually more than half of the exchange. It can be very demanding, tiring and difficult.

FOURTEEN BENEFITS OF GOOD LISTENING

1. LISTENING CAN REDUCE TENSION. Allowing the other person a chance to get his problem or opinion off his chest may help to "clear the air" of tension and hostility.

2. YOU CAN LEARN BY LISTENING. What you learn about the subject or speaker can be increased if you listen for hidden meanings, for facts behind words, for answers to your possible questions, and to the speaker— for his emotions, temperament, skill with words and reactions.

3. LISTENING CAN WIN FRIENDS. Any speaker will like you better if you let him talk.

4. LISTENING MAY SOLVE THE PROBLEM FOR THE OTHER PERSON. By your being there for the other person, allowing him to talk out problems and to clarify his thinking, it may prove to be his emotional release.

5. LISTENING HELPS SOLVE MUTUAL PROBLEMS AND RESOLVE DISAGREEMENTS. Only when both participants in an argument or discussion understand each others point of view, can cooperative solutions be met.

6. LISTENING LEADS TO BETTER WORK AND COOPERATION FROM OTHERS. If a person sincerely believes you are interested or concerned about his thoughts, problems or opinions, he will not only have more respect for you, but will also be more cooperative.

7. LISTENING CAN STIMULATE THE SPEAKER. If you genuinely demonstrate eager, active and alert listening, you may actually encourage the speaker to present his ideas better.

8. LISTENING HELPS YOU MAKE BETTER DECISIONS. Just by listening, you can glean information and learn by other's experience, which may actually enhance your judgement.

9. LISTENING CAN HELP YOU DO A BETTER JOB. Ask your co-workers for suggestions on how you could improve your work. Truly listen to their responses and heed any good suggestions.

10. LISTENING CAN HELP YOU SELL. Anytime you want to sell a product or an idea, turn the situation around. You ask the questions, take the role of the listener and you may find that the other person talked themself into what you wanted to persuade.

11. LISTENING CAN PREVENT TROUBLE. The "foot in mouth" syndrome can be prevented by just listening. By listening first, you might avoid the possibility of making a decision or statement you may later regret, or making an impossible commitment by sticking your neck out. Listen before you speak!

12. LISTENING CAN GIVE YOU CONFIDENCE. If you really listen and follow the discussion, you can be confident of your contribution or rebuttal, spot discrepancies or simply supply an accurate summary of what was said.

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13. LISTENING CAN INCREASE YOUR ENJOYMENT. You may enjoy television, a play, movie or lecture more by really tuning into what was said.

14. LISTENING CAN GIVE YOU TIME TO THINK. The average speaking rate is about 125 words per minute and the listening capacity is 400 to 600 words per minute, which allows you lots of time to organize your thoughts.

The following suggestions were primarily designed for a speech or meeting situation, however most can be applied to and used in everyday conversations.

**ESTABLISH AN AGREEABLE ATMOSPHERE.**
If the speaker is relaxed, is made to feel at ease and under no pressure, he will perform much better. In turn, the listener will get more out of the encounter. A good listener will realize this and try to set the stage for success.

**BE PREPARED TO HEAR THE OTHER PERSON ON HIS OWN TERMS.**
Many messages that are important are delivered poorly or disagreeably. Not all speakers are eloquent or have the ability to ignore emotions, prejudices, defenses or nervousness. As a listener, it is your responsibility to just accept these frailties.

**BE PREPARED ON THE SUBJECT TO BE DISCUSSED.**
Obviously in casual conversation, you cannot always be prepared on a subject. However, there are several situations where background information is pertinent; such as a meeting or a lecture. You will increase your potential as a listener which will enable you to better evaluate the speaker and his subject and will increase the value of what you get out of the conversation or speech.

**MAKE ALLOWANCES FOR THE SPEAKER'S CIRCUMSTANCES.**
Due to personal biases, most people prejudge others according to how they look or dress, or according to the circumstances, which in many situations, may be out of the speaker's control. A good listener is much more tolerant, will make more allowances and look more for content, than a poor listener.

**AVOID GETTING MENTALLY SIDETRACKED.**
A good listener hears it as it is, not as he wishes it were. He assimilates the worthy information and keeps his emotions out of it. He also avoids daydreaming and fully concentrates on the subject at hand.

**LISTEN FOR AND SUMMARIZE BASIC IDEAS.**
The best method to grasp what is being said is to mentally summarize the main points. This will bring your awareness to the important ideas and to the ones that need clarification. With practice, this can become a habit.

**RESTATE THE SUBSTANCE OF WHAT YOU HAVE HEARD.**
Another excellent technique to avoid mistakes and misunderstandings, is to restate what was heard. This will instill the substance of the talk in the mind of the listener and will ensure the speakers that his message was transmitted.
UNDERSTAND THE SPEAKER'S ORGANIZATIONAL PATTERN.
Most speeches are organized in 1 of the 4 following ways:

- Enumeration (first point, second point, ...)
- Problem - Solution (this is the problem and this is how it will be solved)
- Time Sequences (at 9:00 a.m. we will, at 10:00 a.m....)
- Spatial Pattern (presented in the form of verbal pictures, like a story)

If you are familiar with patterns, you will be able to quickly recognize them and better comprehend the subject matter and the direction the speaker is going.

PLAN TO REPORT.
If you plan to be able to report or repeat what was heard to others or even yourself, your listening will be more effective.

USE QUESTIONING.
If the questioning is courteous and befitting, this can also be an excellent clarification tool. The speaker will also be made aware that you are, indeed, listening.

WHENEVER POSSIBLE, TAKE NOTES: "THE SHORTEST PENCIL OUTLASTS THE LONGEST MEMORY."
Notetaking is an excellent habit that should be employed whenever possible. It is an extremely valuable tool which can only enhance the limits of your memory.

LISTENING TEST #1

Most of you would agree that you don't always listen as well as you could, but that you can listen well when you want to. I will give you a chance to show what you can do. Please use all your resources to listen to the instructions I am about to give you. They are not really difficult. They are not highly complicated. I will then ask you a few simple questions about them.

The instructions: (Give slowly and only once.)

Please have your R. Stevens go to the airport at 1:32 p.m. to meet John Morris from our headquarters. Miss Murray from Arrow Enterprises will join the group at the gate. Bring Mr. Morris and Miss Murray to our headquarters at 1161 20th Street for a meeting at 3 p.m. Following this meeting, Mr. Murphy will decide whether further serious talks on the merger should be held.

Ask the class the following questions:
1. What was the name of the person being sent to the airport to meet someone?
2. What was the address of Arrow Enterprises?
3. What was the name of the company Mr. Morris worked for?
4. Is there sufficient time to get to the meeting?
5. What time is the meeting to begin?
6. Who is the highest ranking person mentioned?
7. What is the meeting to decide?

This particular test has been given to thousands of extremely qualified executives with very poor results. The average correct number of answers is three, with hundreds of people getting none right.

The key instruction was, "Use all your resources."
How many of you took notes? (probably none)
How many of you asked me to repeat the instructions? (probably none)
How many of you with tape recorders used them? (probably none)

(Read the instructions again, before giving the answers on next page.)
Answers to the 7 questions:

1. What was the name of the person being sent to the airport to meet someone? Answer: R. Stevens
   There is no indication whether R. Stevens is male or female, so saying Mr. or Miss would've been wrong. Most people answer this one correctly.

2. What was the address of Arrow Enterprises? Answer: no address was given. Most people get this one wrong.

3. What was the name of the company Mr. Morris worked for? Answer: none was given; the only reference was to our headquarters. Many people erroneously put Arrow Enterprises.

4. Is there sufficient time to get to the meeting? Answer: There is not sufficient information given; you cannot determine how far it is from the airport to the headquarters at 1161 20th Street. It would be reasonable to assume there is enough time however, since the plane arrives at 1:32 and the meeting is at 3:00.

5. What time is the meeting to begin? Answer: 3 p.m. Most people answer this question correctly.

6. Who is the highest ranking person mentioned? Answer: Again, there is not sufficient information given to answer this one. Many people assume it is Mr. Murphy, who was to decide whether further serious talks on the merger would be held, but his position was not given.

7. What is the meeting to decide? Answer: Again, the answer is not given. Many people assume it is whether a merger should take place, but this is not specifically stated.

(Poll the class to determine results)

This exercise demonstrates 2 points:

1. That if you would've listened more closely to the instructions, "Use all your resources," and taken notes or asked that the instructions be repeated, you would've done much better on the test. Practice the "Suggestions for Improving Listening Skills."

2. That your brain simply cannot process a lot of information for a short time. Short-term memory, which only processes material temporarily, is thought to be able to hold only 4 or 5 bits of information at once, and, in some experiments, for only 18 seconds.

Discussion of Handout 44:

**LISTENING TEST #2**

(Below are a set of instructions for the same entitled handout, read them slowly and clearly to the class, then have the class answer the questions on the handout.)

Handout Instructions:

You are now working against the clock! You have exactly three minutes to complete this test! The test is based primarily on logic and your ability to follow instructions. Read all questions carefully before starting. Do not go back to fill in or change your answers once you have started. Mark all required answers directly in the book to provide a permanent record.

(Let the class answer the questions on the handout)

This test was originally given by Jud Morris, author of *The Art of Listening*, several years ago. Out of hundreds of professional people who took it, not more than 6 have followed the instructions correctly. The key was in the instruction, "Read all questions carefully before starting." How many of you did that?

Do NOT look at the questions on this test. Wait until the instructor gives verbal instructions.

1. They do not have a fourth of July in Scandinavian countries.  
   TRUE  FALSE

2. It is illegal for a man living in Vatican City to be buried on Sunday.  
   TRUE  FALSE

3. In certain countries it is considered impolite to take a picture of a man with a wooden leg.  
   TRUE  FALSE

4. There is an island in the South Pacific where it is illegal for a man to marry his widow's sister.  
   TRUE  FALSE

5. It would be less painful to have a shark bite you than a pirahna.  
   TRUE  FALSE

6. Very few people know what the name of the President of the United States was in 1927.  
   TRUE  FALSE

7. The average male citizen of New Guinea has fewer birthdays than the average female citizen.  
   TRUE  FALSE

8. There is a definite limit to how far you can go into the woods without a hunting license.  
   TRUE  FALSE

9. Lightning never strikes twice in the same place.  
   TRUE  FALSE

10. The largest lake in the world is the Caspian Sea.  
    TRUE  FALSE

11. A Moslem wife cannot divorce her husband.  
    TRUE  FALSE

12. The instructions require that you read all questions before starting. Do not answer the above questions. Do not mark up this sheet.  
    TRUE  FALSE
Answer the following questions to the best of your ability; be honest:

1. How would you rate yourself as a listener overall? 
   SUPERIOR—AVERAGE—VERY POOR
   7 6 5 4 3 2 1

2. How would you rate yourself as a listener with your family?
   7 6 5 4 3 2 1

3. How would you rate yourself as a listener at work?
   7 6 5 4 3 2 1

4. How would you rate yourself as a listener socially?
   7 6 5 4 3 2 1

How do you think the following people would rate you as a listener?

5. Spouse
   7 6 5 4 3 2 1

6. Child/Children
   7 6 5 4 3 2 1

7. Boss
   7 6 5 4 3 2 1

8. Specific Subordinate
   7 6 5 4 3 2 1

9. Best Friend*
   7 6 5 4 3 2 1

Refer to the "Suggestions For Improving Listening Skills," handout (Handout 43) to answer the following questions:

10. What specific suggestions could you employ at home to improve your listening?

11. What specific suggestions could you employ at work to improve your listening?

12. What specific suggestions could you employ socially to improve your listening?

CHAPTER 11
GOAL-SETTING

Quotes

"There is absolutely no inevitability as long as there is a willingness to contemplate what is happening."

Marshall McCuhan

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Introduction

If you have no goals, you make a choice to permit things to just happen to you. Setting goals allows you to conceptualize and focus on the reasons for living. It enables you to define what you want out of life and helps you to actually attain your goals. Goal setting is also a way to transform your emotional, mental and physical needs into real behavior. Setting your own personal goals is probably the most important thing you can do for yourself. Too many of you are probably not satisfied with your day-to-day existence. By setting goals, you can not only give yourself something to look forward to in the future, but you can also radically change your daily routine to better enhance your needs and desires. It is the process of striving that is believed to give meaning to life.

Goal setting is a simple tool to help you focus your energy in a positive direction. Only you are responsible for understanding your needs and for setting realistic goals to meet them. You must allow yourself the flexibility and realization that your needs and goals periodically change. Nevertheless, all steps you take to acquire what you want are healthy and can be a lesson. You can thwart a lot of frustration and stress by just simply recognizing your goals and knowing that there is a step-by-step process that you can utilize to obtain them.

The "Suggestions for Goal Setting" handout [Handout 46]
provides several suggestions or guidelines to follow in setting your goals. The "Goal Setting Planner" [Handout 47] serves as an outline to follow in listing your goals. The "Goal Setting Contract" [Handout 48] could be used for each goal you set for yourself, for it forces you to evaluate the reality of each goal. Finally, there is a Goal Setting Visualization [Script 1] included that will help you to successfully visualize a goal already met and to appreciate the power of positive thinking.

In order to further help you in your step-by-step goal setting process, you must learn to manage your time better. Use the information you will glean from this "Goal Setting" section and apply the time management principles as suggested in the "Time Management" section. Goal setting and time management go hand-in-hand.
1. Write balanced goals for what you want to do, including activities that provide personal meaning as well as pleasure. Include the following goals: personal growth—physical, emotional and intellectual; relationships with others; career; financial and recreational.

2. Make your goals concrete, tangible and specific. Be very clear about what your intent is; exactly what you want. Do not say, "Be more productive at home," say, "Build a picnic table."

3. Make your goals measureable. Say, "Build the picnic table the first weekend in June."

4. Make your goals realistic. Appreciate that all things take time and give yourself the needed space to be successful. Change one behavior at a time.

5. Make your goals within your power to make it happen. Focus on YOUR behavior, rather than on others. Obtain background information and learning. Set realistic short-term goals to accomplish the long-range goals.

6. Do not be afraid to dream. A seemingly impractical idea may lead to a practical one. Never limit your options.

7. Use support systems—friends and family. Utilize community resources, self-help groups, etc.

8. Replace risk behaviors or habits with something healthful and enjoyable.

9. Have the self-discipline to do it.

Write down your goals as outlined below. Be sure to include aspects from your family, work and personal life.

LIFETIME GOALS

ONE YEAR GOALS

ONE MONTH GOALS

GOALS IF JUST HAD 6 MONTHS TO LIVE

Select 2 priorities from each group above which represent your currently most desired goals. Refer to the "Goal Setting Contract" handout (Handout 48) for further help in reaching your goals.
For each priority goal you selected from the "Goal Setting Planner" handout (Handout 47), answer the following questions. Consider this as a contract you make with yourself to attain your desired goals.

What do I want that would enhance my life? (priority goal)

What do I need to do to get what I want? (focus is on what YOU need to do)

What am I willing to do? (consider time, energy, motivation, cost. If you are not willing to do what needs to be done, you may have to select another goal)

How would I measure my success? (your goals must be specific enough so that you can measure them- say "1 soda per day" not "cut down")

How might I sabotage myself? (what rationalizations or excuses do I make)

If I do, what positive step can I then take? (make a new contract, set another goal)

Goal Setting/Script 1:

Goal Setting Visualization

This exercise will help you visualize a goal as already met. This will allow you to review what steps are necessary to reach that goal and will help strengthen your expectations that the goal will occur. (Refer to the RELAXATION section if you need to be refreshed on the visualization procedure.)

Relax and rotate eyes.

Select the goal you want to work on

In your mind's eye, see yourself with the goal already met.

Experience the feelings you would have with your goal already met. What would people say to you? What would you be doing? What would you look like? Describe the surroundings—what are you seeing, smelling, hearing, touching, tasting? Add as many details as possible.

See other people who are important to you responding to your achievement.

Look back over any steps it took to reach your goal. What was the first step? Decide to take some action on this first step. Feel a sense of accomplishment for achieving each step. Add details about the action steps and your feelings.

Be happy and thankful for having reached your goal.

Gradually drift back to the present time.

Now open your eyes and take action on that first step.

CHAPTER 12
TIME MANAGEMENT

Quotes

"Procrastination- the putting off of an event or an activity- is the thief of time."

Jim Davidson

"The types of stress that result from conflicts in poor time management include hurry sickness, ineffective pacing, stimulus overload, stimulus underload, anxiety and worry, and negative cycles. When the result of these conflicts is dissatisfaction, frustration, or unhappiness, stress is eminent."

John Curtis and Richard Detert

"To reduce stress, you have to plan your life- your time."

John Curtis and Richard Detert
Introduction

Time management can be another tool used to control your stress. Much distress can be caused from the lack of organization, wasting of time, and procrastination. Once you have established your goals or needs in life, you must have the capacity to manage your time or these goals will never be met. Time management is the process where you not only establish your priorities, but you schedule the tasks into the most efficient order possible.

There are two major aims of time management. One is to break goals or tasks down into smaller, more manageable parts. By taking one step at a time and focusing on one issue, you have not changed the task, just reduced it to make it far less stressful. The second aim is to prioritize your time. You all have your certain time fillers (i.e. TV, daydreaming, talking on the phone). Just the sheer recognition of these as being time fillers will, hopefully, alert you to real potential problems in your life. Your goal is to determine what is important and to spend your time sticking to these top priorities.

To get a good picture of how you actually spend your time complete the "Time Management Record" [Handout 49]. Here you can also start to set time management goals for yourself. This particular format can be altered to correspond with your job; which in itself could be one major area of focus towards better time management. The
"Rules for Time Management" [Handout 50] and "Steps Toward Time Management" [Handout 51] will help you determine your daily priorities. The "Time Management 'To Do' Worksheet" [Handout 52] is a basic outline to follow in determining the best method for you to manage your time and reduce the unnecessary stress of not preplanning.
To get a good picture of how you manage your time, carry a small notebook and keep track of all activities for 3 days; then take the average. Several possible activities are listed below, change according to your specifications. You may want to make more distinctions (i.e. shopping for necessities or pleasure). Use the collected data to determine if you want to spend more or less time engaged in each activity. List the time you would like to spend at each activity under "Goals."

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>AVERAGE</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waking through lunch:</td>
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<tr>
<td>lying in bed</td>
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<td>shower</td>
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<tr>
<td>dress/prep.</td>
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<td>cook breakfast</td>
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<td>eat breakfast</td>
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<td>commute</td>
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<td>daydream</td>
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<td>routine tasks</td>
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<td>socializing</td>
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<td>productive work</td>
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<td>phone</td>
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<tr>
<td>lunch</td>
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<tr>
<td>other?</td>
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</table>

| After lunch through dinner:    |       |       |       |         |       |
| productive work                |       |       |       |         |       |
| phone                          |       |       |       |         |       |
| daydream                       |       |       |       |         |       |
| low priority work              |       |       |       |         |       |
| socializing                    |       |       |       |         |       |
| commute                        |       |       |       |         |       |
| shop                           |       |       |       |         |       |
| cook dinner                    |       |       |       |         |       |
| eat dinner                     |       |       |       |         |       |
| read newspaper                 |       |       |       |         |       |
| other?                         |       |       |       |         |       |

| After dinner to waking:        |       |       |       |         |       |
| household chores               |       |       |       |         |       |
| watch TV                       |       |       |       |         |       |
| phone                          |       |       |       |         |       |
| prepare for bed                |       |       |       |         |       |
| read book                      |       |       |       |         |       |
| night sleep                    |       |       |       |         |       |
| other?                         |       |       |       |         |       |
There are four "must" rules and nine optional rules for managing time.
The four must rules are as follows:

1. Learn to say, "No." Unless it's your boss who asks, keep away from commitments that force you to spend time on bottom drawer items. Be prepared to say, "I don't have the time." If you have trouble saying no, you may need assertiveness training.

2. Banish bottom drawer items, unless you have completed all higher priority items for the day. The definition of bottom drawer items is that they can wait.

3. Build time into your schedule for interruptions, unforeseen problems, unscheduled events, etc. You can avoid rushing by making reasonable time estimated for activities, and then adding on a little extra time for the inevitable snafus.

4. Set aside several periods each day for quiet time. Arrange it so that you will only be interrupted in an emergency. Use this time for yourself for what you want— to relax, meditate, exercise, read.

Select three of the nine "optional" rules that would be most helpful to you. Begin the habit of following these rules right now.

1. Keep a list of short five minute tasks that you can do any time you are waiting or are "between things."

2. Learn to do two things at once: organize an important letter in your mind while driving to work, plan dinner while vacuuming.


4. Get up a half hour or an hour earlier in the morning.

5. Television is a huge time-killer. Only watch the shows you thoroughly enjoy.

6. When you have a top drawer item to do, block off your escape routes.
   - Schedule daydreaming for a latter time.
   - Stop socializing.
   - Put away the books.
   - Put away tiny, unimportant tasks.
   - Don't run out for ice cream or other sudden indulgences.
   - Forget the errands you could do more efficiently later.

7. Cut off non-productive activities as soon as possible (socializing on the phone when top drawer items are begging to be done).

8. Throw away all the mail you possibly can. Scan it once and toss it.


The following is a list of things you can do to better manage your time:

1. **"To Do" list.** Make a new list every week or every day.

2. **Prioritize your list.**
   - A- "top drawer" items, most important, require immediate attention.
   - B- would like to get to, but could wait until tomorrow.
   - C- "bottom drawer" items, not critical, can be postponed for several days.

3. **Work on the A's.** It is a basic principle of time management that you will usually derive about 80% of your total productivity from doing your A objectives. If you spent all day working on B's and C's, you would most likely be working at only 20% of your potential effectiveness. Avoid falling into the trap of telling yourself you will do all your C's first to "clear the decks" for working on A's.

4. **Break tasks into manageable steps.**
   - Break any overwhelming A's into small parts so you can be doing something toward your A objective every chance you get.
   - Schedule routes or time slots for particular activities.

5. **Keep yourself on course:**
   - Monitor your behavior. Maintain a record-keeping system; your "to do" list may be sufficient.
   - Ask yourself, "What is the best use of my time right now?"
   - Take the "Do It Now!" approach. Be action oriented. Procrastination is the universal time- and life-waster. It only creates problems, conflicts, pressure, frustration, anxiety, guilt, feelings of inadequacy, and of course, stress. If you must procrastinate, do it on the B's and C's, not A's.
   - Be careful not to confuse being busy with truly productive. Remember it is OK to relax and do nothing, if you want.
   - Do not look towards other people or circumstances because of your lack of direction.
   - Be assertive. Don't allow yourself to be manipulated into doing other people's A's at the expense of your own. Delegate whenever possible and appropriate.

List all the things you must do today and then prioritize them (A, B, or C). Items can include goals from "Goal Setting" section and important tasks that must get done, that are not necessarily goals.

___ 1.
___ 2.
___ 3.
___ 4.
___ 5.
___ 6.
___ 7.
___ 8.

Prioritize the A's. Plan your daily time schedule and/or travel route to best utilize your time. Organize your schedule by time of day or in numerical order.

Select 3 "optional" points from the "Rules for Time Management" handout (Handout 50) that you want to work on. List them below and take them into consideration when planning your day.
SECTION IV

COGNITIVE

Chapter 13: THOUGHTS
Chapter 14: SELF-TALK
CHAPTER 13

THOUGHTS

Quotes

"Man is not disturbed by events, but by the view he takes of them."

Epictetus

"Many illnesses are prompted from the third-rate to the first-rate by the anxious mind."

Eric Partridge

"The mind is its own place . . . and it itself can make a heaven of hell and a hell of heaven."

John Milton
Introduction

If you have thoughts that are distorted, unrealistic, counter-productive, or self-defeating, thought stopping is the recommended technique to overcome your worry or doubt. Thought stopping was first introduced in the early 1900's, but later successfully adapted by Joseph Wolpe and other behavioralists for the treatment of obsessions and phobias. Obsessive thoughts, like, "I'm too homely to ever get a date," or "I will never be able to learn this job." are intrusive and produce anxiety. Phobias are fears that are usually blown out of proportion, which may preoccupy your mind and also produce anxiety. A very common phobia is the fear of heights.

Thought stopping involves concentrating on these unwanted thoughts, coming to a sudden stop, then emptying the mind. The method used to interrupt unpleasant thoughts and come to a sudden stop is either the word "stop" or a loud noise. Psychologists believe there are three different theories on why this method works:

1. Behavior that is continually punished is usually extinguished. The word "stop" is seen as punishment.

2. "Stop" is distracting and allows you to get away from obsessive or phobic thoughts.

3. Thought stopping is positive, assertive behavior that can be followed by positive, self-assuring statements. For example, "Elevators are very safe," instead of, "This elevator is making too
much noise, I bet the door won't open."

It has been proven that negative and alarming thoughts always precede negative and alarming emotions. If your thoughts can be stopped and controlled, it follows that overall levels of stress can be greatly reduced. The "Stressful Thoughts Inventory" [Handout 53] will help you assess your most painful thoughts and how often they interfere in your life. The "Thought Stopping" handout [Handout 54 and Discussion of Handout 54] provides a simple format and successful example for you to follow to stop those interfering thoughts.

(Instructor's Note: Go through the "Thought Stopping" handout (Handout 54 and Discussion of Handout 54), then allow class time to have students imagine a thought. After about 3 minutes, blow a whistle or yell "stop!" Repeat this as many times as time allows.

Possible homework: Have class record or write down their thought, every time they use thought stopping on their own, they can record their progress or time it takes to stop the thought.)
STRESSFUL THOUGHTS INVENTORY

Put a check mark after each item that applies to you. For items which you check, rate them in column A from 1 to 5, based on these statements:

**A 1. SENSIBLE.** This is quite a sensible and reasonable thing for me to think.

**A 2. HABIT.** This is just a habit. I think it automatically, without really worrying about it.

**A 3. NOT NECESSARY.** I often realize that this thought is not really necessary, but I don't try to stop it.

**A 4. TRY TO STOP.** I know this thought is not necessary. It bothers me, and I try to stop it.

**A 5. TRY VERY HARD TO STOP.** This thought upsets me a great deal, and I try very hard to stop it.

For items which you check, rate them in column B from 1 to 4, based on the following statements:

**B 1. NO INTERFERENCE.** This thought does not interfere with other activities.

**B 2. INTERFERES A LITTLE.** This thought interferes a little with other activities, or wastes a little of my time.

**B 3. INTERFERES MODERATELY.** This thought interferes with other activities, or wastes some of my time.

**B 4. INTERFERES A GREAT DEAL.** This thought stops me from doing a lot of things, and wastes a lot of time every day.

<table>
<thead>
<tr>
<th>Check Here if Your Answer is YES</th>
<th>A Rate 1 - 5</th>
<th>B Rate 1 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you worry about being on time?</td>
<td></td>
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<tr>
<td>Do you worry about leaving the lights or the gas on, or whether the doors are locked?</td>
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<tr>
<td>Do you worry about your personal belongings?</td>
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<tr>
<td>Do you worry about keeping the house always clean and tidy?</td>
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<tr>
<td>Do you worry about keeping things in their right place?</td>
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<tr>
<td>Do you worry about your physical health?</td>
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<td></td>
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<tr>
<td>Do you worry about doing things in their right order?</td>
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<td></td>
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<tr>
<td>Do you ever have to count things several times or go through numbers in your mind?</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Question</th>
<th>Check Here if Your Answer is YES</th>
<th>A Rate from 1-5</th>
<th>B Rate from 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you a person who often has a guilty conscience over quite ordinary things?</td>
<td></td>
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<tr>
<td>Do unpleasant or frightening thoughts or words ever keep going over and over in your mind?</td>
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<tr>
<td>Have you ever been troubled by certain thoughts of harming yourself or others—thoughts which come and go without any particular reason?</td>
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<td>Do you worry about household things that might chip or splinter if they were to be knocked over or broken?</td>
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<td>Do you ever have persistent ideas that someone you know might be having an accident or that something might have happened to them?</td>
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<td>Are you preoccupied with the fear of being raped or assaulted?</td>
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<tr>
<td>Do you go back and think about a task you have already completed, wondering how you could have done it better?</td>
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<tr>
<td>Do you find yourself concerned with germs?</td>
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<tr>
<td>Do you have to turn things over and over in your mind before being able to decide about what to do?</td>
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<tr>
<td>Do you ask yourself questions or have doubts about a lot of things that you do?</td>
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<tr>
<td>Are there any particular things that you try to keep away from or that you avoid doing, because you know that you would be upset by them?</td>
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<tr>
<td>Do you worry about money a lot?</td>
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<tr>
<td>Do you frequently think that things will not get better and may, in fact, get worse?</td>
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<tr>
<td>Do you become preoccupied with angry or irritated thoughts when people don't do things carefully or correctly?</td>
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<td>Do you ruminate about details?</td>
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<tr>
<td>Do guilt-tinged memories return to you over and over?</td>
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<tr>
<td>Do you have recurring feelings of jealousy, or fear of being left?</td>
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<tr>
<td>Do you feel nervous about heights?</td>
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<tr>
<td>Are you at times preoccupied with desire for things you cannot have?</td>
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<td>Do you worry about auto accidents?</td>
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<tr>
<td>Do you find yourself returning to thoughts about your faults?</td>
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<tr>
<td>Do you worry about growing old?</td>
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<tr>
<td>Do you feel nervous when thinking about being alone?</td>
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<tr>
<td>Do you worry about dirt and/or dirty things?</td>
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<tr>
<td>Do you think again and again about your failures?</td>
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</table>
Are you ever worried about knives, hammers, hatchets or other possibly dangerous things? . . . __ __ __

Do you tend to worry a bit about personal cleanliness or tidiness? . . . . . . . . . . . . . __ __ __

Does a negative feature of your appearance or makeup preoccupy you at times? . . . . . . . __ __ __

Do you worry about getting trapped in crowds, on bridges, elevators, etc.? . . . . . . . __ __ __

Sometimes do you think about your home burning? . __ __ __

Do you think frequently of certain things of which you are ashamed? . . . . . . . . . . . . . __ __ __

Are you preoccupied with uncomfortable thoughts about sex or sexual adequacy? . . . . __ __ __

Ask yourself these questions about each stressful thought you checked:
Is the thought realistic or unrealistic?
Is the thought productive or counter-productive?
Is the thought neutral or self-defeating?
Is the thought easy or hard to control?

Thought stopping requires consistent motivation. Decide now if you really want to eliminate any of the stressful thoughts you have listed. Select a thought that you feel strongly committed to extinguishing. The A column is the discomfort rating for each thought, while the B column is the interference rating for how disruptive it is to your life. Any thought that has a discomfort rating above 3, or an interference rating above 2 may warrant thought stopping procedures.

1. **Select a Thought** from the "Stressful Thoughts Inventory" (Handout 53) or think of one of your own. Start with thoughts that are not very frightening or intrusive before tackling more stressful, obsessive and phobic thoughts that would be harder to change.

2. **Imagine the Thought.** Close your eyes, imagine a situation in which the stressful thought you selected is likely to occur. Try to include normal as well as obsessive thinking. In this way, you can interrupt the stressful thoughts, while allowing a continuing flow of healthy thinking. Start by giving yourself 3 minutes for imagination and gradually decrease your time.

3. **Thought Interruption.** Use any of the following "startler" techniques to interrupt the thought:
   a) Egg timer or alarm clock. When you hear the ring, shout "stop!"
   b) Tape record your voice saying "stop!" at intermittent intervals. (e.g. 3 minutes, 2 minutes, 3 minutes, 1 minute.)

You may also want to do anything else to accentuate the stop: raise your hand, snap your fingers, stand up, snap a rubber band around your wrist, press your finger nail into your palm or pinch yourself.

Empty your mind of all thoughts, except those that are neutral or non-anxious. If the upsetting thoughts enter before 30 seconds, shout "stop!" again.

4. **Thought Interruption - Unaided.** As success occurs, gradually eliminate the timer and tape recorder and progress to each step below as unwanted thoughts occur.
   a) shout "stop!"
   b) normal voice, "stop."
   c) verbalized whisper, "stop."
   d) sub-vocal command, "stop." Imagine hearing or saying the word "stop." Success at this stage means you can stop thoughts anywhere, anytime.

5. **Thought Substitution.** In place of obsessive or phobic thoughts, substitute positive, assertive statements. Develop several alternative statements to say to yourself. The old, unpleasant thought may lose its power through repetition of positive thoughts. For example, if you are afraid of flying, you might say to yourself, "The view from up here is absolutely fantastic . . . I am saving so much time by flying rather than driving . . . (others?)"

REMEMBER Thought Stopping takes time. Try to stop each negative thought immediately and try to concentrate on something else. With time, the thoughts will occur less and less.

Discussion of Handout 54:

THOUGHT STOPPING— SUCCESSFUL EXAMPLE

A business executive who did a great deal of traveling developed a fear of flying. He was aware that his obsessive worrying about flying had begun about the time of his divorce. While preparing for a flight, he would think about the plane crashing. While planning his next business trip at home, he would become very tense anticipating the anxiety he would feel while flying.

Utilizing thought stopping techniques, he allowed himself to visualize being in an airport, being very relaxed and anticipating a good flight. He imagined being in the airplane, hearing the engine sputter and the feeling of the plane descending. In the middle of these thoughts the egg timer went off, he shouted "stop!" and simultaneously snapped his fingers. If the thought reoccurred before 30 seconds were up, he shouted "stop!" again.

After succeeding with the shout, he began saying "stop" in a normal voice, and then a whisper. Finally, he was able to shout "stop" silently inside his head. He noted that he had repeated each phase five or ten times before feeling that he could go on to the next one. During the next three days, he shouted "stop" silently at the very beginning of each phobic thought. Occasionally he reinforced the command by snapping a rubber band which he kept around his wrist. The thoughts decreased in frequency and only lasted a few moments when they occurred. He had greatly decreased stress on his next trip. He took a tape recorder and set it to say "stop" at intervals of five, ten, three
and eight minutes during the time he was preparing for his trip. By the end of the trip, he was aware that he wasn't thinking about the terrors of flying, but was much more focused on the challenges of his business.
"Anxiety is approachable and controllable by straight thinking."

Albert Ellis

"Efficient therapies that stress the potentialities of the client's control over his emotional processes are in many respects the most humanistic means of personality change that have yet been invented. They are usually man-centered, creativity-oriented, and relevant to the maximum actualization of human potential."

Albert Ellis
Introduction

Almost every minute of every day, all of you carry on conversations within yourselves. These conversations, where you continually describe and interpret your surroundings, are referred to as "self-talk." If this self-talk is realistic and true, you probably function very well. However, if this self-talk is unrealistic, irrational or simply not true, you experience stress and emotional problems. An example of irrational self-talk would be: "I can't stand eating alone," Certainly no one ever died from eating alone. Eating alone may be difficult, unpleasant, and upsetting, but you can live with it and live through it. Also, telling yourself you are a rotten person just because you made a mistake is irrational. All people make mistakes. You shouldn't make conclusions about yourself, just based on one or a few incidents.

In 1961, Albert Ellis, author of A Guide to Rational Living, introduced Rational Emotive Therapy. This was a system designed to attack irrational self-talk and replace them with realistic statements. His belief was that emotions have nothing to do with actual events. What happens is an event occurs and your thought produces the emotion, not the event itself. You create the anxiety, anger, guilt and depression. An example would be:

Event: While typing an important letter, a secretary can't figure out how to replace a ribbon in the new typewriter she is
working on. The boss comes out, sees her fumbling and tells her he is in a hurry, forget that typewriter and use another one in the office. Secretary's self-talk: "He's a grouch, nothing ever pleases him . . . I hate my job . . . I should've figured this out by now, why am I so dumb? . . . I'm a failure as a secretary."

Emotions: Anger, resentment and depression.

Neither party did anything wrong; the secretary's own self-talk or interpretation produced her stressful emotions.

If your own self-talk produces stress, you have the power to change or to train your self-talk so as to NOT produce stress. Albert Ellis believes that the results of irrational self-talk are anxiety, depression, rage, guilt and a sense of worthlessness. All of these emotions place stress on your body. Rational Emotive Therapy has proven to be effective in reducing both the frequency and intensity of these negative emotions.

In order to produce these changes, several specific steps must be followed. Firstly, the "Beliefs Inventory" [Handout 55] and the "Beliefs Inventory- Scoring" [Handout 56] will help you determine what kinds of irrational self-talk you are guilty of. The "Irrational Ideas" handout [Discussion of Handout 57 and Handout 57] focuses on specific irrational ideas or self-talk that you identified having on the two previous handouts and explains why these thoughts are irrational. "Rules To Promote Rational Thinking" [Handout 58] discusses rules or guidelines that promote rational thinking. Finally, the "Refuting Irrational Self-Talk: Homework Sheet" [Discussion of Handout 59 and Handout 59] is designed to identify irrational self-talk, discuss why it is irrational and finally, provides an
opportunity to change those negative thoughts to positive emotions.
This Beliefs Inventory is designed to uncover particular irrational ideas which contribute to unhappiness and stress. Indicate whether you agree or disagree with each statement. It is not necessary to think over any item very long. Mark your answer quickly and go on to the next statement. Be sure to mark how you actually think about the statement, NOT how you think you should think. After you have completed it, score it and note the sections where your scores are highest.

AGREE

DISAGREE

SCORE

1. It is important to me that others approve of me.
2. I hate to fail at anything.
3. People who do wrong deserve what they get.
4. I usually accept what happens philosophically.
5. If a person wants to, he can be happy under almost any circumstances.
6. I have a fear of some things that often bothers me.
7. I usually put off important decisions.
8. Everyone needs someone he can depend on for help and advice.
9. "A zebra cannot change his stripes."
10. I prefer quiet leisure above all things.
11. I like the respect of others, but I don't have to have it.
12. I avoid things I cannot do well.
13. Too many evil persons escape the punishment they deserve.
14. Frustrations don't upset me.
15. People are disturbed not by situations, but by the view they take of them.
16. I feel little anxiety over unexpected dangers or future events.
17. I try to go ahead and get irksome tasks behind me when they come up.
18. I try to consult an authority on important decisions.
19. It is almost impossible to overcome the influences of the past.
20. I like to have a lot of irons in the fire.
21. I want everyone to like me.
22. I don't mind competing in activities in which others are better than I.
23. Those who do wrong deserve to be blamed.
24. Things should be different from the way they are.
25. I cause my own moods.
26. I often can't get my mind off some concern.
27. I avoid facing my problems.
28. People need a source of strength outside themselves.
29. Just because something once strongly affects your life doesn't mean it need do so in the future.
30. I'm most fulfilled when I have lots to do.
31. I can like myself even when many others don't.
32. I like to succeed at something, but I don't feel I have to.
33. Immorality should be strongly punished.
34. I often get disturbed over situations I don't like.
35. People who are miserable have usually made themselves that way.
36. If I can't keep something from happening, I don't worry about it.
37. I usually make decisions as promptly as I can.
38. There are certain people that I depend on greatly.
39. People overvalue the influence of the past.
40. I most enjoy throwing myself into a creative project.
41. If others dislike me, that's their problem, not mine.
42. It is highly important to me to be successful in everything I do.
43. I seldom blame people for their wrongdoings.
44. I usually accept things the way they are, even if I don't like them.
45. A person won't stay angry or blue long unless he keeps himself that way.
46. I can't stand to take chances.
47. Life is too short to spend it doing unpleasant tasks.
48. I like to stand on my own two feet.
49. If I had had different experiences I could be more like I want to be.
50. I'd like to retire and quit working entirely.
51. I find it hard to go against what others think.
52. I enjoy activities for their sake, no matter how good I am at them.
53. The fear of punishment helps people be good.
54. If things annoy me, I just ignore them.
55. The more problems a person has, the less happy he will be.
56. I am seldom anxious over the future.
57. I seldom put things off.
58. I am the only one who can really understand and face my problems.
59. I seldom think of past experiences as affecting me now.
60. Too much leisure time is boring.
61. Although I like approval, it's not a real need for me.
62. It bothers me when others are better than I am at something.
63. Everyone is basically good.
64. I do what I can to get what I want and then don't worry about it.
65. Nothing is upsetting in itself—only in the way you interpret it.
66. I worry a lot about certain things in the future.
67. It is difficult for me to do unpleasant chores.
68. I dislike for others to make my decisions for me.
69. We are slaves to our personal histories.
70. I sometimes wish I could go to a tropical island and just lie on the beach forever.
71. I often worry about how much people approve of and accept me.
72. It upsets me to make mistakes.
73. It's unfair that "the rain falls on both the just and unjust."
74. I am fairly easygoing about life.
75. More people should face up to the unpleasantness of life.
76. Sometimes I can't get a fear off my mind.
77. A life of ease is seldom very rewarding.
78. I find it easy to seek advice.
79. Once something strongly affects your life, it always will.
80. I love to lie around.
81. I have considerable concern with what people are feeling about me.
82. I often become quite annoyed over little things.
83. I usually give someone who has wronged me a second chance.
84. People are happiest when they have challenges and problems to overcome.
85. There is never any reason to remain sorrowful for very long.
86. I hardly ever think of such things as death or atomic war.
87. I dislike responsibility.
88. I dislike having to depend on others.
89. People never change basically.
90. Most people work too hard and don't get enough rest.
91. It is annoying but not upsetting to be criticized.
92. I'm not afraid to do things which I cannot do well.
93. No one is evil, even though his deeds may be.
94. I seldom become upset over the mistakes of others.
95. Man makes his own hell within himself.
96. I often find myself planning what I would do in different dangerous situations.
97. If something is necessary, I do it even if it is unpleasant.
98. I've learned not to expect someone else to be very concerned about my welfare.
99. I don't look upon the past with any regrets.
100. I can't feel really content unless I'm relaxed and doing nothing.
Single Dot Items:

If the item has one dot (.) and you checked the "agree" space, give yourself one point in the space provided next to the item.

Double Dot Items:

If the item has two dots (..) and you checked the "disagree" space, give yourself a point in the space provided next to the item.

Add Up Your Points For Items:

1, 11, 21, 31, 41, 51, 61, 71, 81, 91, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that IT IS AN ABSOLUTE NECESSITY FOR AN ADULT TO HAVE LOVE AND APPROVAL FROM PEERS, FAMILY AND FRIENDS.

2, 12, 22, 32, 42, 52, 62, 72, 82, 92, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that YOU MUST BE UNFAILINGLY COMPETENT AND ALMOST PERFECT IN ALL YOU UNDERTAKE.

3, 13, 23, 33, 43, 53, 63, 73, 83, 93, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that CERTAIN PEOPLE ARE EVIL, WICKED AND VILLAINOUS, AND SHOULD BE PUNISHED.

4, 14, 24, 34, 44, 54, 64, 74, 84, 94, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that IT IS HORRIBLE WHEN THINGS ARE NOT THE WAY YOU WOULD LIKE THEM TO BE.

5, 15, 25, 35, 45, 55, 65, 75, 85, 95, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that EXTERNAL EVENTS CAUSE MOST HUMAN MISERY- PEOPLE SIMPLY REACT AS EVENTS TRIGGER THEIR EMOTIONS.

6, 16, 26, 36, 46, 56, 66, 76, 86, 96, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that YOU SHOULD FEEL FEAR OR ANXIETY ABOUT ANYTHING THAT IS UNKNOWN, UNCERTAIN OR POTENTIALLY DANGEROUS.

7, 17, 27, 37, 47, 57, 67, 77, 87, 97, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that IT IS EASIER TO AVOID THAN TO FACE LIFE DIFFICULTIES AND RESPONSIBILITIES.
8, 18, 28, 38, 48, 58, 68, 78, 88, 98, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that YOU NEED SOMETHING OTHER OR STRONGER OR GREATER THAN YOURSELF TO RELY ON.

9, 19, 29, 39, 49, 59, 69, 79, 89, 99, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that THE PAST HAS A LOT TO DO WITH DETERMINING THE PRESENT.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100, and enter the total here:_____
The higher the total, the greater your agreement with the irrational idea that HAPPINESS CAN BE ACHIEVED BY INACTION, PASSIVITY AND ENDLESS LEISURE.

IRRATIONAL IDEAS

At the root of all irrational thinking, is the belief that things are done to you. In reality, nothing is done to you. The following statements are examples of irrational self-talk: "He makes me nervous," or "Elevators scare me," or "Interviews intimidate me." No body or no thing actually produce the emotion. Your own irrational and unrealistic self-talk produce the unpleasant emotions.

Martha Davis, Matthew McKay and Elizabeth Robbins Eshelman in The Relaxation and Stress Reduction Workbook, coined two terms that describe two common forms of irrational self-talk, "awfulize" and "absolutize." They believe you "awfulize" by making catastrophic or nightmarish interpretations of your experience. A momentary chest pain is a heart attack, another female calling your husband means he is having an affair, a rude boss intends to fire you. The emotions that follow "awfulizing" self-talk also tend to be awful. You respond to your own interpretation of the world.

The self-statements that "absolutize" include, "should, must, ought, always and never." Examples would be, "I must never make a mistake," or "I should always do the dishes in the morning." Any time you use these words, you are setting a standard that is impossible to live up to. The standard is bad or irrational, not the person who fails to live up to it. Things do not have to be a certain way, you do not have to be a certain way and it is irrational to believe otherwise.
Based on your scores on the "Beliefs Inventory- Scoring" (Handout 56) and your knowledge of the situations in which you characteristically experience stress, check the ones that seem to apply to you:

1. **IT IS AN ABSOLUTE NECESSITY FOR AN ADULT TO HAVE LOVE AND APPROVAL FROM PEERS, FAMILY AND FRIENDS.**
   In fact, it is impossible to please all the people in your life. Even those who basically like and approve of you will be turned off by some behaviors and qualities. This irrational belief is probably the single greatest cause of unhappiness.

2. **YOU MUST BE UNFAILINGLY COMPETENT AND ALMOST PERFECT IN ALL YOU UNDERTAKE.**
   The results of believing you must behave perfectly are self blame for inevitable failure, lowered self esteem, perfectionistic standards applied to mate and friends, and paralysis and fear at attempting anything.

3. **CERTAIN PEOPLE ARE EVIL, WICKED AND VILLAINOUS, AND SHOULD BE PUNISHED.**
   A more realistic position is that they are behaving in ways which are antisocial or inappropriate. They are perhaps stupid, ignorant or neurotic, and it would be well if their behavior could be changed.

4. **IT IS HORRIBLE WHEN PEOPLE AND THINGS ARE NOT THE WAY YOU WOULD LIKE THEM TO BE.**
   This might be described as the spoiled child syndrome. As soon as the tire goes flat the self-talk starts: "Why does this happen to me? Damn, I can't take this. It's awful, I'll get all filthy." Any inconvenience, problem or failure to get your way is likely to be met with such awful statements. The result is intense irritation and stress.

5. **EXTERNAL EVENTS CAUSE MOST HUMAN MISERY - PEOPLE SIMPLY REACT AS EVENTS TRIGGER THEIR EMOTIONS.**
   A logical extension of this belief is that you must control the external events in order to create happiness or avoid sorrow. Since such control has limitations and we are at a loss to completely manipulate the wills of others, there results a sense of helplessness and chronic anxiety. Ascribing happiness to events is a way of avoiding reality. Self statements interpreting the event caused the unhappiness. While you may have only limited control over others, you have enormous control over your emotions.

6. **YOU SHOULD FEEL FEAR OR ANXIETY ABOUT ANYTHING THAT IS UNKNOWN, UNCERTAIN OR POTENTIALLY DANGEROUS.**
   Many describe this as, "a little bell that goes off and I think I ought to start worrying." They begin to rehearse their scenarios of catastrophe. Increasing the fear or anxiety in the
face of uncertainty makes coping more difficult and adds to stress. Saving the fear response for actual, perceived danger allows you to enjoy uncertainty as a novel and exciting experience.

7. IT IS EASIER TO AVOID THAN TO FACE LIFE DIFFICULTIES AND RESPONSIBILITIES.
There are many ways of ducking responsibilities: "I should tell him/her I'm no longer interested, but not tonight . . . I'd like to get another job, but I'm just too tired on my days off to look . . . A leaky faucet won't hurt anything . . . We could shop today, but the car is making a sort of funny sound."
If you have checked this idea, please add your standard excuses to avoid responsibility here:
Area of Responsibility: Method of Avoidance:

8. YOU NEED SOMETHING OTHER OR STRONGER OR GREATER THAN YOURSELF TO RELY ON.
This belief becomes a psychological trap in which your independent judgement, and the awareness of your particular needs are undermined by a reliance on higher authority.

9. THE PAST HAS A LOT TO DO WITH DETERMINING THE PRESENT.
Just because you were once strongly affected by something, that does not mean that you must continue the habits you formed to cope with the original situation. Those old patterns and ways of responding are just decisions made so many times they have become nearly automatic. You can identify those old decisions and start changing them right now. You can learn from past experience, but you don't have to be overly attached to it.

10. HAPPINESS CAN BE ACHIEVED BY INACTION, PASSIVITY AND ENDLESS LEISURE.
This is called the Elysian Fields Syndrome. There is more to happiness than perfect relaxation.

11. YOU ARE HELPLESS AND HAVE NO CONTROL OVER WHAT YOU EXPERIENCE OR FEEL.
This belief is at the heart of much depression and anxiety. The truth is we not only exercise considerable control over interpersonal situations, we control how we interpret and emotionally respond to each life event.

12. PEOPLE ARE FRAGILE AND SHOULD NEVER BE HURT.
This irrational belief results in failure to openly communicate important feelings, and in self sacrifice that gives up what is
nourishing and pleasurable. Since everything you need or want seems to hurt or deprive someone else, you feel frustration, helplessness and depression. Relationships become full of dead space where conflicts developed and nothing was said.

13. **GOOD RELATIONSHIPS ARE BASED ON MUTUAL SACRIFICE AND A FOCUS ON GIVING.**
This belief rests on the assumption that it is better to give than to receive. It is expressed in a reluctance to ask for things, and the anticipation that your hidden needs will be divined and provided for. Unfortunately, constant self denial usually results in bitterness and withdrawal.

14. **IF YOU DON'T GO TO GREAT LENGTHS TO PLEASE OTHERS, THEY WILL ABANDON OR REJECT YOU.**
This belief is a by-product of low self esteem. You usually run less risk of rejection if you offer others your true unembellished self. They can take it or leave it. But if they respond to the real you, you don't have to worry about slacking off, letting down your guard, and being rejected later.

15. **WHEN PEOPLE DISAPPROVE OF YOU, IT INVARIABLY MEANS YOU ARE WRONG OR BAD.**
This extremely crippling belief sparks chronic anxiety in most interpersonal situations. The irrationality is contained in the generalization of one specific fault or unattractive feature to a total indictment of the self.

16. **HAPPINESS, PLEASURE AND FULFILLMENT CAN ONLY OCCUR IN THE PRESENCE OF OTHERS, AND BEING ALONE IS HORRIBLE.**
Pleasure, self worth and fulfillment can be experienced alone as well as with others. Being alone is growth-producing and desirable at times.

17. **THERE IS A PERFECT LOVE, AND A PERFECT RELATIONSHIP.**
Subscribers to this belief often feel resentful of one close relationship after another. Nothing is quite right because they are waiting for the perfect fit. It never comes.

18. **YOU SHOULDN'T HAVE TO FEEL PAIN, YOU ARE ENTITLED TO A GOOD LIFE.**
The realistic position is that pain is an inevitable part of human life. It frequently accompanies tough, healthy decisions and the process of growth. Life is not fair, and sometimes you will suffer no matter what you do.

19. **YOUR WORTH AS A PERSON DEPENDS ON HOW MUCH YOU ACHIEVE AND PRODUCE.**
A more rational assessment of your real worth would depend on such things as your capacity to be fully alive, feeling every-thing it means to be human.

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20. ANGER IS AUTOMATICALLY BAD AND DESTRUCTIVE.
Anger is frequently cleansing. It can be an honest communication of current feelings, without attacking the personal worth and security of others.

21. IT IS BAD OR WRONG TO BE SELFISH.
The truth is that no one knows your needs and wants better than you, and no one else has as great an interest in seeing them fulfilled. Your happiness is your responsibility. Being selfish means you are accepting that responsibility.

Can you add other irrational ideas to this list? The best way to uncover your own irrational ideas is to think of situations in which you experience anxiety, depression, anger, guilt or a sense of worthlessness. Behind each of these emotions, particularly if they are chronic, is irrational self-talk.

Your other irrational ideas:

RULES TO PROMOTE RATIONAL THINKING  Handout 58

Evaluate your self statements against these five rules or guidelines for rational thinking:

WE FEEL THE WAY WE THINK.
Events don't cause emotions—your interpretation of events causes emotions. The situation doesn't make you anxious or afraid. You say things to yourself that produce anxiety and fear.

EVERYTHING IS EXACTLY THE WAY IT SHOULD BE.
The conditions for things or people to be otherwise don't exist. Things are what they are and what they should be. To say things should be other than what they are is to believe in magic. They are what they are because of a long series of causal events, including interpretations, responses from irrational self-talk, etc. To say things should be different is to throw out causality.

ALL HUMANS ARE FALLIBLE CREATURES.
This is inescapable. You must set reasonable quotas of failure for yourself and others, otherwise you increase the prospects for disappointment and unhappiness. It becomes all too easy to attack yourself and others as worthless, bad, etc.

IT TAKES TWO TO HAVE CONFLICT.
Before beginning a course of accusation and blame, consider the 30% rule. Any party to a conflict is contributing at least 30% of the fuel to keep it going.

THE ORIGINAL CAUSE IS LOST IN ANTIQUITY.
It is a waste of time to try to discover who did what first. The search for the original cause of chronic painful emotions is extremely difficult. The best strategy is to make decisions to change your behavior now.


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Discussion of Handout 59:

REFUTING IRRATIONAL SELF-TALK: HOMEWORK SHEET

There are five steps (A through E) to disputing and eliminating irrational ideas or self-talk. Start by selecting a situation that consistently generates stressful emotions in you. To succeed in your war against irrational ideas, you need a daily commitment to homework. Make copies of the homework sheet (Handout 59) and fill one out at least once a day. Use this format with all the stressful events you experience. Spend at least 20 minutes a day on the homework. When possible, do the homework right after the event has occurred. Follow along as instructions are given for completing the homework sheet.

Just as an example, the following is a homework sheet completed by a woman who had a date with a friend cancelled:

A. Activating Event:

Write down the facts of the event as they occurred at the time you were upset. Be certain to include only the objective facts, not conjecture, subjective impressions or value judgements.

A friend cancelled a date with me.

B. Rational Ideas:

Write down your self-talk about the event. State all your subjective value judgements, assumptions, beliefs, predictions and worries. Identify them as rational or irrational.

I know he's under a lot of time pressure right now ... I'll do something by myself.

Irrational Ideas:

I'll feel terribly alone tonight ... The emptiness is setting in ... He doesn't really care for me ...
No one really wants to spend time with me . . . I'm falling apart.

C. Consequences of the irrational ideas:

Focus on your emotional response. Make a clear one or two word label such as angry, depressed, felt worthless, afraid, etc.

I was depressed . . . I was moderately anxious.

D. Disputing and challenging the irrational ideas:

1. Select the irrational idea:

Select the irrational idea identified at Step B that you wish to dispute.

I'll feel terribly alone tonight . . . I'm falling apart.

2. Is there any rational support for this idea?

No.

3. What evidence exists for the falseness of this idea?

Are there any reasons as to why your self-talk is irrational.

Being alone is not as pleasurable as having a date, but I can find pleasure in an alternate activity.

I usually enjoy being alone, and I will tonight as soon as I face the disappointment.

I'm mislabelling frustration and disappointment as "falling apart."

4. Does any evidence exist for the truth of the idea?

No, only that I've talked myself into feeling depressed.

5. What is the worst thing that could happen to me if what I want to happen doesn't, or what I don't want to happen does?

I could continue to feel disappointed and not find anything really pleasurable to do tonight.

6. What good things might occur if what you want to happen doesn't, or what you don't want to happen does?

I might feel more self reliant, and realize that I do have inner resources.
E. Alternative thoughts:

Substitute alternative self-talk, now that you have clearly examined the irrational idea and compared it with rational thinking.

I'm OK. I'll get out my detective novel. I'll treat myself to a good Chinese dinner. I'm good at being alone.

Alternative emotions:

I feel quiet, a little disappointed, but I'm anticipating a good meal and a good book.
REFUTING IRRATIONAL SELF-TALK: HOMEWORK SHEET

A. Activating Event:

B. Rational Ideas:

Irrational Ideas:

C. Consequences of the irrational ideas:

D. Disputing and challenging the irrational ideas:
   1. Select the irrational idea
   2. Is there any rational support for this idea?
   3. What evidence exists for the falseness of the idea?
   4. Does any evidence exist for the truth of the idea?
   5. What is the worst thing that could happen to me?
   6. What good things might occur?

E. Alternative thoughts:

Alternative emotions:


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SECTION V
ENVIRONMENTAL

Chapter 15: INTERNAL ENVIRONMENT
Chapter 16: WORK ENVIRONMENT
Chapter 17: ECOLOGICAL ENVIRONMENT
CHAPTER 15

INTERNAL ENVIRONMENT

Quotes

"When it comes to the important things one is always alone."

May Sarton

"I have a foxhole in my mind."

Harry Truman

"What doth it profit a man if he gain the whole world and suffer the loss of his soul."

Matthew 16:26

"Many men go fishing all their lives without knowing that it is not the fish they are after."

Henry David Thoreau

"To survive, the individual must become infinitely more adaptable and capable than ever before. He must search out totally new ways to anchor himself, for all the old roots—religion, nation, community, family, or profession—are now shaking under the hurricane impact of accelerative thrust."

Alvin Toffler

"Do not withhold good from those to whom it is due ... when it is in your power to do it."

Proverbs 3:27

"An animal never says this person needs to change."

Samuel Carsen

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Introduction

Being aware of your internal environment, or in other words, just knowing yourself is the key to stress management. There are so many different techniques you can employ to help you manage stress, it can be mind boggling. First, you need to be able to tune into your own feelings to be able to recognize what your needs are. This ability to be introspective is critical for coping with stress. You must learn to recognize what you are feeling and why. The "Daily Stress and Tension Log" [Handout 60] will help you focus and learn how to articulate your feelings. Initially, this may serve as just a catharsis and eventually, may lead to real introspective insights. Patterns of emotional stress may become apparent. You may discover that certain times of the day, certain people or certain situations repeatedly cause stress. Once you recognize the cause, you will be more equipped to deal with the "why?" and "what's next?" As Christina Masloch wrote in Burnout, The Cost of Caring, "self-understanding begins with self-observation."

Once you have observed and diagnosed, then you are ready for understanding. The "Suggestions for Improving Your Internal Environment" handout [Handout 61] will take you beyond your initial discovery, toward a deeper and more positive orientation. Take into consideration, each of these powerful suggestions and complete the "Internal Environment Worksheet" [Handout 62]. The important thing to
remember is to dwell on your positive aspects; do not be too self-critical and realize all people have weaknesses. Criticizing yourself for your human failures and flaws is not the same as learning from your mistakes or recognizing your limitations. This worksheet should be constructive and used as a learning tool. The better you understand yourself, the more you will be capable of making an informed choice. The more you arm yourself with knowledge, the better off you will be. Personal growth and a healthy and stress-free internal environment come from being able to acknowledge your strengths and to admit your weaknesses.
Fill out this log every day for several days or weeks and examine it for patterns of emotional response, possible causes & coping mechanisms.

<table>
<thead>
<tr>
<th>Time of day</th>
<th>Description of physical signs of stress</th>
<th>Where?</th>
<th>Doing what?</th>
<th>With whom?</th>
<th>What thoughts or feelings did I have?</th>
<th>What did I do in response to the stress?</th>
</tr>
</thead>
</table>

The following are a list of suggestions or things you can do to help train and shape your internal environment:

1. **DEVELOP A POSITIVE ATTITUDE TOWARD LIFE**
   - Some stress is useful and necessary
   - Seek growth experiences
   - Make yourself available for opportunities
   - It's how you take it

2. **SET GOALS TO ACHIEVE INNER PEACE AND SERENITY**
   - Accept what you cannot change
   - Love yourself

3. **PRACTICE LIVING IN THE PRESENT**
   - Do not pollute your mind with past or future concerns
   - Live fully
   - Savor each moment; savor each simple pleasure

4. **LEARN TO LIVE IN THE SLOW LANE**
   - Take it easy
   - Take one thing at a time

5. **ESTABLISH YOUR QUIET PLACE**
   - Make others aware of your private, quiet place (e.g. bedroom)
   - Establish boundaries (e.g. don't discuss problems with spouse in bed)

6. **SET ASIDE ALONE TIME**
   - Take alone time each and every day
   - Be selfish

7. **STRIVE FOR BALANCE IN YOUR LIFE**
   - Work & Recreation
   - Being selfish & Giving to others
8. **BUILD A SOCIAL SUPPORT SYSTEM**
   Encourage, appreciate and nurture relationships with others
   Talk out your worries
   Meet with a friend or professional
   Do something for others

9. **EDUCATE YOUR MIND**
   Read about human growth, stress, etc.
   Arm yourself with knowledge

10. **LEARN TO ENJOY WHAT MAKES YOU FEEL GOOD**
    Animals, music, spiritual growth, card playing, opera, plays, hiking, fishing, cooking... all the little things of life
    Incorporate those "little things" as much as possible

Use "Suggestions For Improving Your Internal Environment" (Handout 61) as a guide to completing the following. Do not limit yourself to just a simple answer, give this a lot of thought. List any relative thought that comes to mind; list all things you need or want to do to implement changes.

1. Do I have a positive attitude towards life? Exactly what are those positive attitudes or what can I do to acquire some?

2. Things I must do to achieve inner peace and serenity:

3. What things should I be enjoying right now?

4. What stress management techniques can I practice to help me slow down?

5. My quiet place is:

6. Decide on a time each day that is mine (to read, relax, exercise, meditate or whatever I want). Make it a part of my everyday schedule and make sure my family or friends know that time is sacred. My alone time:

7. How can I better balance my energies?

8. Do I have a strong social support system?

   If not, what can I do to improve my relationships with others?

   How often do I do things for others?
9. Books I want to read:

Classes I want to take:

10. "Little things" I enjoy:

What I can do to enjoy them more often?
CHAPTER 16

WORK ENVIRONMENT

Quotes

"In the long run it makes little difference how cleverly others are deceived...if we are not doing what we are best equipped to do...or doing well what we have undertaken as our personal contribution to the world's work...at least by way of an earnestly followed avocation... there will be a core of unhappiness in our lives which will be more and more difficult to ignore as the years pass."

author unknown
Introduction

As in any facet of life, certainly you could all agree that there is a certain amount of stress inherent in any job. There has been much research done proving that people in positions such as accountants, executives, medical professionals, aerospace workers, air traffic controllers, just to name a few, encounter very high levels of stress. But no matter what position you are in, your chances of encountering some degree of stress in your work environment is extremely high.

Again, as in any other area of life, how you handle that stress is the key factor. The first step is to determine what exactly causes you stress, which may be easy, or it may take a great deal of thought and introspection. The next step is to come up with some feasible solutions on how to defray the stress. What specific things could you do to either prepare for work or at the worksite itself to make it a more positive experience? At one point, all of you must comes to terms with how you spend your work week. The choice is yours.

The Family Services Association of America has established the Participant Workbook for Stress Management Training, which was partly devoted to job stress. The authors, Kathryn Apgar and Betsy Nicholson Callahan have created two handouts, entitled, "Job Stress Profile" [Handout 63] and "Coping With Job Stress" [Handout 64]. Both of these will help you determine what causes you on-the-job stress.

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and will help you think of possible solutions. The "Twenty Five Ways of Combating Job Stress" handout [Handout 65] can actually be used as a resource list of possible solutions. Dwell on each point, determine if it relates to your circumstances and more importantly, do something about it. This list was, obviously, designed for office workers, but with a little imagination, you could come up with ideas more applicable to your situation. Remember, change is not easy. Start incorporating some changes and know that change is within your power. Even small changes in your work environment can make a difference in your attitude towards work and the related stress.
1. Some sources of job stress for me are:

2. Clues that reveal to myself and others that job stress is an important stress factor in my life:

3. How I now cope with job stress:

4. Some ideas or new ways to cope with job stress I want to try:

5. One step I will take the next working day to reduce my job stress:

1. **Identify** kinds of stress you experience.

   When does it occur?
   
   How frequently?
   
   Who or what is involved?
   
   Any bad habits involved?

2. **Prioritize** which job stresses bother you most.

   Choose one to work on first.

3. **Review** coping methods you have tried with what success, failure?

4. **Consider possible solutions.**

   Which can be implemented with most ease?

   Who can help with implementation?

---

The following are some ways to cope with job stress that you might consider trying. To help build your confidence, begin with the easier or simpler ones first before you embark on a more ambitious program of changes.

1. Start off your day with breakfast, at home or on your way to work.

2. Occasionally change your routine by meeting a friend or co-worker for breakfast—allow enough time to really enjoy it.

3. Avoid drinking coffee or soft drinks all day; drink water or fruit juices instead.

4. Organize your work, by the day, week, month and year; set priorities.

5. Write it down, do not overburden your memory. Keep a notebook, calendar, or even a portable tape recorder to record your thoughts.

6. Do not try to be perfect or to do everything right at all times.

7. Do not try to do two, three or more things at once.

8. Consider occasionally coming in earlier or staying later, instead of taking your work home with you.

9. Reduce the noise level if possible. Rugs, draperies can help in an office.

10. Restrict telephone calls by having them held or close the door when you are extra busy or need to concentrate.

11. Consider planning to use uninterrupted blocks of time which may actually save time and tempers for big jobs or a collection of smaller jobs.

12. Create a pleasant work environment in your immediate surroundings as much as possible, such as: a clean, organized desk; plants; personal momentos; nature photos; pleasing color; etc.

13. Speak up about petty annoyances, while respecting the rights and feelings of others.

14. Develop co-worker support networks. Can peak workloads be shared?

15. Do not take your job with you on breaks or home.

16. Take a creative lunch break. How much of the city or area within lunch time radius of your job have you ever really explored?
17. Occasionally go out to lunch with a co-worker or friend.

18. Take a ten or twenty minute meditation, yoga or exercise break during lunch hour.

19. Optimize your health with good nutrition, exercise, sleep and rest.

20. Monitor your work, rest, recreation balance. Are changes needed?

21. Develop with co-workers your own brand of happy hour; celebrate birthdays or other events as a break in the routine.

**THE FOLLOWING REQUIRE MORE EFFORT BUT WILL HAVE LONG-TERM PAY-OFFS**

22. Develop a wider variety of sources of gratification in your life, family, friends, hobbies, interests. Plan occasional special weekends or mini-vacations.

23. Consider changing your job or having your job responsibilities changed to better meet your interests and skills.

24. Be assertive, learn how to express differences, make requests and say "no" constructively. Consider taking a course in assertive training.

25. Don't overlook the emotional resources available to you that are close at hand-- co-workers, supervisor, spouse, friends. This suggestion needs to be underscored for the male sex, who are particularly programmed by society to avoid discussing or acknowledging feelings and problems, but pay for it in stress disease.

...The winds which must pass over mountains to reach cities do not only dry, but also disturb the air which we breathe and the bodies of men, so as to engender diseases.

Hippocrates

"An attitude to life which seeks fulfillment is the singleminded pursuit of wealth— in short, materialism— does not fit into this world, because it contains within itself no limiting principle, while the environment in which it is placed is strictly limited. Already, the environment is trying to tell us that certain stresses are becoming excessive. As one problem is being 'solved,' ten new problems arise as a result of the first 'solution.' As Professor Barry Commoner emphasizes, the new problems are not the consequences of incidental failure but of technological success."

E. F. Schumacher

"...For what we are willing to give up now will determine the kind of world we will have in the future, or indeed if we will have a world at all."

John McCamy and James Presley
Introduction

Because the ecology of the external environment is probably the most controversial issue discussed in this course, it has the potential of being extremely stressful. The extremes include the person working for a company that perpetuates pollution and that person being blind to the facts, to the person who lives every moment of his or her life conscious of pollution, but is frustrated because that same person believes he or she is incapable of having an effect on this global issue.

The purpose of this section is not to create stress for those of you who may be working for a polluting industry, or to discuss the issue in such depth as to stress and frustrate those of you who are environmentally aware. However, the fact remains, more so ever in the history of mankind, that there are major ecological concerns facing all of you and all living things today. In their book, *Human Life Styling*, John McCamy and James Presley believe there are four major concerns:

- Slowing down and stopping material growth,
- Conserving and recycling our resources,
- Phasing out pollution,
- Stabilizing population.

It is basic to your survival that all people, including the polluting industrialist, become cognizant of these issues and aware that there are, at least, little things that each of you can do.
The issue is such a monster and capable of producing emotional extremes, that the goal here is to make it manageable by helping you realize that you can start in your own backyard. There are some specific things that you can do to thwart the stress you may directly or indirectly feel. Just because you may not recognize some pollutants does not mean they may not be indirectly affecting your moods and health (i.e. use of poisonous fertilizers getting into the food supplies). Use the "Ecological Environment Checklist" [Handout 66] as a barameter of your recognition and devotion towards being a knowledgeable consumer and contributing member of mankind. The "Ecological Environment Worksheet" [Handout 67] allows you to focus on some modern concerns that directly affect you and will help you gain control of your immediate ecological environment.

Where you go from there, how involved you get, is up to you. There can be quite a bit of satisfaction just knowing you are doing your part. If all of you do your part, imagine the positive effect it can have on the world. For example, since cars are the major contributing factor to city air pollution, imagine what a difference it could make if everyone of you used public transit systems or car pooled. The world-wide effect could be astonishing!
The following can be used as a daily or weekly reminder. Compute your points. A minimum of 30 points is desirable. Give yourself 5 points, if you can think of other ways to improve your environment.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Active involvement in two or more reliable ecological organizations, such as the Audubon Society, the Sierra Club, the Wilderness Society, Zero Population Growth, Friends of the Earth, Common Cause or any antipollution group. Work for peace. Demand clean air and water laws. The more involved you are locally, the better.</td>
</tr>
<tr>
<td>20</td>
<td>If there is no local group in your particular area of concern, organize one. (These points can be used all year)</td>
</tr>
<tr>
<td>5</td>
<td>Having two or fewer children.</td>
</tr>
<tr>
<td>5</td>
<td>Turning off all unneeded lights.</td>
</tr>
<tr>
<td>5</td>
<td>Riding a bike or walking when you're going less than one mile.</td>
</tr>
<tr>
<td>5</td>
<td>Taking or organizing a car pool to go to work or meetings.</td>
</tr>
<tr>
<td>5</td>
<td>Using the bus or other mass transit.</td>
</tr>
<tr>
<td>5</td>
<td>Using no disposable products.</td>
</tr>
<tr>
<td>5</td>
<td>Lobbying to outlaw disposable products.</td>
</tr>
<tr>
<td>5</td>
<td>Regularly taking waste products to the recycling center.</td>
</tr>
<tr>
<td>10</td>
<td>If there is no recycling center where you live, you earn these points for a year by helping to start one.</td>
</tr>
<tr>
<td>5</td>
<td>For every speech you make on ecology.</td>
</tr>
<tr>
<td>5</td>
<td>For every letter you write a politician (or every politician you see) about ecology in a given week.</td>
</tr>
<tr>
<td>5</td>
<td>Having your own garden, whether it is on an acre of land or in your backyard or is a few plants on your apartment window ledge.</td>
</tr>
<tr>
<td>5</td>
<td>If it's grown with compost, manures or other natural fertilizers, add these points.</td>
</tr>
<tr>
<td>5</td>
<td>Being satisfied with less than white in your washing.</td>
</tr>
<tr>
<td>10</td>
<td>Getting others interested and involved in the ecological struggle. 10 points for each person you recruit.</td>
</tr>
</tbody>
</table>

Below are a list of possible pollutants or ecological considerations which may or may not affect you. On the left, list concerns that directly affect your day to day life; on the right, list things that you can, realistically, do to change the situation. In parentheses are examples. Most importantly, start implementing the things you listed on the right.

<table>
<thead>
<tr>
<th>Pollutant</th>
<th>Things You Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOISE (neighbors play stereo too loud)</td>
<td>(ask them to lower volume)</td>
</tr>
<tr>
<td>WATER (concerned about chemicals/minerals)</td>
<td>(put filter on water tap)</td>
</tr>
<tr>
<td>AIR (use wood stove)</td>
<td>(buy anti-pollution stove or lessen usage)</td>
</tr>
<tr>
<td>URBANIZATION (hate city traffic)</td>
<td>(ride bus, car pool)</td>
</tr>
<tr>
<td>NATURAL RESOURCES (concerned about electricity, petroleum products)</td>
<td>(turn off lights, limit length of showers, reuse plastic bags)</td>
</tr>
<tr>
<td>CLIMACTIC FACTORS (allergies)</td>
<td>(may have to consider moving)</td>
</tr>
<tr>
<td>OTHERS (endangered species? use of poisonous fertilizers? local issues?)</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 18

SELF-AWARENESS

Quotes

"Awareness is in itself healing."

author unknown

"By avoiding certain difficulties of life, . . . you almost always tend to exaggerate their pain and discomfort."

Albert Ellis
Introduction

By profiling yourself, you can gain valuable introspection into your own character. Learning to be comfortable with the introspection will allow you to cope with your surroundings, adapt to distressing situations and gain control in your life. Much of your stress could be eliminated by just being aware of your personal development. Just accepting who you are can in itself be therapeutic. According to Donald Ardell in *High Level Wellness*:

People with a sense of who they are, how they got that way, where they want to go, and similar indications of self-awareness and wholeness have access to well-being not possible to those unwilling to pause for introspections about basic questions and purposes.

The "Self-Awareness Profile" [Handout 68] asks ten soul-searching questions that will help you to become more aware of yourself. You will learn a self-awareness visualization technique, Overcoming Resentment Visualization [Script 1] that you can employ when you find yourself hanging on to the past or blaming yourself or others for a certain situation. Finally, this entire stress management course can be viewed as providing several self-awareness-type activities, all designed to force you to look at yourself from different perspectives, which may ultimately reduce your stress.
1. Describe your strong and weak knowledge areas.

2. Identify 3 character-building experiences in your life.

3. Discuss the kind of person you would like to become.

4. What adjectives would you use to describe yourself.

5. What raises and what depresses your energy levels?

6. What evidence can you furnish that you are happy?

7. What are you most and least likely to notice about another person?

8. In what ways are you different than everybody else?

9. Who or what is depriving you of peace today?

10. Are you completing the "important" tasks of life?
Self-Awareness/Script 1:

Overcoming Resentment Visualization

This exercise is excellent if you find yourself nursing an old wound, reliving a distressing incident, thinking again and again of what you should've said or done, remembering someone else's unexcusable behavior. Use this exercise whenever you wish, but primarily when you think of any unfinished business, like those listed above, that you would like to eliminate. (Refer to the RELAXATION section if you need to be refreshed on the visualization procedure.)

Relax and rotate eyes.

Create a clear picture in your mind of the person toward whom you feel resentment.

Picture good things happening to that person. See him or her receive love or attention or money, whatever you believe that person would see as a good thing.

Be aware of your own reactions. If you have difficulty seeing good things happening to the person, it is a natural reaction. It will become easier with practice.

Think about the role you may have played in the stressful scene and how you might reinterpret the event and the other person's behavior. Imagine how the situation might look from the other person's point of view.

Be aware of how much more relaxed, less resentful you feel. Tell yourself you will carry this new understanding with you.

You are now ready to open your eyes and resume your usual activities.

"To some people this idea may seem revolutionary, but problems don't have to make you unhappy! Life will always have its share of difficulties, in the midst of which you can choose to be satisfied, loving, and healthy."

Harold Bloomfield
Introduction

In everyday life, all of you encounter many problems ranging from minor sources of frustration to major traumas. Many of you can handle diverse situations effectively, whereas some of you, for whatever reason, experience difficulty in coping with a variety of situations or problems. Your ability to cope with these problems is a skill that can be developed. Obviously, your goal is to learn how to solve problems at all levels. Developing problem solving skills will train you on how to resolve not only simple problems, but it will give you a strategy to manage or cope with virtually all problems you encounter.

According to T. J. D'Zurilla and M. R. Goldfield, problem solving has been defined as,

A behavioral process, whether overt or cognitive in nature, which makes available a variety of potentially effective response alternatives for dealing with the problematic situation and increases the probability of selecting the most effective response among these various alternatives.

In order to resolve a problem, T. J. D'Zurilla and M. R. Goldfield divided problem solving into five steps:

1. Identify the problem. Get used to developing an orientation to readily recognize the problem.

2. What exactly needs to be accomplished? Learn to define the specifics of the problem.

3. List all of the options or courses of action that might be used to resolve the problem and achieve the desired result.
4. For each option, evaluate it's consequences and gains or losses.

5. Determine whether or not the option selected achieved the desired outcome.

Once you develop a strategy or mind-set on how to handle each problem, you will not only be better able to cope with a problem, but you will also be able to solve it more readily. You will learn to approach all problematic situations with the problem solving strategy and to recognize that each step of the process is important. For example, a person who has poor social skills may just think it is due to shyness. Being shy is quite different from having poor social skills. Even if that person recognizes the problem, he or she may not be able to identify specific questionable encounters or may not be able to come up with any alternative courses of action. By concentrating on several options and evaluating each and every consequence, there is a much greater chance that the best option is selected.

The most beneficial feature of this problem solving program is that it allows for self-examination. Jerry Braza, a stress management instructor from the University of Utah, believes that the more options you give yourself, the better off you will be. Specifically, he believes it is healthiest to have twelve or more options for each problem. Having a quantity of options not only increases your chances of selecting the best and most enjoyable alternative, but it also provides better insights into yourself. With practice, it will be easier to eliminate undesirable options and more readily focus on your exact needs.

Make several copies of the "Problem Solving" handout [Handout 69] and use this format anytime you encounter a problem.
Once you get used to using this technique, you will find that you can greatly reduce the stress you previously associated with all the problems in your life.
PROBLEM SOLVING

Divide each problem into five elements. To resolve the problem, you must go through each of the following steps:

1. Identify the problem.

2. What exactly needs to be accomplished?

3. List all of the options or courses of action that might be used to resolve the problem.

4. For each option, evaluate it's consequences and gains or losses.

5. Determine whether or not the option selected achieved the desired outcome.

CHAPTER 20
ADAPTATIONS

Quotes

"... We defend against unpleasure, and this includes anxiety."
Anna Freud

"Maturity is the ability to postpone gratification."
Sigmund Freud

"Humor can be regarded as the highest of ... defensive processes."
Sigmund Freud

"The road to freedom is through laughter, and until he learns that, man will be enslaved."
Eric Berne

"Developing your psychological strength is just like developing physical abilities. The more you exercise, the stronger you become."
Harold Bloomfield
Introduction

There are quite a few psychological defense mechanisms that have been identified, several of them by Sigmund Freud. A defense mechanism is a method devised by your mind to deal with a given situation; many of which are not considered healthy or mature. A few of the more familiar unhealthy defense mechanisms are repression— which represses or stifles painful feelings, reaction formation— which covers up one trait by cherishing its opposite, denial— refuses to accept reality and projection— where undesirable traits are projected to another person. These are not considered mature, because the person who employs these defenses does so to defend against unwanted emotions and to hide from reality. They are unconscious reactions to threatening situations.

There are several defense mechanisms that are actually very healthy coping skills, mature adaptations to many situations. George Vaillant, in Adaptation to Life, reported on several studies of adults and their adaptation tendencies. He found that the most mature, healthy and well-adjusted subjects all had one thing in common; they used the same adaptation techniques. These five techniques include: suppression— the opposite of repression, where you actually choose to put frustrations to the back of your mind, pulling them out and dealing with them when you are ready; altruism— the opposite of reaction formation, where rather than dealing negatively with your frustrations, you respond positively, by doing things, unselfishly
for others; anticipation- involves insightful awareness of a future frustration, which allows you to deal with it in advance, which lessens the negative effect; sublimation- where you work off frustration in socially acceptable ways; and humor- the ability to laugh at a realistic situation can be very healing.

The important thing to remember about defense mechanisms or adaptations is that they are natural or gut reactions; they are not used willfully. For example, there is nothing more pathetic than to see someone force humor or force altruism. Defense mechanisms are extremely personal, very often totally unconscious and they take years and years to develop. For this reason, they cannot be changed or taught very easily.

If mature adaptations cannot be changed or taught, why are they included in a stress management course? The reason, according to George Vaillant, is that during times of stress, mature adaptations often revert to immature and less healthy ones. Hopefully, by identifying and being familiar with healthy coping mechanisms, under times of stress particularly, or anytime generally, you will be more prepared to prevent, avoid or control any further emotional distress. The "Unhealthy vs. Healthy Adaptations" handout [Handout 70] is to be used as a reference of adaptations and their definitions. "Your Adaptations Profile" [Handout 71] allows you to respond to your useage of each of these adaptations, but further, has the potential for you to do some serious self-analysis.
<table>
<thead>
<tr>
<th><strong>Immature, Unhealthy, Adaptations</strong></th>
<th><strong>Mature, Healthy, Adaptations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Covers up the problem.</td>
<td>Deals with the problem.</td>
</tr>
<tr>
<td><strong>REPRESSION</strong>- the forced forgetting or making unconscious feelings that are too painful or unacceptable to admit at the conscious level. The most frequently repressed emotion is anxiety. You never deal with the problem.</td>
<td></td>
</tr>
<tr>
<td><strong>SUPPRESSION</strong>- conscious effort to push disturbing or unacceptable thoughts to the back of the mind. Controlling or deferring frustration until it can be released safely. You put frustration on a shelf; pull it down and deal with it when you want.</td>
<td></td>
</tr>
<tr>
<td><strong>REACTION FORMATION</strong>- covering up one trait by fostering its opposite. i.e. having real homosexual desires, but overtly condemning homosexuals. Frustration gone negative.</td>
<td></td>
</tr>
<tr>
<td><strong>ALTRUISM</strong>- getting pleasure from giving to others something you would like to receive. Displacing brooding thoughts or frustrating circumstances with the positive act of caring for or giving to others. Frustration gone positive.</td>
<td></td>
</tr>
<tr>
<td><strong>DENIAL</strong>- refusing to accept reality. Not dealing with the situation at all.</td>
<td></td>
</tr>
<tr>
<td><strong>ANTICIPATION</strong>- being aware or insightful of future frustration, permitting you to prepare for and thus diminish the associated anxiety and distress. Moderate amounts of anxiety before future events promotes adaptation. Used in Peace Corps to train volunteers for severe situations.</td>
<td></td>
</tr>
<tr>
<td><strong>PROJECTION</strong>- where your own undesirable traits are projected to another person- making the uncomfortable traits easier to live with. i.e. criticizing another for stealing, while you steal.</td>
<td></td>
</tr>
<tr>
<td><strong>SUBLIMATION</strong>- working off frustration in a socially acceptable ways. Most powerful &amp; most used defense technique. i.e. juvenile delinquents become police officers; child of alcoholic parents becomes social worker; paralyzed car accident victim becomes wheelchair athlete.</td>
<td></td>
</tr>
<tr>
<td><strong>HUMOR</strong>- appealing to comic senses, expressing what seems to be funny, without personal discomfort. Humor allows one to bear and yet focus on a distressing situation. Real humor conceals nothing- it forces reality to exist. i.e. television show M<em>A</em>S*H- use of humor in stressful situation.</td>
<td></td>
</tr>
</tbody>
</table>

Most of your adaptations or defense mechanisms are unconscious, but take a serious, hard look at yourself and try to identify some of your behavior patterns. Respond to each adaptation and try to designate particular times in your life when you have used these. Judge whether you tend to use unhealthy or healthy adaptations.

**UNHEALTHY ADAPTATIONS:**

REPRESSION—

REACTION FORMATION—

DENIAL—

PROJECTION—

**HEALTHY ADAPTATIONS:**

SUPPRESSION—

ALTRUISM—

ANTICIPATION—

SUBLIMATION—

HUMOR—
Humor is one mature adaptation that deserves further review. The definition of humor is the quality of something that seems funny or that appeals to the comic senses. It is a mature adaptation, because it allows you to express your feelings without personal discomfort and without unpleasant effects on others.

Humor has benefits beyond just being a healthy coping skill or a socially acceptable way of reducing stress. Norman Cousins, in *The Healing Heart*, literally laughed himself to good health. He had a severe degenerative disease of the spine and did not accept his doctor's grim chances of survival. He reasoned that if negative emotions produced negative chemical reactions in the body, that positive emotions would produce positive chemical changes. He checked into a hotel room, read funny books, watched funny movies and recovered - completely. The belief is that laughter expands the chest and increases respiration, which helps rid the body of toxins. Current research is supporting the belief that laughter is also very therapeutic, relaxing and causes the release of endorphins - natural morphine-like substances in your body that produce a feeling of well-being or euphoria (exercise releases endorphins also). Humor represents a very positive mental attitude and supports your body's natural equilibrium, thus stimulating the healing process.

Humor is a natural skill, but there are some things you
can do to develop it. First, learn to recognize humor and incorporate it in your life. Eventually, you will learn to not only respond more humorously, but you will also be comfortable enough to perhaps be the precipitator of humor – the secret story-teller or punster unleashed.

Be impulsive, irreverent; rediscover the exuberance of youth. Get rid of your ego, feelings of inferiority and seriousness. Indulge in foolishness and break away from old habits. Recognize the two basic ingredients of humor – absurdity and surprise.

Certainly the purpose is not to make you a jokester if that does not come natural to you. The purpose is, however, to make you appreciate the funnier side of life; to appreciate humor when you see or hear it. Learn to laugh at yourself. More importantly, remember, humor involves having fun, not necessarily being funny.

Refer to "Adding Humor to Your Life," handout [Handout 72] for suggestions on how to start surrounding yourself with humor. You may learn to adapt to some situations better and you may just improve your health, while relieving stress.
Surrounding yourself with humor and incorporating humor in your daily life can be a very healthy tool to reduce stress and promote health. Use any of the following suggestions to add more humor to your life.

1. Make a joke file
2. Write down amusing anecdotes and humorous situations.
3. Listen for witty remarks others make.
4. Collect cartoons
5. Save newspaper funnies
6. Record personal humorous experiences.
7. Collect comedy records and humorous poems.
9. Jot down humorous signs or television gags.
10. Share humorous experiences with others.
11. Tell second-hand jokes or stories.

CHAPTER 21

SELF-FULFILLMENT

Quotes

"If you deliberately plan to be less than you are capable of being, then I warn you that you'll be deeply unhappy for the rest of your life. You will be evading your own capabilities, your own possibilities."

Abraham Maslow

"We must remember, that knowledge of one's own deep nature is also simultaneously knowledge of human nature in general."

Abraham Maslow

"If you are not controversial, you have nothing to offer."

Sol Gordon
Introduction

Abraham Maslow, a well-known psychologist, developed a hierarchy of five basic human needs, two physiological needs and three psychological or growth needs. The belief is that you need to have had some basic physiological needs met as children, before you can psychologically rise to the top of the hierarchy, which is adult self-fulfillment. The first basic physiological need is that of having all of the basics for survival, such as food, water, air, clothing, shelter. The second physiological need is safety and security; knowing and believing that you are safe and secure in your living environment (home, school). Adults who never had this need met, often express feelings of fear, uncertainty and mistrust. The desire to belong, to have love and affection is the third basic human need. Adults who have not had this belonging need met are insecure and are either loners or constant joiners. Many adults never had the fourth need met either, that of self-esteem or esteem from others, and are continually looking for a pat on the back or a job with a higher title.

Once all four of the above needs are met, you are free to pursue your own human potential. This human potential of self-actualization, self-realization or self-fulfillment can mean different things to different people. However, after much research, Abraham Maslow, in *The Farthest Reaches*, best characterizes it as follows:

Self-actualizing people are, without one single exception, involved in a cause outside their own
skin, in something outside of themselves. They are devoted, working at something, something which is very precious to them—some calling or vocation in the old sense, priestly sense. They are working at something which fate has called them to somehow and which they work at and which they love, so that the work-joy dichotomy in them disappears. One devotes his life to the law, another to justice, another to beauty or truth. All, in one way or another, devote their lives to the search for what I have called the 'being' values, the ultimate values which are intrinsic, which cannot be reduced to anything more ultimate.

In contrast, Muriel James in, Breaking Free, has defined people who are not on the path of self-fulfillment:

People who are not involved in the process of self-actualizing often show this by their scattered interests or almost exclusive concern with themselves and their own ambitions. They care little for the rest of the world and abstract values such as justice, truth, and beauty. They may appear to be committed to something important but it's only for self-gratification.

They may dabble in art or politics, appearing to be interested in justice and beauty when they are not. They are amateurs, not professionals. They do not commit themselves to the discipline required for self-actualization. They need to start. Self-actualizing persons are self-starters. They do not wait to be encouraged or commanded. They 'get places on their own steam.'

"Identifying Your Needs" handout [Handout 73] depicts the needs hierarchy and gives you the opportunity to determine if your needs were/are met. Abraham Maslow's definition of self-fulfillment are very powerful statements and can be very revealing; give these a lot of thought before you profile your own development. The "Definition of Self-Fulfillment" handout [Handout 74] spells out what Abraham Maslow defined as behaviors characteristic of self-actualizing, self-realizing or self-fulfilling people. The "Self-Fulfillment
Profile" handout [Handout 75] gives you an opportunity to evaluate and to reflect on your status as a self-fulfilling person. Unless you learn how to meet your own physiological and psychological needs, you will continue to be stressed.
A psychologist, Abraham H. Maslow, determined that humans have five basic needs. Below is a pyramid depicting the five needs hierarchy and some questions that will identify your needs.

```
  Self-Fulfillment
    Self-Esteem, Esteem of Others
      Love, Affection, Belongingness
        Safety and Security
          Physiological Needs
```

Ask yourself the following questions regarding your childhood and how your needs were met. Score yourself on a scale from 1 to 10; 0 is low, 10 is high.

Were your basic physiological needs (for water, food, clothing, air, etc.) met so that your body felt nourished? ________

Did you live in a situation and with people with whom you felt safe? ________

Did you usually feel loved and as if you belonged? ________

Did you esteem and approve of yourself and receive esteem and approval from others? ________

Did you feel independent and as if you were capable of self-actualization? ________

Most people, unfortunately, score low; they did not get all of their needs met. If you scored high, you had an extraordinary childhood and you were very fortunate.

DEFINITION OF SELF-FULFILLMENT

According to Abraham Maslow, SELF-FULFILLMENT means:

1. EXPERIENCING FULLY, VIVIDLY, SELFLESSLY, WITH FULL CONCENTRATION AND TOTAL ABSORPTION.
   i.e. Going "whole hog" at an activity like a child playing a game.

2. REALIZING IT IS AN ONGOING PROCESS: EACH DAY MAKING DOZENS OF GROWTH CHOICES.
   I.E. Choosing to be honest, to not steal, to eat healthily.

3. LETTING YOURSELF EMERGE, "LISTENING TO YOUR IMPULSE VOICE," BEING TRUE TO YOUR OWN SELF.
   i.e. Savoring the taste of a good bottle of wine, without being influenced by the label, year it was bottled, or marketing/advertising claims.

4. TAKING RESPONSIBILITY FOR BEING HONEST WITH YOURSELF AND OTHERS AT ALL TIMES.
   i.e. Admitting your frailties- A major step.

5. BEING YOUR OWN PERSON; BEING COURAGEOUS, DARING TO BE DIFFERENT, UNPOPULAR, NONCONFORMIST.
   i.e. Not agreeing with the consensus of opinion on a particular issue or object, and daring to voice your opinion.

6. CONTINUALLY STRIVING TO ACCOMPLISH PERSONAL GOALS; ALWAYS IN THE PROCESS OF REALIZING YOUR POTENTIAL.
   i.e. Going to school, learning a new trade; being the best you can be- whatever that takes.

7. SETTING UP THE CONDITIONS FOR PEAK EXPERIENCES OR MOMENTS OF ECSTASY.
   i.e. Sailing, mountain climbing, listening to Mozart. Appreciating your personal "mystical experiences" and doing them very often.

8. FINDING OUT WHO YOU ARE, WHAT YOU LIKE AND DON'T LIKE, WHAT IS GOOD FOR YOU AND WHAT IS BAD.
   i.e. Self-discovery, searching for your own spirituality. Reading books, attending classes, psychoanalysis- whatever it takes.

Answer the following questions to determine if you are truly on the path towards self-fulfillment.

As an adult, are the following needs met? If not, what can you do to meet those needs?

1. Love, affection, belongingness-

2. Self-esteem and esteem of others-

Refer to "Definition of Self-Fulfillment" handout (Handout 74), to respond to each statement below:
In what ways have you tried to reach self-fulfillment:

1. Total absorption-

2. Ongoing process-

3. Impulse voice-

4. Honest-

5. Own person-

6. Continually striving-

7. Peak experiences-

8. Who are you?
SECTION VII
PHILOSOPHICAL

Chapter 22: VALUES
Chapter 23: MEANING
CHAPTER 22

VALUES

Quotes

"I have discovered the missing link between the anthropoid apes and civilized men. It's us!"

author unknown

"Most research suggests that appraising an outcome as controllable is stress-reducing."

Richard Lazarus

"Values clarification is an ongoing process throughout the life cycle so that personal growth, experience, and knowledge can lead to a questioning and challenging of old values."

Joanne Hickey

"People are just about as happy as they make up their minds to be"

Abraham Lincoln
Introduction

How each of you developed your personal beliefs and values was determined by several factors, such as parents, teachers, peers, and all of life's experiences. You made either a conscious or subconscious choice as to your values and continually strive to act them out. In other words, if you prize a certain value, it should be obvious by the way you live your life. For example, if you consciously learned over the years to value "playfulness," hopefully, you will try to bring more fun into your life. If you truly value "honesty," but are a kleptomaniac (person with neurotic impulses to steal), this could be quite stressful. Or, on the lighter side, you may value "goodness," but love to gossip. Conflict or stress comes when you value something, but do not live your life in accordance with that value. You would not be human, however, if you did not have these conflicts. The purpose of identifying your values is not only to just recognize what your values are, but to evaluate them. The hope is that clarification will instill the value in your mind and living in the reality of that value will be easier. You may have never realized that "courageous" was a value you held dear, but by stating it, you may actually do something courageous.

Clarifying your values is another valid coping skill, another way for you to learn more about yourself and of how to live in harmony with yourself and your beliefs. If you truly value living a stress-free life, you will make an effort to cope with your world,
your beliefs and your values. There are several values clarification exercises included in this course that will help you grow. Abraham Maslow considered fourteen values to be the most humane. The "Values Clarification" handout [Handout 76] lists these fourteen values and provides an opportunity to determine how significant these values are in your life. The "Values Survey" handout [Handout 77] lists several values and asks you to prioritize them according to their importance in your life. The "Values Whips" [Handout 78] lists over one hundred questions designed to be answered quickly and honestly, which have the potential to help you determine, evaluate and affirm your values in a wide variety of topics. Finally, the "Epitaph" handout [Handout 79] gives you the opportunity to sum up the importance of your life in a few words. Each exercise will help you believe that you do have control in your life, will help you make sense out of your emotional life and will give you feelings of mastery and self-confidence.

(Instructor's Note: Suggestions for handling the "Values Whips" handout (Handout 78) include providing class time or giving it as homework– having each student respond quickly to each question, or questions could be given orally– having each student respond to a different question, or divide the class into small groups– having each group member respond to each question orally to the other members.)
VALUES CLARIFICATION

This exercise will help you to define and clarify your values. On the left are values which Abraham Maslow considers to be the most humane, the ones worth striving for. In the space on the right, respond to each value by answering this question: Is this value significant in my life and if so, why or how?

WHOLENESS; unity, integration, inter-connectedness, order,

PERFECTION; completeness, justice, suitability

COMPLETION; ending, fate, finality, fulfillment

JUSTICE; fairness, lawfulness, orderliness

ALIVENESS; spontaneity, self-regulation

RICHNESS; differentia tion, complexity, intricacy

SIMPLICITY; honesty, essential, nakedness

BEAUTY; uniqueness, wholeness, honesty

GOODNESS; justice, benevolence, rightness

UNIQUENESS; individuality, novelty, non-comparability

EFFORTLESSNESS; ease, lack of strain, grace

PLAYFULNESS; fun, joy, gaiety, humor, exuberance

TRUTH, HONESTY, REALITY, pure, clean, unadulterated

SELF-SUFFICIENCY: autonomy, independence

VALUES SURVEY

This exercise will help you to prioritize values in your life. Read the alphabetically arranged list below and study it very carefully. Rank the list from 1 to 18, with 1 being the most important to you. The end result should truly reflect how you feel.

- A Comfortable Life (a prosperous life)
- Equality (brotherhood, equal opportunity for all)
- An Exciting Life (a stimulating, active life)
- Family Security (taking care of loved ones)
- Freedom (independence, free choice)
- Happiness (contentedness)
- Inner Harmony (freedom from inner conflict)
- Mature Love (sexual and spiritual intimacy)
- National Security (protection from attack)
- Pleasure (an enjoyable, leisurely life)
- Salvation (deliverance from sin, eternal life)
- Self-Respect (self-esteem)
- A Sense of Accomplishment (making a lasting contribution)
- Social Recognition (respect, admiration)
- True Friendship (close companionship)
- Wisdom (a mature understanding of life)
- A World at Peace (freedom from war and conflict)
- A World of Beauty (beauty of nature and the arts)

Follow the above instructions to rank items below that characterize you:

- Ambitious
- Broadminded
- Capable
- Cheerful
- Clean
- Courageous
- Forgiving
- Helpful
- Honest
- Imaginative
- Independent
- Intellectual
- Logical
- Loving
- Obedient
- Polite
- Self-Controlled
- Wholesome


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This exercise will help you to determine, evaluate and affirm your values. Answer each question rapidly; be brief and to the point.

1. What is something you are proud of?

2. What is some issue about which you have taken a public stand recently?

3. What was a recent decision you made that involved consideration of three or more alternatives?

4. What is something you really believe in strongly?

5. What is one thing you would change in your town?

6. What is one thing you hope your own children will not have to go through?

7. What is one thing about which you have changed your mind recently?

8. Who is one person you know who seems to have it "more together" than you? What can you borrow from his or her life?

9. How did you handle a recent disagreement?

10. What would you have Ralph Nader work on next?

11. What could you give, personally, to the Presidential candidate of your choice?

12. What is one issue on which you have not yet formed a definite opinion?

13. Who is the fairest person you know? What is his or her secret?

14. In your opinion, what should Black people (or white people) be doing about integration?

15. What do you want to do about racism?

16. What is something in the news that really disturbed you lately?

17. What local issue disturbs you?

18. Where do you want to be ten years from now?

19. How much time do you spend worrying about nuclear warfare?

20. Would you be willing to limit car usage in order to reduce noise and pollution?

21. What one quality do you want in a friend?
22. What is something you really want to learn how to do before you die?

23. What are two places you must see this year?

24. Do you like to take long walks? Which place do you like to walk to the most?

25. About how much money do you plan to spend on Christmas gifts this year? Is that more or less than last year?

26. Do you watch TV too much?

27. What is your opinion of public welfare?

28. Do you believe in God?

29. Is there anything special about family meals at your house?

30. What is your stand on birth control pills?

31. What is your stand on abortion?

32. How much do you like to give to charities, causes, etc.?

33. Whom will you support in the coming election?

34. What is your stand on smoking?

35. What do you plan on doing for your next vacation?

36. Have you ever made a choice that surprised everyone?

37. What are your favorite TV shows?

38. How do you deal with unpleasant aspects of your work?

39. What brand of toothpaste do you use? How did you come to use that brand?

40. Who was your best friend before the best friend you now have?

41. Did you ever write a letter to the editor? What was the topic?

42. How important are engagement rings to you?

43. What are you saving money for?

44. Do you buy many musical records or tapes?

45. Are you more or less religious now than you were three years ago?

46. Of all the things you do in your free time, which do you most like?
47. Which of your free time activities do you like least?
48. What magazines do you read regularly?
49. Have you seen a movie lately that you really enjoyed?
50. What are your favorite sports?
51. Who is your favorite author?
52. What are your favorite hobbies?
53. Have you ever invented anything? What?
54. What is there about you which makes your friends like you?
55. Is there something you want badly but can't afford right now? What?
56. Of all the people you know who have helped you, who has helped the most? How did he or she go about it?
57. What are some things you really believe in?
58. Where did you spend the best summer of your life?
59. What is the worst job you ever had?
60. If you had to select one thing about yourself that you would change, what would it be?
61. Where did you stand on the Vietnam War?
62. Do you believe in burial, cremation, or what?
63. Do you wear seat belts?
64. What are some of your notions of the good life?
65. Are there things you would not tell even your best friend?
66. Did you ever steal anything? When? How come?
67. Do you ever get teased? Do you ever tease others?
68. What makes you dislike a person on sight?
69. Do you feel satisfied with your life?
70. What improvements would you like to make in your life?
71. What would you consider your main interests in life?
72. Describe something you have done recently to a person you dislike.

73. What do you do when you want to get out of something?

74. If you had an extra $5,000 given to you with no strings attached, what would you do with it?

75. In your estimation, what are the values of funerals?

76. How do you feel about interracial marriage?

77. How do you feel about homosexuality?

78. Which celebrity would you like to have for a friend?

79. What disturbs you most about your parents?

80. What is your favorite color?

81. Are you satisfied with your height?

82. As a child, did you ever run away from home? Did you ever want to?

83. Do you think you were an obedient child?

84. What was the most frightening thing that ever happened to you?

85. Do you believe in life after death?

86. What do you consider the worst thing you ever did?

87. What is your favorite food?

88. How often do you eat your favorite food?

89. Do you enjoy cooking?

90. What present would you like to get?

91. Do you do things spontaneously or do you think things through before doing anything?

92. Do you ever do things just because others expect you do do them that way?

93. Do you think a person should tell another person about something personal and embarrassing—such as bad breath or soiled clothes?

94. If someone embarrassed you, what would you do?

95. Do you feel the problems of pollution are being exaggerated?

96. Do you have faith in our political system?
97. If you could change one thing during your lifetime, what would it be?

98. Are you proud of your work habits?

99. Do you practice your religion?

100. What are three things you are good at?

101. Have you ever written a letter to a company complaining about a product?

102. Have you ever tried to return a product to a store because it was defective?

103. What is your most prized possession?

104. What do you enjoy most in life?

105. What would you do if you got too much change given to you at the checkout counter?

106. Have you ever signed a petition? For what?

107. Are you curious about trying marijuana?

108. Have you ever carried a picket sign?

109. What makes your best friend your best friend?

110. Do you ever cheat at games?

111. In what ways are you a conformist?

112. Which book that you have read had the most profound effect on you?

113. Did you spend any time last summer flat on your back looking for falling stars?

114. Do you think you are very materialistic?

115. What are some things you do which you think are quite unconventional?

116. What was a turning point in your life?

117. Describe a time of your greatest despair.

118. Who was the person who had the most tremendous impact on your life.

119. What things do you want to put in your will.

120. Have you ever been involved in a political activity that meant a great deal to you?
121. Do you have any superstitions?

122. Have you ever settled for less than what you wanted?

123. What way do you want your burial handled?

124. Do you really prefer to be loved more than you can love back, or to love more than you are loved back?

125. Who in your family brings you the greatest sadness?

126. What social event is the worst kind for you?

127. What would you do if you had one year to live and were guaranteed success in whatever you attempted?

128. What three things would you like to be said of you if you died today?

129. What do you regard as your greatest personal accomplishment to date?

130. What is something about which you would never budge?

131. What is a personal motto you live by?

132. Was there an event in which you demonstrated great courage?

133. Is there anything you do poorly, which you have to continue doing anyway?

134. What are some things you would like to stop doing?

135. What are some things you would really like to get better at?

136. Have you ever had a peak experience?

137. Are there some values you are struggling to establish?

138. Have you ever had a missed opportunity?

139. What is one thing you want to start doing now, right at this point in your life?

140. How would your life be different if someone handed you a bona-fide, tax-gree gift of one million dollars?

This exercise will help you focus on the value of your life. Write what you would like engraved on your tombstone; an accurate description of your life in a few short words.

example: "Here lies Mary Smith. She had more love to give than she ever wanted."

"Frank Miller, A Man of Valor."

CHAPTER 23

MEANING

Quotes

"How old would you be if you didn't know how old you were?"

Satchel Paige

"Life is not a meaning - It is an opportunity."

author unknown

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Introduction

What is the meaning of life? Have you ever asked yourself this philosophical question and, more importantly, can you answer it? In You! The Teenage Survival Book, Sol Gordon wrote a wonderful narrative of what is meaningful in his life, refer to "What Is Meaningful In My Life Today? an example" [Handout 80]. Use this tale as an example and format to write your own story on the "What Is Meaningful In My Life Today?" handout [Handout 81]. You may choose to use your own format, nevertheless, write about things that have meaning to you and, above all, have fun with it. You may find this a marvelous cathartic opportunity which may actually help defray some inner tension or stress.
CREATIVE INFIDELITY
On Being Happy In An Unhappy World
by Sol Gordon

How can I be happy if I have public memories like

The Spanish Civil War
The Second World War
The Soviet carnage
The American Black experience

and for me the special disasters

The Holocaust
Vietnam
The assassination of heroic possibilities
The Yom Kippur War

and private tragedies

Bill, is it true that only the good die young?
J., will you ever love me?
Mom and Dad, you would have been so proud had you lived nine more years!
And Bobby, not even 30 years old - why did you blow your brains out?

and yet

I'm mainly happy

because

I believe

life is not a meaning but an opportunity.

life is not
    harmonious
    congruent
    rational
    or heroic (for me)

All really pleasurable experiences are

of brief duration
repeatable from time to time
but brief

love, orgasm, sunsets
I love many people
in love with only one I can count on always

I love to do many things
(and I have the money for everything I want that costs money)

I'm clever
enough to play with clever notions

like

cheap is expensive
relevance is boring
If God is dead, She must have been alive once
if you are bored, you are boring to be with
all thoughts are normal (guilt is the energy for obsessive unacceptable thoughts)

I know what to do when I'm depressed

I learn something new

I'm a big proponent of the "Sug a gut wort" theory. I'm nice to most people, even people I don't know or like.

I have little patience for people who claim they are objective, fair or non-directive.

Sometimes

I'm sad for this world
and for my lack of heroic possibilities

But

I do the best I can
I give humorous talks and write books

Yet,

I sacrifice little
I eat all my meals enjoyably without thinking about India
I make bigger than most people's charitable contributions
I'm politically left, socially right
I select and don't settle

And these are the fifty-one "things" I enjoy the most: (If we want to grow up and not old we should be able to intensely enjoy at least the number of things equal to our age.)
1. Daydream the destruction of the forces of evil
2. Nightdream the current love of my life
3. A New York City weekend with my wife
   (a) gourmet meal
   (b) ballet
   (c) topped off by the Sunday New York Times in the bathtub of a luxurious hotel. (Ever since I can remember, I've always thought that if it didn't appear in the New York Times, it didn't happen – little of me has appeared in the Times so I feel compelled to read it religiously)
4. Marc Chagall
5. Bittersweet stories and chocolate
6. Mozart
7. Lots of cities
   Jerusalem
   Copenhagen
   Florence
   Bruges
   to say nothing of San Francisco and Rome
8. Lots of museums
   The Met, Hermitage, MOMA, Frick, Prado, Uffizi, Tate, Gardiner and would you believe the one in Philadelphia?
9. Lynd Ward and Kathe Kollwitz
10. Starting a new Iris Murdock novel on my way to California and finishing it on my way back
11. Having a marvelously funny, reminiscent day with one of my friends, taking in a walk, a scenic meal and sometimes a deeply agonizing but liberating philosophic dialogue
12. The joy of Owen Dodson, one of America's finest Black poets
13. Harold and Maude, all of Charles Chaplin's and about 31 films in my life with "Les Enfants du Paradis" as the supreme triumph
14. When someone says to me, "Oh, so you are Sol Gordon"
15. Saying "no" when someones asks, "Can I trust you?"
16. Sad, serious plays like "A Long Day's Journey Into Night"
17. The boredom of Andy Warhol
18. The agony and music of my Judaism
19. Public television: Upstairs and Downstairs
20. Elie Wiesel, because he reminds me of who I am
21. Making fun of people who are "so busy" but accomplish little
22. Uninterrupted classical music

23. Sending out vibrations to perfect strangers and then asking if they got them. Some do and we become friends

24. Virgil Thompson and Gertrude Stein's Four Saints in Three Acts - even though I seem to be the only one left who adores it (Pigeons on the Grass, Alas)

25. Risking intimacy quickly

26. Presently alive people whose "work" I admire, but I suspect we wouldn't hit if off if we met: Leonard Cohen, Sidney Lumet, Ralph Nader, Marlon Brando, Gloria Steinem, Bella Abzug, Ingmar Bergman, Hugh Prather and Maude

27. Feeling younger now than I felt 27 years ago

28. Being alone sometimes

29. Nature, but not too much of it at a time

30. Walks

31. Reading slowly the good novelists, like Mann, Camus, Thomas Wolfe, Dostoyevsky, Herman Melville, Romain Rolland, Virginia Woolf, I.J. Singer and would you believe Sholem Asch and the fellow who wrote The French Lieutenant's Woman

32. The big, beautiful house we live in although everyone says it's too big for the two of us

33. The excitement of the opera at the Met

34. The paintings of the now-known Fasanella and the still-unknown Howard Siskowitz and Rita Dominquez

35. Imagining the surprise of everybody when they discover who I really am

36. Fantasizing the number one or two spot for my still unpublished "Sex Is" book on the New York Times best sellers list

37. Realizing as an ultra busy person I have the time for everything I want to do

38. Convincing people I read minds

39. Playing with remedial educators with my slogan, "Don't try to unblock a block with a block"

40. The Tchaikovsky Trio in A Minor, op. 50 with Arthur, Jascha and Gregor

41. Britten's Serenade for Tenor (Peter Pears) Horn and Strings

42. T.S. Eliot's, "Let us go you and I"

43. Being warm and intimate with people I care about

44. Remembering my mother's expressions like, "How can good food be bad for you?"

45. The furniture of George Nakashima
46. Sex

47. I love teaching, influencing, intellectualizing (especially with people who appreciate my sense of humor)

48. I love being influenced by and learning from people who are really smart and who don't take themselves too seriously

49. I enjoy introducing to new friends my ideas and experiences such as the ballet and things Jewish

50. When asked to do something I don't want to do with the incentive "You'll make a lot of money" - I revel in responding, "I'm not interested. I'm independently wealthy"

51. Not wasting my Time by reading it in the john

  I stay happy, partly by being unfaithful to my humanistic aspirations. With a little imagination, anyone can

Why travel heavy
When you can travel light?

What is meaningful in your life today? Use "Creative Infidelity" by Sol Gordon as an example and write your own story.

(Your title)
by

How can I be happy if I have public memories like

and for me the special disasters

and private tragedies

and yet

because

I believe

life is

life is not

All really pleasureable experiences are
I love many people

I love to do many things

I'm clever

    enough to play with clever notions

like

I know what to do when I'm depressed

I'm a big proponent of

I have little patience for

Sometimes

But

Yet,
And these are the ________ "things" I enjoy the most:
(If we want to grow up and not old we should be able to intensely enjoy at least the number of things equal to our age.)

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**EXERCISE**


**DIET**


**HEALTHFUL HABITS**


**BIOLOGICAL RHYTHMS**


-BEHAVIORAL-

COMMUNICATION: ASSERTIVENESS


COMMUNICATION: LISTENING

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GOAL SETTING


TIME MANAGEMENT


-COGNITIVE-

THOUGHTS


SELF-TALK


-ENVIRONMENTAL-

INTERNAL ENVIRONMENT


WORK ENVIRONMENT


ECOLOGICAL ENVIRONMENT

-PSYCHOLOGICAL-

SELF-AWARENESS


PROBLEM SOLVING


ADAPTATIONS


**SELF-FULFILLMENT**


VALUES


MEANING