



KAPLAN UNIVERSITY

---

HW410 Stress: Critical Issues in Management and  
Prevention

Stress Management and  
Prevention Program  
Resource Guide

KAPLAN UNIVERSITY

# **Stress Management and Prevention Program Resource Guide**

---

By

Deborah Carter

Kaplan University

HW410: Stress: Critical Issues in Management and Prevention

September 3, 2012

---

# Table of Contents

## **INTRODUCTION**

### **UNIT 1 THE NATURE OF STRESS**

Information to Remember

Resources: Exercises: Exercises

Tools: Journal Writing: Journal Writing

### **UNIT 2 THE BODY AS BATTLEFIELD**

Information to Remember

Resources: Exercises: Exercises

Tools: Journal Writing: Journal Writing

### **UNIT 3 FEAST OR FAMINE**

Information to Remember

Resources: Exercises: Exercises

Tools: Journal Writing: Journal Writing

### **UNIT 4 ONE PLANET UNDER STRESS**

Information to Remember

Resources: Exercises: Exercises

Tools: Journal Writing

### **UNIT 5 UNDER STRESS: WHAT NOW?**

Information to Remember

Resources: Exercises

Tools: Journal Writing

### **UNIT 6 AGELESS WISDOM OF MEDITATION**

Information to Remember

Resources: Exercises

Tools: Journal Writing

### **UNIT 7 SIGHT, SOUND, AND BODY WORK**

Information to Remember

Resources: Exercises

Tools: Journal Writing

---

**UNIT 8 THE WELLNESS MANDALA**

Information to Remember

Resources: Exercises

Tools: Journal Writing

**UNIT 9 APPLYING STRESS: CRITICAL MANAGEMENT AND PREVENTION TO YOUR PROFESSIONAL LIFE**

Information to Remember

Resources: Exercises

Tools: Journal Writing

**UNIT 10 APPLYING STRESS: CRITICAL MANAGEMENT AND PREVENTION TO YOUR PROFESSIONAL LIFE**

Information to Remember

Resources: Exercises

Tools: Journal Writing

**ADDITIONAL INFORMATION**

**REFERENCES**

**ADDENDUM A - EXERCISES AND JOURNAL WRITINGS**

(End of the Guide)

---

(This page intentionally left blank)

(This page intentionally left blank)



Stress-Critical Issues in Management and Prevention (HW410) is an informative class regarding the identification of the types of stress and stressors, solutions and recommendations for changes and prevention of stress (Seaward, *Managing Stress: Principles and Strategies for Health and Well-Being*, 2009). Each unit had exercise and journals to clarify the topic(s) and the relationship between stress and health. There were two main textbooks: *Why Zebras Don't Get Ulcers* by Robert M Sapolsky and *Managing Stress, Principles and Strategies for Health and Well-Being*, 6<sup>th</sup> edition by Brian Luke Seaward. In addition, there was *The Art of Peace and Relaxation Workbook* by Brian Luke Seaward to go along with his textbook.

This Nutrition Education Guide is a compilation of information that was discussed in our seminar groups, discussion boards and covered in previous projects. With so much relevant material, three key points from each unit were selected along with several exercises and journal writing. The Guide is meant to be usable for both the professional life and the personal.

Topics list studied by unit:

- 1: Nature of Stress
- 2: Physiology of Stress
- 3: Psychology of Stress
- 4: Personality Traits and the Human Spirituality
- 5: Dealing with Stress: Coping Strategies
- 6: Relaxing Techniques 1: Breathing, Meditation and Mental Imagery
- 7: Nutrition and Stress
- 8: Physical Exercise and Activities
- 9: Applying Stress: Critical Issues for Management and Prevention to Your Professional Life

For the Guide, a 10<sup>th</sup> topic was added:

Applying Stress: Critical Issues for Management and Prevention to Your Personal Life

The topics for each class unit studied in class do not have the same name as this manual.

(This page intentionally left blank)





## Unit 1: The Nature of Stress

### Information to Remember:

**Characterization of stress:** The definition of stress includes the incapability to manage a “perceived threat” (Seaward, *Managing Stress: Principles and Strategies for Health and Well-Being*, 2009, p. 6) toward the body, psychological, emotional and spiritual wellness. The key word is perceived. A situation can be observed by a group of people, with each one having a different reaction and level of stress response.

**Types of stress:** There are three types of stress; eustress, neustress and distress (Seaward, 2009, p. 8). Eustress is a good stress such as stress to the body when exercising. Neustress is a stress that does not have any direct influence on the individual; for example hearing about the hurricane approaching the opposite side of the country. There are two types of distress, acute (powerful and short in duration) and chronic stress (longer stress time but less intense), both which can have an adverse effect on the physical well-being (Seaward, 2009, pp. 8-9).

**Types of stressors:** There are three classifications of stressors; bioecological, psychointrapersonal and social (Seaward, 2009, p. 10). Bioecological stressors have three groupings, circadian rhythms (i.e. body temperature), ultradian rhythms (i.e. stomach contractions) and infradian rhythms (i.e. menses). Psychointrapersonal stressors are from our mind, attitudes, feelings, observations, and faith. Social stressors deal with the personal environment, economy, lifestyle and any changes in family or personal structure (Seaward, 2009, pp. 10-12).

### Resources: Exercises:

**Physical Symptoms Questionnaire Exercise 3.1** (Seaward, 2008, p. 17). This exercise consists of a list of symptoms and how often the stressor occurs. This enables a person to see a pattern and the level of stress in connection to the symptoms.

### Tools: Journal Writing:

**Inventory: Are You Stressed, Exercise 1.1** (Seaward, 2008, p. 3). This list of questions is to help decide if a person is stressed and if so, the level of stress. Information is gathered in regards to sleep patterns, eating habits, exercise and pain.

***A Good Night's Sleep, Exercise 1.4*** (Seaward, 2008, p. 7). Sleep is important for the body and mind to recover from the day's activity. This exercise involves writing out a description of daily sleep pattern and habits. Seeing a description of habits is one way to decide on what changes need to be made, if any.

***Personal Stress Inventory: Top Ten Stressors, Exercise 1.5*** (Seaward, 2008, p. 9). This is a written journal that takes a personal inventory of daily life that can create stress, labeling them as to which sensation the stress effects, and the length of time the stress has been an issue. Over time this list can change and be revised to current issues at hand.

## Unit 2: The Body as Battlefield

### Information to Remember:

***Pelletier stress-disease model*** (Seaward, 2009, pp. 68-72). Psychoneuroimmunology studies the relationship of stress and disease to the mind, central nervous system and immune system, which are considered to be one entity (Seaward, 2009, p. 69). The National Institute of Health Center for Complementary and Alternative Medicine (CAM) has funded research for modalities such as prayer and energy medicine, based on Pelletier research. Parapsychology and metaphysics expansion of Pelletier stress model include looking at multiple personality disorder, spontaneous remission, placebo and nocebos, cell memory, and immuneenhancement (Seaward, 2009, pp. 69-71).

***Sigmund Freud list of defense mechanisms*** (Seaward, 2009, pp. 88-90). Freud states that defense mechanism have 2 features, “denial or distortions of reality and unconscious acts” (Seaward, 2009, p. 88). However, overuse of the defense mechanisms (denial, repression, humor, rationalization, projection, and displacement) can prevent psychological and maturity growth. Freud has a description of each of the main defense mechanism and how they can increase pleasure and decrease pain.

***Anger styles and strategies*** (Seaward, 2009, pp. 116-123). The primary anger is a “survival emotion” (Seaward, 2009, p. 116) which Darwin called “rage reflex” (Seaward, 2009, p. 116). Anger is thought to be controlled by the hypothalamus and the cognitive area of the brain. There are four basic anger styles, somatizers (suppress to avoid rejection), self-punishers (guilt feelings), exploders (verbal or physical aggression) and underhandlers (passive-aggressive). There are twelve fundamental suggestions to resolve anger beginning with knowing your anger style and then learning how to manage those feelings.

### Resources: Exercises:

***The Stress Emotions: Anger and Fear, Exercise 5.1*** (Seaward, 2008, p. 51). Checking off a list of common anger tendencies will assist to see just how many times a day a person lets their emotions rule. Some of the items on the list are ones that may not be associated with anger, such as nausea, vomiting, boredom and overeating. Awareness is essential to change.

***Emotional Well-Being, Exercise 5.9*** (Seaward, 2008, pp. 66-67). Writing down specific information in regards to emotions will help to identify personal feelings. This journal starts out by asking for the emotion(s) one likes the best and for those that are not liked. Understanding why a person has the emotions they have will permit the maintaining of emotional stability.

## **Tools: Journal Writing:**

*The Physiology of Stress, Exercise 2.1* (Seaward, 2008, p. 13). This application will explain the affiliation between the body and stress. Hypothalamus, pituitary, thyroid and adrenal gland release hormones in response to stress. Some hormones are for fight or flight (corticotrophin-releasing factor or CRF), some are to lessen depression (serotonin) and another assist with sleep (melatonin) (Seaward, 2009, p. 41).

*Creative Altruism: The Power of Unconditional Love, Exercise 4.8* (Seaward, 2008, p. 47). This exercise helps to define positive emotions such as love, kindness and giving. Being able to give, with service not monetary contribution, to the community or someone in need helps alleviate the poor me attitude.

## Unit 3: Feast or Famine

### Information to Remember:

***The Four Dominos*** (Seaward, 2009, p. 489). Stress effects the way a person will eat; grabbing the unhealthier foods to munch on instead of nutritional foods. Stress also affects the amount of nutritional value the body absorbs from the foods we eat (Sapolsky, 2004, p. 60). Some foods, such as sugar, flour and salt, increase the response to stress. In addition, there is the buildup of poisons from the foods we eat that contribute to the decline of the immune system. These dominos can interfere with the five features of nourishment for the body: nutrients, digestion, absorption, metabolism and elimination (Seaward, 2009, p. 490).

***Eating maladies are indications of unanswered emotional difficulties*** (Seaward, 2009, pp. 502-503). *Eating comfort foods* are the word used often when consuming food to satisfy some emotional need. Whether it is to satisfy the need for constant chewing (overeating), eating and purging (bulimia), or starving the body (anorexia), the outcome is the same; to handle some emotional distress.

***Healthy Eating Habits and Herbal Remedies*** (Seaward, 2009, pp. 503-507). Consuming balanced meals and snacks can improve the body's health and combat the stress response effect on nutritional absorption. In addition, begin the day with a healthy breakfast to kick start the energy that will be needed for the day. Herbs can enhance the immune system, such as garlic which can lower cholesterol levels, or ginger may help with stomach cramps (Seaward, 2008, p. 506) and has antioxidants.

### Resources: Exercises:

***Food, Glorious Food! Exercise, 27.4*** (Seaward, 2008, p. 256). Describing the eating habits, not just what you eat, but when and where, will establish the personal traditions for eating. In addition, looking at how one thinks about food shows the emotional ties to food. For example, eating all the food on the plate, even if full, is most likely tied to what you were taught at a child.

***Self-Assessment: Nutritional Eating Habits, Exercise 27.2*** (Seaward, 2008, p. 253) This exercise consists of making a list of foods with caffeine consumed in a typical day, favorite comfort foods and yes/no questions on eating habits. It finishes by writing a short summary of how a person views their eating with the current routine.

## **Tools: Journal Writing:**

*Fast Food Nation, Exercise 27.5* (Seaward, 2008, p. 258). Fast food is expanding to every nation of the world and creating the increase of obesity and disease. Taking a look at the amount of fast food meals consumed and why, can help explain the extra empty calories eaten in a period of time. Asking one-self if more junk food eaten during holidays or weekends puts a timetable on the behavior.

*Is Fat Really Where It's At?, Exercise 27.7* (Seaward, 2008, p. 262). There are good fats and there are bad fats. This exercise has a person look at the refrigerator and kitchen cupboards to see what kinds of fats are in their homes. By looking at the current status of foods, awareness is created on purchases that need to be changed or improved. For example, some brands will have more saturated or trans fats than the same food item of a different brand.

## Unit 4: One Planet Under Stress

### Information to Remember:

**Personality Types** (Seaward, 2009, pp. 135-147). There may be a relationship between personality types and disease (Seaward, 2009, p. 135). Types include Type A (aggressive personality), codependent (addictive personality), helpless-hopeless (has low self-esteem), hardy (stress resistance), survivor (overcomes tribulations) and sensation seekers (Type R, risk takers). Personality types are influenced by moods and feelings, which can be changed or modified, if a person chooses (Seaward, 2009, p. 134).

**Coping Skills** (Seaward, 2009, pp. 196-197). Coping techniques are the opposite of defense mechanism as they are constructive behaviors. There are two categories, action (assertive) and intrapsychic (acceptance) (Seaward, 2009, p. 196). A belief system, laughter, good self-esteem, friends, and rational are ways to create coping skills.

Equation for an effective coping:

“Increased Awareness + Information Processing + Modified Behavior + Peaceful Resolution” (Seaward, 2009, p. 197).

**Common Bonds of Human Spirituality** (Seaward, 2009, pp. 178-181). Many psychiatrists (i.e. Jung, S. Peck) and spiritual leaders or philosophers (i.e. Black Elk, Lao Tzu, and J. Campbell) have tried to define spirituality. There are four mutual concepts: Centering (probing), Emptying (freeing), Grounding (enlightening), and Connecting (unity). These concepts have also been called “seasons of the soul” (Seaward, 2009, p. 179). There are also three common aspects for using spirituality for distressing: establishing a good relationship with the self and others, having an ethical belief system, and having a goal in life (Seaward, 2009, p. 181).

### Resources: Exercises:

**Your Personal Value System, Exercise 7.5** (Seaward, 2008, p. 95). This exercise is creating a list of values and placing them within the circle; then and adding principles that support your primary standards. In addition, for each principle, include any and all stressors that challenge your standards. For example, if a primary standard is to eat healthy, a support is having a food plan or support group, a stressor is holiday meals and parties.

***Distractions on the Human Path, Exercise 7.8*** (Seaward, 2008, p. 99). Distractions can create challenges to goals and create stress. They can also be used as excuses and roadblocks to making changes. In this exercise, create a list of distractions and how to modify or eliminate them. This awareness can verify if there is any self-sabotaging for a healthier less stressful life.

## **Tools: Journal Writing:**

***Stress-Resistant Personality Survey, Exercise 6.3*** (Seaward, 2008, p. 72). Answering this short survey can help determine if a person has a personality that repels stress. These types of stress resistance personalities include: hardy, survivor and risk taker. Being able to handle stress in a positive way can lead to less health issues.

***The Three Pillars of Human Spirituality, Exercise 7.3*** (Seaward, 2008, p. 92). The three pillars are relationships (both internal and external), personal value system and the purpose of life. This writing answers question with relationships, matching core standards to supporting principles and validate the goals or reason for living. Identifying the stressors, value and how they integrate with life's goals can keep a person on the right path for success.





## Unit 5: Under Stress: What Now?

### Information to Remember:

**Rational Emotive Behavior Therapy (REBT)** (Seaward, 2009, p. 202). Albert Ellis said that perceptions that were exaggerating the situation could be treated and changed. This type of thinking is also known as “cognitive distortion” (Seaward, 2009, p. 202). Then later the term “cognitive restructuring” (Seaward, 2009, p. 202) took it to another level, stating changes could come about by changing the negative thoughts into positive and altering the internal thought process.

**Behavior Modification Model** (Seaward, 2009, pp. 219-220). Once a person is past the denial stage, there are five phases in a methodical order to making changes. *Awareness*, leads to *desire*. The *desire* makes the way for *cognitive restructuring* and *behavior substitution*. The final stage is *evaluation* by looking at the new behavior.

**Second Behavior Modification Model** (Seaward, 2009, pp. 220-221). This model is called *Stages of Change*. There are six phases starting with the *precontemplation stage* (denial), then *contemplative stage* (thinking about changing); *determination stage* (drive) leads to *action stage* (get moving). Finally the *maintenance stage* (new behavior become the norm) and then sometimes a *relapse stage* (temporary setback) happens. As in the first behavior modification model, denial is the first stage.

### Resources: Exercises:

**Resource Management: Time and Money, Exercise 15.1** (Seaward, 2008, p. 179). Prioritizing one activities and responsibilities can lead to less stress. This inquiry form questions such things as organizational skills and procrastination. Evaluation the results can give a person an idea if time management needs to have adjustments.

**My Body, My Physique, Exercise 28.2** (Seaward, 2008, p. 269). This exercise is all about how a person views and feeling about their body, including the weight. It starts with a description, then how a person compares their body to other people. Lastly, what changes you would like to change, not just with the body but the personal (negative) assessment of your own body.

### Tools: Journal Writing:

**Reframing: Seeing a Bigger, Clearer Perspective, Exercise 8.1** (Seaward, 2008, p. 121). This journaling consists of assessing a situation and how to turn the negative into a positive. The exercise is all

about perception and how to see that every situation can be looked in more than one way (i.e. the car is in the shop for repairs (negative) No car mean I will have a chance to walk today (positive).)

***Behaviors I'd Like to Change, Exercise 9.2*** (Seaward, 2008, p. 135). Everyone has some behavior they would like to change (i.e. smoking, perfectionism). This writing exercise uses a four step process for making the change(s). First to be aware of the behavior, then making a decision, finding a healthy substitute for the old behavior (i.e. relaxation techniques) then evaluation the outcome. Unwanted behavior can often be linked to a stressor, so changing can lesson stress in the long run.

## Unit 6: Ageless Wisdom of Meditation

### Information to Remember:

***Diaphragmatic Breathing*** (Seaward, 2009, pp. 344-349). The easiest breathing exercise is controlled deep breaths that expand the lower abdomen/chest area called diaphragmatic breathing (Seaward, 2009, pp. 344-345). Regular breathing only moves the thoracic cavity/upper chest and is a shallow breathe. Breathing has an effect on the heart due to vibrations through the aorta. Deep breathes that have relaxed pauses create a calming effect on the heart by decreasing the vibrations.

***Meditation calms the body and mind*** (Seaward, 2009, pp. 353-370). Meditation has shown to impact the moods, immunity, sleep patterns, chronic pain, as well as psychological wellness (Seaward, 2009, p. 365). There are two types of meditation: exclusive (restrictive, focus on one object) and inclusive (opening-up, mind can wander without judgment) (Seaward, 2009, pp. 355, 359).

***Left-Brain/Right Brain Theory*** (Seaward, 2009, pp. 361-362). The brain is divided into two hemispheres – right and left. The right side of the brain has control of the left side of the body and visa-versa, left hemisphere over the right side. Left brain cognitive purpose is linear, rational, judgmental, and analytical, likes facts and detail and is logical (Seaward, 2009, p. 363). The right side of the brain cognitive responses to humor, music, has imagination, intuitive, irrational, and accepting (Seaward, 2009, p. 363).

### Resources: Exercises:

***Bridging the Hemispheres of Thought, Exercise 18.3*** (Seaward, 2008, p. 215). Examining the brain hemispheres and which one governs your personality can be a key to how a person handles stress. If the right brain is dominated, there is more imagination and humor, while the left domination is judgmental and verbal. The goal is to create a more balanced thinking process by using the functions of the whole brain.

***The Yin and Yang of Life, Exercise 23.1*** (Seaward, 2008, p. 237). Yin and Yang are opposites that together make a whole. This exercise is to fill in the blank of the opposites (i.e. Yin: Moon, Yang: Sun) and see how the two completes the circle. Yin and Yang is part of the T'ai Chi exercise, which joins the mind and the body as in unity (Seaward, 2009, p. 453).

## **Tools: Journal Writing:**

*Dolphin Breath Meditation, Exercise 17.1* (Seaward, 2008, pp. 207-208). This exercise is an introduction into diaphragmatic breathing with step by step direction. The goal is to decrease the breathing cycle, expand the stomach and chest. The visualization used is the dolphin and let the stress release through the top of the head. After the relaxing technique is finished, write down how one felt and any thoughts associated with the experience.

*Too Much Information, Exercise 18.1* (Seaward, 2008, pp. 211-212). In today's world, we are bombarded with electronic gadgets that keep us connected to instant news and each another 24/7. This journal writing makes a person think about how to eliminate some of the information (i.e. flashing billboards, internet on cellphones, televisions that never shut down). In addition, the kind of information a person shares and with whom can be another way to add to the world of too much information (i.e. Facebook, Twitter, U-tube).

## Unit 7: Sight, Sound and Body Work

### Information to Remember:

***Humor Therapy or Comic Relief*** (Seaward, 2009, pp. 259-271). Laughter stimulates wellness; the belief that humor can heal has been around since the beginning of time and has been endorsed by philosophers such as Plato. Humor therapy is associated with positive thinking. There are different many types of humor such as puns, satire, silliness, irony, and slapstick (Seaward, 2009, pp. 262-263). Laughing can have instant positive results (blood pressure, digestions and blood oxygen levels) and extended (immune system, endorphins) effect on the biological organisms (Seaward, 2009, p. 271).

***Mental Imagery as Relaxation Technique*** (Seaward, 2009, pp. 394-395). Daydreaming is a form of imagery. Mental imagery needs the five senses to shut out everything, both internal and external. There are three categories: tranquil nature scenes (oceans, mountains), behavioral changes (weight loss, stop smoking), and internal body images (healing illness or disease) (Seaward, 2009, pp. 395 ,396, 398). Commonalities for mental imagery to be effective are accountability of one's health, being strong willed and believing the technique will work (Seaward, 2009, p. 399).

***Physiological and psychological effects of exercise*** (Seaward, 2009, pp. 515, 520-521). Exercise creates a balance (homeostasis) called parasympathetic rebound, and does wonders for the cardiovascular. Exercise “decreases heart rate, blood pressure, cholesterol and triglyceride” (Seaward, 2009, p. 515). Exercise also can create runner's-high, by releasing beta-endorphins (Seaward, 2009, p. 520). In addition, with a routine habit of exercise, benefits include decrease of depression, anxiety, stress and tension (Seaward, 2009, p. 521).

### Resources: Exercises:

***Physical Exercise, Exercise 28.1*** (Seaward, 2008, pp. 267-268). Describing the current exercise habits, seeing the information on paper, creates a consciousness of how much a person does in a week (is it too much or too little). Understanding the FITT (frequency, Intensity, Type and Type) of the exercise regime can help determine changes that are needed. In addition, define if the activities are ones that are enjoyable, to enhance the probability to keep continuing.

***Your Circadian Rhythms, Exercise 28.3*** (Seaward, 2008, p. 271). Within a 24 hour period, our bodies react to an internal and external clock. This exercise looks at the week schedule for such events as sleep

(going to bed, sleep and awake) and eating (three meals and snacks). In addition it taking a look for consistency and/or chaotic schedules.

## **Tools: Journal Writing:**

*In Search of the Proverbial Funny Bone, Exercise 12.1* (Seaward, 2008, pp. 159-160). What makes a person laugh is personal choice. This exercise is to make a person think about humor and how much they have in their daily life. In addition, it takes a look at if the humor is positive (slapstick, play on words, satire) or negative (racist, sexist, sarcasm).

*My Body's Rhythms, Exercise 28.4* (Seaward, 2008, p. 272). This exercise includes how we associate the seasons of the year, mentally and physically. As the weather changes can are there emotional changes such as winter blues or depression (SAD or seasonal affective disorder). Moreover, nutrition can influence the body rhythms. Creating a journal in regards to internal and external influences on the body rhythms alerts us if changes should be made.

## Unit 8: The Wellness Mandala

### Information to Remember:

**Mandala** (Seaward, 2009, p. 545). A mandala is around object that is used to create a relaxed state by staring at the object and clearing the mind of any needless thinking. The mandala represents wholeness and is used as a visual aid (Seaward, 2009, p. 356).

**Suggestion for a mandala** (Seaward, 2009, p. 356) includes flowers, seashells, and candle flames. The object should be round, have vivid colors and be divided into four sections. Each section symbolizes the directions of the cosmos, periods of ages/times of the years or any four points of position. (Seaward, 2008, p. 90).

**T'ai Chi** (Seaward, 2009, p. 446) uses a mandala which is half black, half white, demonstrating balance and signifying the Yin and Yang. The Yin is dark, negative, and passive while the Yang is light, positive and active.

### Resources: Exercises:

**Mandala of the Human Spirit, Exercise 7.2** (Seaward, 2008, pp. 90-91) This exercise has an example of a mandala using the directions of east, west, north and south. There is a blank mandala to create your own, using the questions for each direction. North is about what motivates or inspires a person, South is about the personal growth, East is all about past experiences, and the West is about setting goals. Reflection is part of the exercise.

**Mandala for Personal Health: Your Holistic Stress Management Strategy, Exercise 28.5** (Seaward, 2008, p. 274). This exercise is creating a whole of mind, body, spirit and emotions. In each section, listing items you currently are doing or wish to do. When it is finished, place the mandala in a visible place for daily prompt as an aide for self-improvement.

### Tools: Journal Writing:

**The Wellness Paradigm Revisited, Exercise 1.6** (Seaward, 2008, p. 10). Health and wellness consists of four parts to make it complete: *mind, body, spirit and emotions*. This exercise wants the parts examined to

create a definition of what is health and what is wellness. Writing journal looks at who the balance is created between the four parts with our ideals and principles.

***Mind over Matter: Harnessing the Power of Your Mind, Exercise 4.9*** (Seaward, 2008, p. 49). This exercise has the participant focus intensely on a spoon. This is an exercise of control, learning to use your mind for self-empowerment. Moreover it uses both the conscious and unconscious parts of the brain.



## Unit 9: Applying Stress: Critical Management to your Professional Life

### Information to Remember:

**Time Management:** Good time management skills have three standard elements: prioritizing, scheduling and execution (Seaward, 2009, p. 314). To prioritize, a decision to determine what task is more important than other and making a list in order of rank (Seaward, 2009, pp. 314-315). A calendar that is broken down with hourly (or half hour) segments is needed to block off time for tasks, meetings, appointment and personal time (Seaward, 2009, pp. 315-316). This action organizes the day. Execution consists of having a goal and a timeline for completion (Seaward, 2009, p. 317).

**Stress Awareness:** Be aware of what is causing the stress is half the battle. Using the awareness chart (Seaward, 2009, p. 109). Can help determine why there is added stress and finding a solution. Expectations, wants, desires, roadblocks and distractions (Seaward, 2009, pp. 186-187) are key stressors.

**Information Seeking:** First, there needs to be an understanding on how to use the internet and find professional information (Seaward, 2009, p. 325). Then, validating the data and verifying if it is from a reliable source. In addition, self-educating with useable knowledge and keeping current with research material is essential.

### Resources: Exercises:

**The Art of Calm: Relaxation through the Five Senses, Exercise IV.A** (Seaward, 2008, p. 278). Create a list of relaxation techniques for each of the five senses, in addition ones for the divine sense that can produce a relaxed state of mind. This list can be used anywhere, on the plane or in the office, at any time the business world becomes overbearing. Having a list already prepared (which can change over time) will enhance the probability of using this relaxation concept.

**Fifteen Minutes of Fame, Exercise 4.3** (Seaward, 2008, p. 37). Becoming well known and established is one of the main goals in the business world. These questions help to establish how to rate yourself. They also make a person look at their inner feelings in relationship to their goals.

## **Tools: Journal Writing:**

*Sweet Forgiveness, Exercise 16.5* (Seaward, 2008, p. 205). As a professional, working with the public can be trying. Building up resentments, especially over things out of one's control, can create barriers and distractions as well as stress. This journal is to write the resentments, situation, people or entities involved and find a way to let go.

*Guilt and Worry, Exercise 4.6* (Seaward, 2008, p. 43). In the business world, worry can create a lot of stress, mentally and physically. As an owner of a business, worry about paying bills and making it a success is usually the number one stressor. As an employee, worry about cut backs and the economic situation both as home and at work can affect the job performance. This writing is to come up with a solution to combat or minimize the guilt and worry in the professional life.

# Unit 10

## Unit 10: Applying Stress: Critical Management to your Personal Life

### Information to Remember:

**Create Your Own Stress-Management Program** (Seaward, 2009, pp. 528-531). Treat yourself the way you would treat your best friend. Identify things in your life that create stress and come up with solutions to decrease or eliminate the stressor (Seaward, 2009, p. 529). Think of the four parts of your existence as a whole (mind, body, emotions and spirit). In addition, create positive coping skills.

**FITT** (Seaward, 2009, p. 517). Frequency, intensity, time and type of exercise. Exercise has been shown to improve the mental as well as the physical condition, by releasing endorphins, improve the cardiovascular system and flush out stress (Seaward, *Managing Stress: Principles and Strategies for Health and Well-Being*, 2009, pp. 520-521).

**Muscle Relaxation** (Seaward, 2009, p. 457). Relaxing the muscles in the jaw, back, neck, shoulders has been shown to be effective to create neuromuscular homeostasis. Once the homeostasis is reached, the sense of relaxation and rebuilding can occur. Computers have created muscle strain to the neck and shoulder areas. These simple relaxation methods can be done anywhere, without equipment and are done by muscle groupings (Seaward, 2009, pp. 457-462).

### Resources: Exercises:

**Relaxation Survival Kit, Exercise IV.B** (Seaward, 2008, p. 280). This list is an inventory of what a person wants in the way achieving relaxation, using the five senses. You can begin with a wish list, replacing old habits with new preferred habits (i.e. eating potato chips replaced with apples, taking a walk instead of watching television). These items will change over time and should be update the list annually.

**Hobbies and Outside Interests, Exercise 16.2** (Seaward, 2008, pp. 200-201). Hobbies are activities to unwind with and are enjoyable. This exercise is a way to define your interests and plan for new or make changes to existing hobbies. Hobbies are one way to create a pleasant atmosphere way from work and obligations, thus releasing stress.

## **Tools: Journal Writing:**

*My Health Profile, Exercise 3.3* (Seaward, 2008, pp. 20-21). Creating a health profile provides a summary of the current health status. To know some of the stats (vision, dental, HDL/LDL) one must have had a current physical. A physical can give a person the idea how their homeostasis is and then deciding if stress is contributing to any issues.

*When Your Biography Becomes Your Biology, Exercise 3.5* (Seaward, 2008, p. 24). The Mind-Body phenomenon and recognition has grown in acceptance of the last 30 years. Realizing that our mind can control or trigger a physical response is gaining approval by the medical field. Taking an inventory of your life can help see a pattern between events, illness and stress.

## Additional Information

CDC. (2012, May 12). *Managing Stress*. Retrieved August 30, 2012, from Center for Disease Control and Prevention: <http://www.cdc.gov/Features/HandlingStress/>

The CDC website is a reliable primary source for the professional and the patient to find information. This article has tips on how to handle stress, including a list of symptoms, tips for self-care and coping skills.

Everly, G. S., & Lating, J. M. (2003). *The Clinical Guide to the Treatment of the Human Stress Response* (2nd ed.). Kluwer Academic/Plenum. Retrieved August 30, 2012, from <http://web.ebscohost.com.lib.kaplan.edu/ehost/detail?sid=9c555e38-a5e9-4f21-b098-17446344b044@sessionmgr13&vid=2#db=nlebk&AN=99262>

This book is located in the Kaplan library and from the bits I could read, looks like a reliable secondary source. The table of contents includes the anatomy of stress response, the link between stress and disease, immune system, how to measure the stress levels, treatment and controlling stress, relaxation techniques and then has a section for clinical practice with forms. This is a book that looks like a good addition to the library.

Go Stress. (2012). *Stress Facts*. Retrieved August 30, 2012, from Global Organization for Stress: <http://www.gostress.com/stress-facts/>

Go Stress is an independent organization committed to educate about stress around the world. The director is Dr. Judy who has over twenty years working in the field of issues associated with stress. Information includes stress studies that are currently being conducted around the world, facts sheets, definition and symptoms. This website is a secondary source for information on stress.

Sapolsky, R. (2009). *Stress and Health*. Retrieved August 31, 2012, from NIH Lecture Series on U-Tube: <http://www.youtube.com/watch?v=XvMQQsyPirM&feature=related>

Dr. Robert Sapolsky spoke at National Institute of Health lecture series providing primary information on stress and molecules in the body. This video is a little over an hour, has some slides to go with his speech; plus he talks about anatomy response as well as prescriptions and the influence on the stress response.

Seaward, B. L. (2008). In *The Art of Peace and Relaxation Workbook*, Chapter 5: The Anger Cycle (pp. 58-59). Boulder, CO: Jones and Bartlett Publishers. Retrieved August 30 2012

This section of the workbook shows the cycle of anger by steps and the internal or external stimuli associated with each step. There are two examples: mismanaged anger cycle and the well-managed anger.

Seaward, B. L. (2008). In *The Art of Peace and Relaxation Workbook*, Chapter 7: Exercising Your Muscles of the Soul (pp. 106-107). Boulder, CO: Jones and Bartlett Publishers. Retrieved August 30 2012

This section of the workbook list a collection of internal assets a person has, such as compassion, courage, creativity, forgiveness, patience, resiliency. Each resource has a brief summary how it is related to stress coping skills.

Wallace, E. V. (2007). MANAGING STRESS: WHAT CONSUMERS WANT TO KNOW FROM HEALTH EDUCATORS. *American Journal Of Health Studies*, 22 (1), 56-58. From <http://web.ebscohost.com.lib.kaplan.edu/ehost/pdfviewer/pdfviewer?sid=59dfec1-dcf2-446e-9563-8b6d8af7a989%40sessionmgr10&vid=2&hid=25>

This article is a primary source and has information that a patient may ask their healthcare provider about stressors. Dr. Wallace states that many people do not understand the physical signs of stress such as hypertension, headaches, ulcers and even heart attacks. He goes on to describe some coping skills that a person can develop.

WebMd and Cleveland Clinic. (2012). *Heart Disease and Stress*. Retrieved August 31, 2012, from Medicine Net: [http://www.medicinenet.com/stress\\_and\\_heart\\_disease/article.htm](http://www.medicinenet.com/stress_and_heart_disease/article.htm)

This site offered a slide show on heart disease to go along with written articles on the effect of stress on the heart. WebMD and the Cleveland Clinic worked together on this primary source of information. There is also a slide show on the heart anatomy. At the end of the presentations a person has an option to take a quiz to see if they understood the information.

## References

- CDC. (2012, May 12). *Managing Stress*. Retrieved August 30, 2012, from Center for Disease Control and Prevention: <http://www.cdc.gov/Features/HandlingStress/>
- Everly, G. S., & Lating, J. M. (2003). *The Clinical Guide to the Treatment of the Human Stress Response* (2nd ed.). Kluwer Academic/Plenum. Retrieved August 30, 2012, from <http://web.ebscohost.com.lib.kaplan.edu/ehost/detail?sid=9c555e38-a5e9-4f21-b098-17446344b044@sessionmgr13&vid=2#db=nlebk&AN=99262>
- Go Stress. (2012). *Stress Facts*. Retrieved August 30, 2012, from Global Organization for Stress: <http://www.gostress.com/stress-facts/>
- Sapolsky, R. (2009). *Stress and Health*. Retrieved August 31, 2012, from NIH Lecture Series on U-Tube: <http://www.youtube.com/watch?v=XvMQQsyPirM&feature=related>
- Sapolsky, R. M. (2004). *Why Zebras Don't Get Ulcers* (3rd Edition ed.). New York: St. Martins Griffin.
- Seaward, B. L. (2008). In *The Art of Peace and Relaxation Workbook*. Boulder, CO: Jones and Bartlett Publishers. Retrieved June-August 2012
- Seaward, B. L. (2008). In *The Art of Peace and Relaxation Workbook*, Chapter 5: The Anger Cycle (pp. 58-59). Boulder, CO: Jones and Bartlett Publishers. Retrieved August 30 2012
- Seaward, B. L. (2008). In *The Art of Peace and Relaxation Workbook*, Chapter 7: Exercising Your Muscles of the Soul (pp. 106-107). Boulder, CO: Jones and Bartlett Publishers. Retrieved August 30 2012
- Seaward, B. L. (2009). *Managing Stress: Principles and Strategies for Health and Well-Being. 6th Edition*, Boulder, CO: Jones and Bartlett. Retrieved June - August 2012
- Wallace, E. V. (2007). Managing Stress: What Consumers Want to Know From Health Educators. *American Journal of Health Studies*(22(1)), 56-59. Retrieved August 27, 2012, from <http://web.ebscohost.com.lib.kaplan.edu/ehost/pdfviewer/pdfviewer?sid=59dfec1-dcf2-446e-9563-8b6d8af7a989%40sessionmgr10&vid=2&hid=25>
- WebMd and Cleveland Clinic. (2012). *Heart Disease and Stress*. Retrieved August 31, 2012, from Medicine Net: [http://www.medicinenet.com/stress\\_and\\_heart\\_disease/article.htm](http://www.medicinenet.com/stress_and_heart_disease/article.htm)





EXERCISES FROM *THE ART OF PEACE AND RELAXATION WORKBOOK* BY  
BRIAN L SEAWARD

ADDENDUM

Unit	Exercise	Page	Name of Exercise
1	3.1	17	Physical Symptoms Questionnaire
1	1.1	3	Inventory: Are You Stressed
1	1.4	7	A Good Night's Sleep
1	1.5	9	Personal Stress Inventory: Top Ten Stressors
2	5.1	51	The Stress Emotions: Anger and Fear
2	5.9	66	Emotional Well-Being
2	2.1	13	The Physiology of Stress
2	4.8	47	Creative Altruism: The Power of Unconditional Love
3	27.4	256	Food, Glorious Food
3	27.2	253	Self-Assessment: Nutritional Eating Habits
3	27.5	258	Fast Food Nation
3	27.7	262	Is Fat Really Where It's At?
4	7.5	95	Your Personal Value System
4	7.8	99	Distractions on the Human Path
4	6.3	72	Stress-Resistant Personality Survey
4	7.3	92	The Three Pillars of Human Spirituality
5	15.1	179	Resource Management: Time and Money
5	28.2	269	My Body, My Physique
5	8.1	121	Reframing: Seeing a bigger, Clearer Perspective
5	9.2	135	Behaviors I'd Like to Change
6	18.3	215	Bridging the Hemispheres of Thought,
6	23.1	237	The Yin and Yang of Life
6	17.1	207	Dolphin Breath Meditation
6	18.1	211	Too Much Information
7	28.1	267	Physical Exercise
7	28.3	271	Your Circadian Rhythms
7	12.1	159	IN Search of the Proverbial Funny Bone
7	28.4	272	My Body's Rhythms
8	7.2	90	Mandala of the Human Spirit
8	28.5	274	Mandala For Personal Health: Your Holistic Stress Management Strategy
8	1.6	10	The Wellness Paradigm Revisited
8	4.9	49	Mind over Matter: Harnessing the Power of Your Mind
9	IV.A	278	The Art of Calm: Relaxation through the Five Senses
9	4.3	37	Fifteen Minutes of Fame
9	16.5	205	Sweet Forgiveness
9	4.6	43	Guilt and Worry
10	IV.B	280	Relaxation Survival Kit
10	16.2	200	Hobbies and Outside Interests
10	3.3	20	My Health Profile
10	3.5	24	When Your Biography Becomes Your Biology

EXERCISES FROM *THE ART OF PEACE AND RELAXATION WORKBOOK* BY  
BRIAN L SEAWARD

ADDENDUM

ADDENDUM

# The Nature of Stress

## EXERCISE 1.1

### Inventory: Are You Stressed?

Although there is no definitive survey composed of twenty to forty questions to determine whether you are stressed or burnt out, or exactly how stressed you really are, questionnaires do help increase awareness that, indeed, there may be a problem in one or more areas of your life. The following is an example of a simple stress inventory to help you determine the level of stress in your life. Read each statement and then circle either the word Agree or Disagree. Then count the number of "Agree" answers you've circled (scoring one point per answer) and use the stress level key to determine your personal stress level.

<i>Statement</i>	<i>Agree</i>	<i>Disagree</i>
1. I have a hard time falling asleep at night.	Agree	Disagree
2. I tend to suffer from tension and/or migraine headaches.	Agree	Disagree
3. I find myself thinking about finances and making ends meet.	Agree	Disagree
4. I wish I could find more to laugh and smile about each day.	Agree	Disagree
5. More often than not, I skip breakfast or lunch to get things done.	Agree	Disagree
6. If I could change my job situation, I would.	Agree	Disagree
7. I wish I had more personal time for leisure pursuits.	Agree	Disagree
8. I have lost a good friend or family member recently.	Agree	Disagree
9. I am unhappy in my relationship or am recently divorced.	Agree	Disagree
10. I haven't had a quality vacation in a long time.	Agree	Disagree
11. I wish that my life had a clear meaning and purpose.	Agree	Disagree
12. I tend to eat more than three meals a week outside the home.	Agree	Disagree
13. I tend to suffer from chronic pain.	Agree	Disagree
14. I don't have a strong group of friends to whom I can turn.	Agree	Disagree
15. I don't exercise regularly (more than three times per week).	Agree	Disagree
16. I am on prescribed medication for depression.	Agree	Disagree
17. My sex life is not very satisfying.	Agree	Disagree

ADDENDUM

<i>Statement</i>	<i>Agree</i>	<i>Disagree</i>
<b>18.</b> My family relationships are less than desirable.	Agree	Disagree
<b>19.</b> Overall, my self-esteem can be rather low.	Agree	Disagree
<b>20.</b> I spend no time each day dedicated to meditation or centering.	Agree	Disagree

**Stress Level Key**

Less than 5 points	You have a low level of stress and maintain good coping skills.
More than 5 points	You have a moderate level of personal stress.
More than 10 points	You have a high level of personal stress.
More than 15 points	You have an exceptionally high level of stress.

ADDENDUM

## EXERCISE 1.4

# A Good Night's Sleep

Sleep is one of the basic human drives. Most health books don't talk much about it, despite the fact that you spend over one-third of your life in that state. The fact is that we tend to take the behavior of sleep for granted, unless, of course, we feel we don't get enough of it. We are told that the average person sleeps six to eight hours a night, with an occasional nap here and there. Truth be told, over half of Americans get much less than this. Eight hours may be recommended, but it is not the norm. A poor night's sleep cascades into a poor waking day. Over time, the results will ultimately affect all aspects of health.

Whatever your sleep patterns were before you started college, chances are that they have changed dramatically since then. By and large, the freedom connected with college life tends to throw off sleep patterns. Instead of hitting the hay around 10 P.M. or 11 P.M., you might not lay your head on the pillow until 1 A.M. or 2 A.M. On week-ends you may go to bed at sunrise, rather than waking up to see it. And let us not forget the all-nighters that tend to become habit forming during midterm and final exams.

Since the 1950s, scientists have been studying sleeping behaviors and sleeping patterns in earnest. With over forty years of data collection, you'd think they would have some solid answers; the truth is, no one really knows why we sleep. There are all kinds of theories about the need to have rest, but to date there seems to be a lack of evidence as to what actually goes on during the night hours. Interestingly enough, we *do* know what happens when we don't get enough sleep. Memory and motor coordination fade rapidly, and performance, in all aspects, is greatly compromised—as many a college student will attest to when pulling a series of all-nighters.

Describe your sleeping patterns. Are your sleep habits regular? Do you go to bed and get up about the same time every day? How have your sleeping patterns changed since you entered college? Do you make a habit of pulling all-nighters? Do you have problems sleeping at night? Do you have a hard time getting up in the morning? What are some of the patterns you see with your sleep?

ADDENDUM

## EXERCISE 1.5

# Personal Stress Inventory: Top Ten Stressors

It's time to take a personal inventory of your current stressors—those issues, concerns, situations, or challenges that trigger the fight-or-flight response in your body. The first step to resolving any problem is learning to identify exactly what the problem is. Take a moment to list the top ten issues that you are facing at the present moment. Then place check marks in the columns to signify whether this stressor directly affects one or more aspects of your health (mind, body, spirit, emotions). Take note of how many of your stressors affect more than one aspect. Then, next to each stressor, chronicle how long it has been a problem. Finally, check whether this stressor is one that elicits some level of anger, fear, or both.

<i>Stressor</i>	<i>Mental</i>	<i>Emotional</i>	<i>Spiritual</i>	<i>Physical</i>	<i>Duration of Problem</i>
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____

## EXERCISE 1.6

# The Wellness Paradigm Revisited

Ageless wisdom tells us that the whole is greater than the sum of the parts and that all parts must be looked at equally as part of the whole. In terms of health and wellness, the whole is made up of four components: mind, body, spirit, and emotions. Additionally, ageless wisdom suggests that holistic wellness is composed of the integration, balance, and harmony of these four components—that each aspect of our being is so connected to the other three that no separations exist. Looking at one component—say, our physical health—merits paying attention to the other three because of the dynamic interconnectedness of the mind, body, spirit, and emotions. What might seem like common sense has not always been so well accepted in American culture. For over three hundred years, the Western mind has focused on the physical aspects of health, leaving the other three components in the shadows. Beginning in the early

1960s, the mental, emotional, and spiritual components of health were looked at with somewhat distant interest; only in the past decade has the interconnection of mind, body, and spirit gained respect (and popularity) in Western science.

It has been said recently that every issue is a health issue, meaning that issues such as economic downswings, political instability, rainforest depletion, and moral bankruptcy all ultimately affect our health. To recognize our own health status, we must remind ourselves that we are more than just our physical bodies. We must come to appreciate the true integration, balance, and harmony of mind, body, spirit, and emotions.

Here are some questions to ponder as you explore your own health philosophy, values, and beliefs. If you need additional space to write, use the extra pages provided at the back of the book.

1. Given the dynamics of the wellness paradigm, how does it compare with the common notion that health is the absence of disease?
2. What is your definition of wellness? Do you believe that the whole is greater than the sum of the parts? Can you think of an example in music, politics, or the arts that demonstrates this ageless wisdom?
3. What do you think it means to be an integrated person, to enjoy balance and harmony among your mental, emotional, physical, and spiritual aspects? Do you feel this within yourself? If not, why not? Can you identify which aspect(s) you feel are not in balance?

ADDENDUM

# The Physiology of Stress

## EXERCISE 2.1

### Stress Physiology Review

First, read Chapter 2 in *Managing Stress*. Given the nature of the content (lots of left- brain facts), you might want to reread it before starting this exercise. One reason why experts in mind-body medicine think it's a good idea to understand the physiology of stress is that this knowledge helps with various relaxation skills, including mental imagery, autogenic training, and biofeedback. Having this knowledge of how your body's physiology works during times of stress augments your ability to promote a deeper sense of relaxation and healing. In this case, knowledge is power.

This hormone is released from the hypothalamus:

1. \_\_\_\_\_

This hormone is released from the pituitary:

1. \_\_\_\_\_

This hormone is released from the thyroid:

1. \_\_\_\_\_

These hormones and catecholamines are released from the adrenal gland:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

These catecholamines are released from the neural endings:

1. \_\_\_\_\_

2. \_\_\_\_\_

This hormone is associated with mood; a decrease is associated with depression:

1. \_\_\_\_\_

This hormone is associated with a good night's sleep:

1. \_\_\_\_\_



ADDENDUM

# Stress and Disease

## EXERCISE 3.1

### Physical Symptoms Questionnaire

Please look over this list of stress-related symptoms and circle how often they have occurred in the past week, how severe they seemed to you, and how long they lasted. Then reflect on the past week's workload and see whether you notice any connection between your stress levels and possible stress-related symptoms.

	<i>How Often?</i> <i>(Number of days in the past week)</i>							<i>How Severe?</i> <i>(1 = mild; 5 = severe)</i>					<i>How Long?</i> <i>(1 = 1 hour; 5 = all day)</i>					
<b>1.</b> Tension headache	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>2.</b> Migraine headache	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>3.</b> Muscle tension (neck and/or shoulders)	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>4.</b> Muscle tension (lower back)	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>5.</b> Joint pain	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>6.</b> Cold	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>7.</b> Flu	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>8.</b> Stomachache	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>9.</b> Stomach/abdominal bloating/distention/gas	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>10.</b> Diarrhea	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>11.</b> Constipation	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>12.</b> Ulcer flare-up	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>13.</b> Asthma attack	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>14.</b> Allergies	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>15.</b> Canker/cold sores	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>16.</b> Dizzy spells	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>17.</b> Heart palpitations (racing heart)	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
<b>18.</b> Temporomandibular joint dysfunction (TMJD)	0	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5



ADDENDUM

## EXERCISE 3.3

# My Health Profile

Health is so much more than the optimal functioning of our physical bodies. By and large, however, the physical body is what people focus on when they talk about health (weight, skin, hair, sight, hearing, etc.). To fully understand the mind-body-spirit connection, you must realize that the body is actually the endpoint where unresolved issues of mind and spirit collect, not the beginning. But *if* we were to start with the body and examine, from head to toe, our physical makeup, perhaps we could use this as a stepping stone toward understanding this unique relationship.

Several aspects of our physical makeup, when looked at as a composite, tend to give us a sound understanding of our physical health status. This journal theme invites you to take some time to explore your overall physical health. Once you have compiled all your personal health data, compare your values with the norms discussed in class, or in the book *Health and Wellness*. If you have any questions regarding your profile, bring these to the attention of your physician.

### My Health Profile

Name \_\_\_\_\_

Height \_\_\_\_\_

Weight \_\_\_\_\_

Age \_\_\_\_\_

Resting heart rate \_\_\_\_\_

Target heart rate \_\_\_\_\_

Maximal heart rate \_\_\_\_\_

Resting systolic blood pressure \_\_\_\_\_

Resting diastolic blood pressure \_\_\_\_\_

Total cholesterol \_\_\_\_\_

HDL level \_\_\_\_\_

LDL level \_\_\_\_\_

Vision status \_\_\_\_\_

Dental status \_\_\_\_\_

Hearing status \_\_\_\_\_

Skin condition \_\_\_\_\_

ADDENDUM

Gastrointestinal (GI) tract \_\_\_\_\_

Tense areas, muscular \_\_\_\_\_

Reproductive system \_\_\_\_\_

Skin \_\_\_\_\_

Sinuses \_\_\_\_\_

Other \_\_\_\_\_

## EXERCISE 3.5

# When Your Biography Becomes Your Biology

*The cause of illness is ultimately connected to the inner stresses present in a person's life.*  
Caroline Myss

In the early 1980s, Robert Ader coined the term *psychoneuroimmunology* to distinguish a new field of study, the field of mind-body medicine. What he and now countless others have discovered is that there is an amazing and profound connection between the mind, body, and spirit. Contrary to French philosopher René Descartes' reductionist theory, the mind and body are not separate entities. This means that our minds and the emotional thoughts we produce have an incredible impact on our physiology, for better or worse.

One person who has emerged in the forefront of mind-body medicine is Caroline Myss, PhD. A woman with an incredible ability to see what most others cannot, Myss can view a person's energy field and assist physicians in determining the onset and location of disease as well as the cause of a disease. Myss has a remarkable rate of accuracy, especially considering that she can do this from hundreds of miles away (known as non-local viewing or medical intuition). First intrigued by the concepts of the human energy field and the chakras (spinning wheels of energy positioned over several major body organs from head to spine), Myss has focused her own energy into teaching people awareness of mind-body-spirit harmony.

In one of her first books, *The Creation of Health*, Myss discusses the idea that a life history, in terms of experiences, becomes intertwined with the cells of our physical bodies (Shealy and Myss, 1988). From hundreds of documented case studies, she has come to the understanding that symptoms of disease and illness don't start in the body; they end there. Can cervical cancer be rooted in sexual molestation? Can lower back pain be rooted in financial insecurities? Can bone spurs on the heel of the foot be a result of feeling "defeated"? Myss thinks so. Judging by her track record (95 percent accuracy of diagnosing diseases), she stands on pretty solid ground.

According to Caroline Myss, getting your life story out and examined is one of the first steps toward optimal health. By coming to terms with your biography, you can release the negative energies that distort the integrity of each and every cell in your body. So what is your biography? What are some of the most significant (perhaps emotionally painful) events that you now carry in the memory of each cell? Take some time to explore these and perhaps other lifelong memories that may now be a part of your biology.

ADDENDUM

## EXERCISE 4.3

# Fifteen Minutes of Fame

Almost everybody wants to be famous. Why? We all like recognition, and we crave acceptance. Even people who consider themselves introverts like to be considered worthy by their family, friends, and peers. In this age of high technology, the chance of becoming famous is increasing dramatically; it seems as if everybody has his or her own television show and website or YouTube video these days. But fame never lasts long. With rare exceptions, fame evaporates more quickly than a cup of water in the desert sun. When one face disappears, a new one comes along immediately. Fame is nothing more than the ego revealed.

Renowned artist Andy Warhol once said that everybody wants his or her fifteen minutes of fame. What he meant was that everyone craves acceptance, and many people desire notoriety. Nowhere is this more evident than reality TV shows and YouTube videos where people are clamoring to get noticed. Perhaps it's because American culture projects a sense of high esteem for those people who have "made it." When you consider what movie actors and professional athletes get paid compared with what schoolteachers earn, it becomes clear that fame and fortune *are* American values. Perhaps the real questions are, What is success? And why do we seek pleasure through media venues?

The concept of fifteen minutes of fame speaks to more than just the concept of being famous. It really speaks to the concept of ego. Freud is given credit for coining the term *ego*, but in fact the concept of being self-centered is as old as humanity itself. Freud said that the purpose of ego is to provide pleasure and minimize pain. As bad or big as some egos appear, the truth is, we all need an ego. Our egos serve as our bodyguards. The trouble is that with a great many people, the bodyguard wants a promotion and a new job title (e.g., *the boss*).

This journal theme is about ego. Here are some questions to ponder:

1. On a scale of 1 to 10 (with 1 being low), how would you rate the strength of your ego?
2. Do you think egotistical behavior is genetic or a learned behavior? Why?
3. In your opinion, how does ego relate to self-esteem?
4. Do you ever crave acceptance, notoriety, or fame? Why do you suppose this is so? How much of this is influenced by television, magazines, and so on?
5. There is an expression used in Eastern culture: "Domesticate the ego, or you'll have poop all over the place." What are some ways in which you can domesticate your ego and still maintain your self-esteem?
6. Any other comments you wish to share here before you step into the limelight?

ADDENDUM

## EXERCISE 4.6

# Guilt and Worry

The difference between a state of stress and a state of relaxation is simple. In a stressful frame of mind, we are preoccupied with events or issues from the past or the future, or both. In a state of relaxation, we can enjoy the present moment; we can absorb and appreciate life's simple pleasures. Stress robs us of the present moment.

As psychologist Wayne Dyer suggests in his best-selling book *Your Erroneous Zones*, two human emotions are employed exclusively in the stressful state of mind: guilt and worry. *Guilt* preoccupies the mind with events and feelings from the past, whereas *worry* focuses our attention on anticipated events. What both of these emotional states, or zones, have in common is that they immobilize our thought processes and leave us unable to function at our best. These emotions cloud the mind and freeze rational thought processes that are truly needed to deal with our stressors.

Although events from our past may serve as excellent learning experiences, all the guilt in the world will not change what has already occurred. Likewise, worrying is unproductive thinking. Too much of it can wreak havoc with the body's internal organs. Worrying about the future (not to be confused with planning for the future) is an unproductive emotion. Worrying is an immobilizing emotion. It wastes a lot of time, and time is too valuable a resource to waste. Most, if not all, of our stressors produce an excess of either one or both of these emotions. Not only do they rob us of the ability to enjoy the present moment, but they also inhibit us from acting in a way to resolve the issue that created these emotional responses.

Are you a chronic worrier? Are there specific times that you fret about, or do general concerns trigger your worries? Make a list of your top ten stressors again. Take a good look at them. Do they promote guilt or worry? Many people feel uncomfortable in the present moment. They would rather focus their attention on past or future events to avoid the present moment. Are you one of these people? Self-imposed guilt trips are very stressful. Is this an occasional characteristic of yours? Do you lay an occasional guilt trip on others to manipulate their emotions and behavior? If so, why? What are some ways to cut down the use of these two emotions in your strategy to deal effectively with stress?

ADDENDUM

## EXERCISE 4.8

# Creative Altruism: The Power of Unconditional Love

Love, it is said, is the glue that holds the universe together. The expression of love can be made manifest in a great many ways. The following questions encourage you to explore the concept of unconditional love as an alternative to the motivation of fear.

1. Write your best definition of love:

---

---

2. If love is the energy that moves the human spirit, then fear is the metaphorical brake that stops love in its tracks. How does fear impede your ability to express love?

---

---

3. The slogan “Perform random acts of kindness” was coined by a woman who was searching for a way to make the world a better place in which to live. She created this catch phrase as a means to express heartfelt altruism. Performing a random act of kindness means giving anonymously without the expectation of receiving anything in return. Compose a list of five ways to “give” altruistically and identify at least three ways that don’t involve money.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. Service! One cannot speak on the topic of altruism without speaking of the concept of service, yet service is an idea that has fallen on deaf ears lately. It’s hard to feel sorry for yourself when you are helping others who are less fortunate. Over the past decade, the Institute of Noetic Sciences has given the Creative Altruism Award to those unique individuals who demonstrate the spirit of selfless service. If you could create an altruistic nonprofit organization to help others, what would you do? Explain.



ADDENDUM

## EXERCISE 4.9

# Mind over Matter: Harnessing the Power of Your Mind

Spoon bending may seem to be in a different league than the spontaneous remission of a cancerous tumor, but in reality, the premise of each is the same. Most likely you've heard the expression "mind over matter," yet few people actually put this philosophy into play. Mind over matter simply means using the power of your mind (both conscious and unconscious minds) to accomplish a task. Mind over matter isn't a means of controlling others. Rather, it's a means of becoming empowered instead of giving your power away. Those who teach mind power often use the spoon-bending exercise as the first stepping stone toward the goal of other, seemingly larger but no less challenging goals. Mind over matter isn't magic, an illusion, or a cute parlor trick. It's merely the manifestation of an inherent power that we each hold in the center of our own minds. The process of mind over matter involves the following three distinct steps.

- **Step 1: Focus your mind.** The first step of the process requires your mind to be focused completely and entirely on the task at hand. A wandering mind is analogous to irritating static on your favorite radio station making the transmission inaudible.
- **Step 2: Believe.** Once the mind is clear of distracting thoughts and is completely focused on the task at hand, the heart and mind (conscious and unconscious minds) must be aligned. This means that all doubt must be cast aside, and faith must galvanize you with a sense of absolutely knowing that you will, indeed, accomplish the deed (whatever it happens to be). To reinforce the belief process, use the power of your imagination to picture the event as having already occurred. Feel the exhilaration of completing this task.
- **Step 3: State the command.** State the command to complete the desired action. To bend a spoon, you might simply state, "Bend!" To dissolve a tumor, state the command, "Dissolve away!"

### Spoon Bending 101

Locate an old spoon (or fork) from the silverware drawer (one that you don't intend to use again). Hold the base of the utensil in one hand and with a slight effort of the free hand apply a little pressure simply to test the strength of the metal. Follow steps 1 to 3 (above). After stating the command "Bend!" once again hold the top of the utensil and bend it at the neck. If possible, bend the neck of the spoon or fork into a loop. Sometimes it helps to visualize the neck of the spoon as molten red right before you apply pressure to bend the spoon. Once the utensil is transformed, consider keeping it in a place where you can see it often as a symbol to remind you of the power of your mind.

Spoon bending is really nothing more than a simple metaphor of the power of mind over matter. Once you have mastered this task; consider trying this technique in other areas of your life

Describe your experience

## Chapter 5

# The Stress Emotions: Anger and Fear

### EXERCISE 5.1

## Anger Recognition Checklist

*He who angers you, conquers you.*  
Elizabeth Kenny

The following is a quick exercise to help you understand how anger can surface in the course of a normal working day and how you *may* mismanage it. Please place a check mark in front of any of the following that apply to you when you get angry or feel frustrated or upset. After completing this section, please refer to the bottom right-hand corner to estimate, on average, the number of episodes of anger you experience per day.

When I feel angry, my anger tends to surface in the following ways:

- |   |   |
|---|---|
| <input type="checkbox"/> anxiety                | <input type="checkbox"/> threatening others         |
| <input type="checkbox"/> depression             | <input type="checkbox"/> buying things              |
| <input type="checkbox"/> overeating             | <input type="checkbox"/> frequent lateness          |
| <input type="checkbox"/> starting to diet       | <input type="checkbox"/> I never feel angry         |
| <input type="checkbox"/> trouble sleeping       | <input type="checkbox"/> clenched jaw muscles, TMJD |
| <input type="checkbox"/> excessive sleeping     | <input type="checkbox"/> boredom                    |
| <input type="checkbox"/> careless driving       | <input type="checkbox"/> nausea, vomiting           |
| <input type="checkbox"/> chronic fatigue        | <input type="checkbox"/> skin problems              |
| <input type="checkbox"/> abuse of alcohol/drugs | <input type="checkbox"/> easy irritation            |
| <input type="checkbox"/> exploding in rage      | <input type="checkbox"/> sexual difficulty          |
| <input type="checkbox"/> cold withdrawal        | <input type="checkbox"/> sexual apathy              |

ADDENDUM

- |  |                                     |
|--|-------------------------------------|
| _____ tension headaches                      | _____ busy work (clean, straighten) |
| _____ migraine headaches                     | _____ sulking, whining              |
| _____ use of sarcasm                         | _____ hitting, throwing things      |
| _____ hostile joking                         | _____ complaining, whining          |
| _____ being accident prone                   | _____ cutting/mutilating myself     |
| _____ guilt and self-blame                   | _____ insomnia                      |
| _____ smoking or drinking                    | _____ promiscuity                   |
| _____ high blood pressure                    | _____ helping others                |
| _____ frequent nightmares                    | _____ other? _____                  |
| _____ tendency to harp or nag                | _____ other? _____                  |
| _____ intellectualization                    |                                     |
| _____ upset stomach (e.g., gas, cramps, IBS) |                                     |
| _____ muscle tension (neck, lower back)      |                                     |
| _____ swearing or name calling               |                                     |
| _____ crying                                 |                                     |

My average number of anger episodes per day is \_\_\_\_\_

ADDENDUM

## EXERCISE 5.9

# Emotional Well-Being

Emotional well-being is best described as “the ability to feel and express the entire range of human emotions, and to control them, not be controlled by them.” Sounds like a pretty tall order, huh? Well, it doesn’t have to be.

What is the range of human emotions? Everything from anger to love, and all that’s in between. No emotion is excluded, meaning that it is perfectly all right to feel angry, jealous, giddy, sad, depressed, light-hearted, and silly. All of these feelings comprise the total human experience, the complete spectrum of human emotions.

A well-accepted theory suggests that early in our development, we spend the greatest amount of time trying on and exploring emotions. But if you are like most people, you were told at an early age one or more of the following expressions related to your behavior: “Wipe that smile off your face,” “Big boys don’t cry,” “Don’t you ever talk back to me,” or “I’ll give you something to cry about.” Perhaps our parents had good intentions, or perhaps they were just at wit’s end. Regardless of what prompts such comments, most youngsters interpret the message altogether differently than intended. Instead of relating such phrases only to the moment, most children take the meaning of such messages globally and think it is never all right to laugh or to cry. If we hear these messages enough, we begin to deny some of our feelings by stuffing them down into our unconscious minds—only to meet them head-on later in life.

The second half of the emotional well-being equation says that to be emotion-ally well, we must control our feelings, not let them control us. Our feelings control us when we refuse to feel and express them or when we linger too long in the moods of anger, anxiety, depression, grief, or boredom. The result is stagnation, not dynamic living.

Here are some questions to ponder about your own sense of emotional well-being:

1. What is your least favorite emotion, one that you don’t like to feel or perhaps would rather avoid feeling? Can you explain why?
2. Combing through your memory, can you remember a time (or times) when you were told or reminded not to act or feel a certain way (e.g., big boys don’t cry), or were perhaps even humiliated? Take a moment to describe this incident.
3. What is your favorite emotion? Why? How often would you say you feel this emotion throughout the course of a typical day?
4. If you feel you may be the kind of person who doesn’t acknowledge or express your emotions, can you think of ways to change your behavior and begin to gain a sense of emotional balance?

ADDENDUM

## EXERCISE 6.3

# Stress-Resistant Personality Survey

The following survey is composed of statements based on the hardy, survivor, and risk-taking personality traits—all of which share common aspects that resist rather than attract or promote stress in one's life. Please answer the following questions with the most appropriate number.

	4 = Always	3 = Often	2 = Sometimes	1 = Rarely	0 = Never
1. I wake up each morning ready to face a new day.	4	3	2	1	0
2. I tend not to let fear run my life.	4	3	2	1	0
3. I would consider myself to be an optimist.	4	3	2	1	0
4. I tend to see "problems" as opportunities for personal growth and success.	4	3	2	1	0
5. Although I like to be in control of my fate, I know when to go with the flow when things are out of my control.	4	3	2	1	0
6. Curiosity is one of my stronger attributes.	4	3	2	1	0
7. Life isn't always fair, but I still manage to enjoy myself.	4	3	2	1	0
8. When things knock me off balance, I am resilient and get back on my feet quickly.	4	3	2	1	0
9. My friends would say that I have the ability to turn misfortune into luck.	4	3	2	1	0
10. I believe that if you don't take risks, you live a boring life and won't get far.	4	3	2	1	0
11. I like to think of myself as being a creative person.	4	3	2	1	0
12. I believe in the philosophy that "one person truly can make a difference."	4	3	2	1	0
13. I am both organized and flexible with my life's day-to-day schedule.	4	3	2	1	0
14. Sometimes having nothing to do is the best way to spend a day.	4	3	2	1	0
15. I trust that I am part of a greater force of life in the universe.	4	3	2	1	0
16. I believe in the philosophy that "you make your own breaks."	4	3	2	1	0
17. I approach new situations with the idea that I will learn something valuable, regardless of the outcome.	4	3	2	1	0
18. When I start a project, I see it through to its successful completion.	4	3	2	1	0
19. I am strong willed, which I see as a positive characteristic to accomplish hard tasks.	4	3	2	1	0
20. I am committed to doing my best in most everything in life.	4	3	2	1	0

**Total score** \_\_\_\_\_

**Score:** A score of more than 30 points indicates that you most likely have traits associated with the hardy, survivor, and calculated risk-taker personalities, personality types known to be stress-resistant.

ADDENDUM

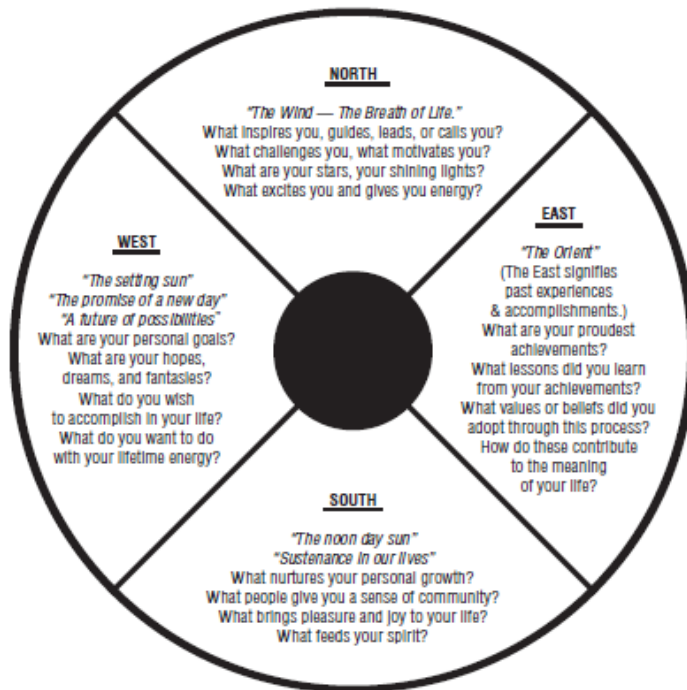
## EXERCISE 7.2

# Mandala of the Human Spirit

A *mandala* is a circular-shaped object symbolizing unity, with four separate quarters that represent directions of the universe, seasons of the years, or four points of reference. The mandala can be traced to the dawn of humankind. Mandalas vary in size, design, colors, and symbolism. They are often used in meditation as a focal point of concentration. In addition, they are used as decorations in many cultures, from the Native American medicine wheel to depictions in art from the Far East.

The mandala of the human spirit is a symbol of wholeness. It is a tool of self-awareness to allow you the opportunity to reflect on some of the components of the human spirit: a meaningful purpose in your life, personal values, and the implicit chance to learn more about yourself in precious moments of solitude. Each quadrant represents a direction of your life, with a symbol of orientation. The east is the point of origin. It represents the rising sun, the point of origin for each day. The focus of the mandala then moves southward, then to the west, and finally to the north.

Each focal point of the mandala of the human spirit provides questions for reflection. Take a few moments to reflect on the directions of the mandala to get a better perspective on the well-being of your human spirit. Then draw a circle, divide it into four areas, and fill in the answers to the respective questions, creating a mandala of your very own human spirit (see next page for blank mandala).



ADDENDUM

## EXERCISE 7.3

# The Three Pillars of Human Spirituality

*Every crisis over the age of 30 is a spiritual crisis. Spiritual crises require spiritual cures.*  
Carl Gustav Jung

The shamans, healers, sages, and wisdom keepers of all times, all continents, and all peoples, in their ageless wisdom, say that human spirituality is composed of three aspects: relationships, values, and purpose in life. These three components are so tightly integrated that it may be hard to separate them from each other. But if this were possible, take a moment to reflect on each aspect of human spirituality to determine the status of your spiritual well-being.

### I. Relationships

All life is relationship. In simple terms, there are two categories of relationships: internal (your domestic policy)—how you deal with yourself, how you nurture the relationship with yourself and your higher self—and external (your foreign policy)—how you relate, support, and interact with those people (and all living entities) in your environment. How would you evaluate your internal relationship and what steps could you take to cultivate it? Moving from the aspect of domestic policy to foreign policy, how would you evaluate your external relationships?

---

---

---

---

---

### II. Your Personal Value System

We each have a value system composed of core and supporting values. Core values (about four to six) are those that form the foundation of our personal belief system. Supporting values support the core values. Intangible core values (e.g., love, honesty, freedom) and supporting values (e.g., education, creativity, and integrity) are often symbolized in material possessions. Quite regularly, our personal value system tends to go through a reorganization process, particularly when there are conflicts in our values. What are your core and supporting values? Please list them in the space provided.





ADDENDUM

## EXERCISE 7.5

# Your Personal Value System

We all have a personal value system—a core pillar of the human spirit that is constantly undergoing renovation. What does your value system currently look like? Perhaps this diagram can give you some insights and, in turn, help resolve some issues that might be causing stress.

The circle in the center represents your core values: abstract or intangible constructs of importance that can be symbolized by a host of material possessions. It is believed that we hold about four to six core values that constitute our personal belief system, which, like a compass, guide the spirit on our human journey. Give this concept some thought and then write in this circle what you consider to be your current core values (e.g., love, happiness, health).

The many circles that surround the main circle represent your supporting values: those values that lend support to your core values (these typically number from five to twelve). Take a moment to reflect on what these might be and then assign one value per small circle. Inside each small circle, include what typically symbolizes that value for you (e.g., wealth can be symbolized by money, a car, or a house). Finally, consider whether any stress you feel in your life is the result of a conflict between your supporting and core values.

ADDENDUM

## EXERCISE 7.8

# Distractions on the Human Path

Distractions can best be described as those things that pull us off the spiritual path in- definitely. Distractions begin as attractions, but their allure can often cast a spell of slumber on the soul-growth process. Although a respite on the human journey is desirable and even necessary at times, a prolonged distraction will ultimately weaken our spiritual resolve. The human spirit, like energy, must flow, never stagnate.

The lessons of distractions are quite common in fairy tales. Whether it is the story of Pinocchio or Hansel and Gretel, the warnings regarding distractions are as plentiful as the distractions themselves. The lessons of distractions are common in the great spiritual teachings as well. Here they are called *temptations*. Not always, but of- ten, attractions that become distractions have an addictive quality to them.

What happens when we become distracted? Metaphorically speaking, we fall asleep on the human path. Like Dorothy and her friends on the way to Oz who stepped off the yellow brick road to smell the poppies and fell fast asleep, we too lose our direction, our mission, and our energy stagnates. The end result is never promising.

Unlike roadblocks, distractions are not meant to be circumvented, dismantled, or even transcended. Rather, they are meant to be appreciated—perhaps from afar, perhaps enjoyed briefly and then left behind. Fairy tales aside, what are contemporary distractions? Common examples of everyday distractions might include social contacts, alcohol, television, cell phones, and the Internet.

Take a moment to reflect on what might be some distractions in your life. Make a list and describe each one in a sentence or two. Upon recognition of these, what steps can you take to wake up and get back on the path?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

# Cognitive Restructuring: Reframing

## EXERCISE 8.1

### Reframing: Seeing a Bigger, Clearer Perspective

Anger and fear that arise from encountering a stressful situation can narrow our focus and distort our perspective on the bigger picture. Although the initial aspects of dealing with these situations involve some degree of grieving, the secret to coping with stress is to change the threatening perception to a nonthreatening perception. This worksheet invites you to identify three stressors and, if necessary, draft a new, “re- framed” perspective (not a rationalization) that allows you to get out of the rut of a myopic view and start moving on with your life.

**Example:** Situation: Can never find a parking space close to the dorm/classroom  
Reframed Perspective: Although nearby parking certainly saves time, there is no denying that the walk provides much needed exercise/activity

1. Situation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reframed Perspective: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ADDENDUM

2. Situation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reframed Perspective: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Situation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reframed Perspective: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## EXERCISE 9.2

# Behaviors I'd Like to Change

*If one desires change, one must be that change first before that change can take place.*

Gita Bellin

If you are like most people, you seek some type of self-improvement on a regular basis. Perhaps it's something you notice yourself doing. The catalyst for change may more likely be a suggestion from a friend or, worse, someone of whom you aren't too particularly fond. The most recognized time to make behavioral changes is January 1, when the year is new, the slate is clean, and the winds of change are in the air. Another time that we are reminded to make changes is on or around our birthdays—again, a clean slate.

Two types of personalities and the respective behaviors linked with stress have now become household words: Type A and codependency. Type A behaviors include compulsive actions related to urgency, supercompetitiveness, and hostile aggression. These characteristics, primarily feelings of unresolved hostility, are thought to be closely associated with coronary heart disease. Codependent behaviors include perfectionism, overachievement, ardent approval seeking, control of others, inability to express anger and other feelings, ardent loyalty to loved ones, and overreactions. These types of behaviors are now strongly linked to cancer. The newest personality type associated with stress is called Type D, which relates to depression caused by unresolved anger issues.

Sometimes we are aware of our behaviors, but many times we are not. These actions are so ingrained in us that they are often second nature, so we seldom give them thought. Only when something we do is pointed out to us, or in an unguarded moment, do we see ourselves as perhaps others see us. Behavioral psychologists have come to agree that changes are made first through awareness and then through motivation to change. But changing several habits at one time, which usually people try to do at the start of each new year, is very difficult, if not impossible. What is now commonly suggested is to try to change one behavior at a time. This way there is a greater chance of accomplishment. The following progression of steps, when followed, can augment this process of behavioral change.

1. Become aware of your current behavior (e.g., biting one's fingernails).
2. Find a new mindset to precede the new behavior you want to introduce (e.g., biting my nails is bad and I need to stop doing this).
3. Substitute a more desirable behavior in place of the old one (e.g., in the act of biting nails, stop and take a few deep breaths to relax).
4. Evaluate the outcome of trying the new behavior and renew or revise your plan and commitment (e.g., deep breathing helped, especially on that date last night; I'll keep trying this).

ADDENDUM

Sometimes it helps to write these steps down. Do you have any behaviors that you wish to modify or change? What are your options? Sketch them out here!

# Humor Therapy

## EXERCISE 12.1

### In Search of the Proverbial Funny Bone

*Laughter is the shortest distance between two people.*

Victor Borge

Life is full of absurdities, incongruities, and events that tickle our funny bones. For instance, Chaplin once got third place in a Charlie Chaplin look-alike contest. Since the 1964 day that Norman Cousins checked out of a hospital room into a hotel room across the street and literally laughed his way back to health from a life-threatening disease, the medical world has stood up and taken notice. Humor really *is* good medicine.

Today, there is a whole new scientific discipline, psychoneuroimmunology (PNI), to study the relationship between the mind and the body and the effects each has on the other. It is no secret that negative emotions (e.g., anger, fear, guilt, worry, depression, loneliness) can have a detrimental effect on the body, manifesting as disease and illness. Although there is much to be understood, we now know that, just as negative emotions can have a negative effect on the body, so too positive emotions (e.g., joy, love, hope, and the feelings associated with humor) can have a positive effect on the body by speeding the healing process and promoting well-being.

Humor is a great stress reducer. Humor acts as a coping mechanism to help us deal with life's hardships. It softens (domesticates) the walls of the ego, makes us feel less defensive, unmasks the truth in a comical way, and often gives us a clearer perspective and focus in our everyday lives. Comic relief is used in many stress management programs, hospitals, and work settings. Stress is often associated with negative attitudes that really deflate self-esteem. A preponderance of negative emotions can taint our view of the world, perpetuating the cycle of stress. There has to be a balance. Researchers are now discovering that we need to incorporate positive emotions to achieve balance, and humor is one of the answers.

Although one can turn on the television to catch a few laughs, the greater variety of humor vehicles (books, movies, live comedians, and music) one has access to, the richer the rewards. Sometimes all we have to do is dig through our memory to find a tickler.

1. How would you rate your sense of humor? Do you exercise it often? Do you use it correctly? Offensive humor (sarcasm, racist and sexist humor, practical jokes) can actually promote stress. What are some ways to augment your sense of humor?





# Resource Management: Time and Money

## EXERCISE 15.1

### The Time-Crunch Questionnaire

Please answer the following questions regarding your time management skills as you are now, not how you would like to be. Add up the numbers you circled and check the questionnaire key to determine your level of time management skills.

1 = rarely          2 = sometimes          3 = often

	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
1. I tend to procrastinate with projects and responsibilities.	1	2	3
2. My bedtime varies depending on the workload I have each day.	1	2	3
3. I am the kind of person who leaves things till the last minute.	1	2	3
4. I forget to make To Do lists to keep me organized.	1	2	3
5. I spend more than two hours watching television each night.	1	2	3
6. I tend to have several projects going on at the same time.	1	2	3
7. I tend to put work ahead of family and friends.	1	2	3
8. My life is full of endless interruptions and distractions.	1	2	3
9. I tend to spend a lot of time on the phone.	1	2	3
10. Multi-tasking is my middle name. I am a great multi-tasker.	1	2	3
11. My biggest problem with time management is prioritization.	1	2	3
12. I am a perfectionist when it comes to getting things done.	1	2	3
13. I never seem to have enough time for my personal life.	1	2	3
14. I tend to set unrealistic goals to accomplish tasks.	1	2	3
15. I reward myself before getting things done on time.	1	2	3
16. I just never have enough hours in the day to get things done.	1	2	3
17. I can spend untold hours distracted while surfing the Internet.	1	2	3

ADDENDUM

	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
18. I tend not to trust others to get things done when I can do them better myself.	1	2	3
19. If I am completely honest, I tend to be a workaholic.	1	2	3
20. I have been known to skip meals in order to complete projects.	1	2	3
21. I will clean my room, garage, or kitchen before I really get to work on projects.	1	2	3
22. I will often help friends with their work before doing my own.	1	2	3
23. It's hard to get motivated to get things done.	1	2	3

**Questionnaire Key**

75–51 points = poor time management skills (time to reevaluate your life skills)

50–26 points = fair time management skills (time to pull in the reins a bit)

0–25 points = excellent time management skills (keep doing what you are doing!)

ADDENDUM

## EXERCISE 16.2

# Hobbies and Outside Interests

Here is a question to consider: What would you do for a living if your career didn't exist? Here is another question: If money wasn't a factor in sustaining your desired lifestyle, how would you spend the rest of your life? Hobbies and outside interests provide a sense of balance to the long hours of work that tend to define who we are in this world. The truth is that you are not your job, your career, or even your paycheck. Yet, without claiming some outside interests as a significant part of your life, it becomes easy to see yourself as a passive victim in a rapidly changing world.

1. What are your current outside interests? Name three things or activities in which you partake on a regular (weekly) basis.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. If you had a hard time coming up with three specific outside interests that qualify as true hobbies, or perhaps you are looking for some new interest to enter your life, consider examples of things you have always wanted to do or to get involved with. What groups or organizations have you wanted to become a member of that can help get you started in this direction?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Playing the guitar, knitting a sweater, or making plans to remodel the kitchen are great things to do, but they require time. Making time for hobbies and outside interests requires some discipline. What steps do you take to ensure that you have the time to fulfill the passions of your personal out- side interests?

---

---

---

---



ADDENDUM

## EXERCISE 16.5

# Sweet Forgiveness

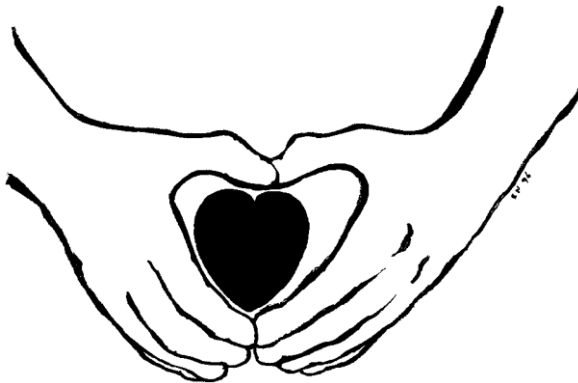
*You cannot shake hands with a clenched fist.*

Indira Gandhi

Every act of forgiveness is an act of unconditional love. If unresolved anger is a toxin to the spirit, then forgiveness is the antidote. Where anger is a roadblock, forgiveness is a ladder to climb above and transcend the experience. For forgiveness to be complete and unconditional, you must be willing to let go of all feelings of anger, resentment, and animosity. Sweet forgiveness cannot hold any taste of bitterness, because these feelings are mutually exclusive. Victimization is a common feeling when one encounters stressors in the form of another person's behaviors. When we sense that our human rights have been violated, feelings of rage can quickly turn into feelings of resentment. Left unresolved, these toxic thoughts can taint the way we treat others and ourselves.

Forgiving those who we feel have wronged us is not an easy task. Often it's a process, and at times, a very long process at that. Yet turning the other cheek does not mean you have to let people walk all over you. Forgiveness is not a surrender of your self-esteem, nor is it a compromise of your integrity. When you can truly forgive the behavior of those by whom you feel violated, you let go of the feelings of control and become free to move on with your life. Resentment and grudges can become roadblocks on the human path. Forgiveness turns a hardened heart into an open passageway to progress on life's journey. Think for a moment of someone who might have violated your humanness. Is it time to let go of some toxic thoughts and initiate a sense of forgiveness?

To begin this journal entry, write the name of that person or those persons toward whom you feel some level of resentment. Beside each name write down what action or behavior it was that offended you and why you feel so violated. What feelings arise in you when you see this person or even hear his or her name? Next, make a note of how long you have felt this way toward this person. Finally, search your soul for a way to forgive the people on your list, even if it means just acknowledging their human spirit. Then practice the act of forgiveness as best you can, and let the feelings of resentment go.



© Paramount Wellness Institute. Reprinted with permission. All rights reserved.

# Diaphragmatic Breathing

## EXERCISE 17.1

### Dolphin Breath Meditation

#### Meditation Script

##### *Introduction*

Breathing is, perhaps, the most common way to promote relaxation. Taking a few moments to focus on your breathing, to the exclusion of all other thoughts, helps to calm mind, body, and spirit. By focusing solely on your breathing, you allow distracting thoughts to leave the conscious mind. In essence, clearing the mind of thoughts is very similar to deleting unwanted emails, thus allowing more room to concentrate on what is really important in your life, that which really deserves attention.

##### *Script*

In a normal resting state, the average person breathes about fourteen to sixteen breath cycles per minute. Under stress, this can increase to nearly thirty breath cycles per minute. Yet in a deep relaxed state, it is not uncommon to have as few as four to six breath cycles in this same time period. The breathing style that produces the greatest relaxation response is that which allows the stomach to expand, rather than the upper chest (this is actually how you breathe when you are comfortably asleep). Take a few moments to breathe, specifically focusing your attention on your abdominal area. And, if any distracting thoughts come to your attention, simply allow these to fade away as you exhale.

Sometimes, combining visualization with breathing can augment the relaxation response. The dolphin breath meditation is one such visualization. Imagine if you will that, like a dolphin, you have a hole in the crown of your head with which to breathe. Although you will still breathe through your nose or mouth, imagine that you are now taking in slow, deep breaths through the opening at the top of your head.

As you do this, feel the air or energy come in through the top of your head, down past your neck and shoulders, and reside momentarily at the base of your spine.

Then, when you feel ready, very slowly exhale, allowing the air to move back out through the dolphin spout, the opening situated at the top of your head. As you slowly exhale, feel a deep sense of inner peace reside throughout your body.

ADDENDUM

Once again, using all your concentration, focus your attention on the opening at the top of your head. Now, slowly breathe air in through this opening—comfortably slow, comfortably deep. As you inhale, feel the air move down into your lungs, yet allow it to continue further down, deep into your abdominal region. When you feel ready, slowly exhale, allowing the air to move comfortably from your abdominal region up through the top of your head.

Now, take three slow, deep dolphin breaths, and each time you exhale, feel a deep sense of relaxation throughout your body.

1. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale
2. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale
3. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale

Just as you imagined a hole in the top of your head, now imagine that in the sole of each foot there is also a hole through which you can breathe. As you create this image, take a slow, deep breath and through your mind's eye visualize air coming in through the soles of each foot. Visualize the air moving in from your feet, up through your legs, past your knees and waist, to where it resides in your abdominal region. When you feel ready, begin to exhale slowly and allow the air to move back out the way it came, out through the soles of your feet.

Using all your concentration, again focus your attention on the openings at the bottom of your feet and once again breathe in air through these openings, comfortably slow, comfortably deep. As before, feel the air move up your legs and into your abdominal region as your lungs fill with air. Then, when you feel ready, exhale, allowing the air to move slowly from your abdominal region, back through your legs and out the soles of your feet.

Once again, please take three slow, deep breaths, this time through the soles of your feet; and each time you exhale, feel a deep sense of relaxation all throughout your body.

1. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale
2. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale
3. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale

Now, with your concentration skills fully attentive, with your mind focused on the openings of *both* the top of your head and the soles of your feet, use your imagination to inhale air through both head and feet. As you do this, slowly allow the passage of air entering from both head and feet to move toward the center of your body, where it resides in the abdominal region until you exhale. Then, when you feel ready, slowly exhale and direct the air that came in through the top of your head to exit through the dolphin hole, while at the same time directing the air that entered through the soles of your feet to leave from that point of entry. Once you have tried this, repeat this combined breath three times, and with each exhalation, notice how relaxed your body feels.

1. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale
2. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale
3. (Pause) . . . Inhale . . . five to ten seconds . . . Exhale

ADDENDUM

When you're done, allow this image to fade from your mind, but retain the sense of deep relaxation this experience has instilled throughout your mind, body, and spirit. Then take one final slow, deep breath, feeling the air come into your nose or mouth, down into your lungs, and allow your stomach to extend out and then deflate as you begin to exhale. Again, feel a deep sense of calm as you exhale.

When you feel ready, allow your eyes to slowly open to a soft gaze in front of you, and bring your awareness back to the room where you now find yourself. As you bring yourself back to the awareness of the room you are now in, you feel fully energized, recharged, revitalized, and ready to accomplish whatever tasks await you ahead.

## Thoughts and Experiences



# Meditation

*Meditation. . . It's not what you think!*  
—Anonymous

## EXERCISE 18.1

### Too Much Information

If no one has officially said this to you yet, then you are overdue to hear these words: “Welcome to the information age!” Satellite television, cable television, the Internet, cell phones, and embedded computer chips are just a few things that inundate us with a tsunami of information. As if this weren't enough, there are more things looming on the horizon, all of which are begging for our attention. If you are like most people today, most likely you are drowning in information. There is even a new name for this: information stress.

Although we take in information through all of our five senses, over 80 percent of all the information we take in is received through the senses of sight and sound. Well before the term “information age” was coined, it was very easy to experience sensory overload from too much information taken from the eyes and ears, such as from watching too much television to pulling an all-nighter to cram for an exam. The consequence of sensory overload is becoming numb to it all and walking around like a zombie. It's no stretch to say there are people who fit this description.

Living in the information age, discernment is essential. Discernment means being able to distinguish truth from non-truth. Perhaps more accurately, it means discerning news from marketing, news from entertainment, and truth from hype and spin.

There is a solution to information overload. It is a practice called meditation: cleaning the mind of all the clutter and useless information that bombards your attention span.

1. List five ways to successfully decrease the quantity of information with which you are barraged every day.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

ADDENDUM

2. People tend to mirror behavior, often not even knowing that they do this. In terms of too much information, or TMI, people who take in too much information often talk to their friends and share too much information (e.g., how much they make, how many times they have sex per week, or how often they clean their bathroom). There is a real art to sharing information without revealing everything. As a rule, people who share too much information about themselves have acceptance problems. Are you the kind of person who volunteers too much information? If so, what can you do to filter out the less important facts and perceptions and still get your point across?

---

---

---

---

---

---

---

---

3. See if you can come up with a handful of ways to bring balance back into your life by taking time to quiet your mind and explain them here.

---

---

---

---

---

---

---

---

---

---

ADDENDUM

## EXERCISE 18.3

# Bridging the Hemispheres of Thought

In 1956 a researcher named Roger Sperry conducted some experiments on a handful of patients with grand mal epileptic seizures. In the procedure he created, he cut the *corpus callosum*, the bridge of neural fibers that connects the right and left hemispheres of the brain. Not only did the operation reduce the number and intensity of the grand mal seizures, but it also soon gave credence to a whole new concept of how the mind, through the brain, processes information. Roger Sperry's research led to a Nobel Prize in medicine and to the household expressions *right-brain thinking* and *left-brain thinking*.

Left-brain thinking skills are associated with judgment, analysis, mathematical and verbal acuity, linear thought progression, and time consciousness; right-brain functioning is associated with global thinking, holistic thinking, imagination, humor, emotionality, spatial orientation, receptivity, and intuition.

Western culture grooms and rewards left-brain thinking. It is fair to say that judgmental thinking is one of our predominant traits. Although it is true that Western culture is left-brain dominant in thinking skills, the truth of the matter is that to be dominant in one style of thinking is actually considered lopsided and imbalanced.

1. How would you describe your dominant thinking style? Would you say that your left brain or right brain dominates?
2. If you were to make a guess or assumption as to why your thinking skills gravitate toward one direction or the other, what would be your explanation?
3. One of the basic themes of wellness is balance—in this case, balance of the right-brain and left-brain functions. Based on your answer to the first question, what are your dominant thinking skills and your nondominant thinking skills? What are some ways you can balance your patterns by bridging between the right and left hemispheres of your brain?

# T'ai Chi Ch'uan

## EXERCISE 23.1

### The Yin and Yang of Life

T'ai Chi is based on the Taoist concept of seeking balance and going with the flow. The yin/yang symbol represents two opposite aspects coming together not in opposition but in union, creating the totality of the whole. The yin/yang symbol represents the balance of life.



1. Take a moment to fill in the blanks of the following table.

<b>Yin</b>		<b>Yang</b>
	_____	Heaven
Moon	_____	_____
Autumn, winter	_____	_____
	_____	Masculine aspects
Cold, coolness	_____	_____
	_____	Brightness
Inside, interior	_____	_____
	_____	Things large and powerful
	_____	The upper part

ADDENDUM

**Yin**

Water, rain

\_\_\_\_\_

Night

\_\_\_\_\_

The west and north

\_\_\_\_\_

Exhaustion

\_\_\_\_\_

Development

Conservation

\_\_\_\_\_

Contraction

**Yang**

\_\_\_\_\_

Movement

\_\_\_\_\_

The left side

\_\_\_\_\_

The back of the body

\_\_\_\_\_

Clarity

\_\_\_\_\_

\_\_\_\_\_

Aggressiveness

\_\_\_\_\_

2. Assuming you have either tried or regularly practice the art of T'ai Chi, please describe your impressions of this type of exercise as a means to promote relaxation.

3. How do you see the effects (philosophy) of T'ai Chi carry over into other aspects of your life?

4. The concept of balance is crucial to life, yet in this 24-7 society balance seems to be a rare commodity. List five things you can do to bring balance into your life.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_



ADDENDUM

## EXERCISE 27.2

# Self-Assessment: Nutritional Eating Habits

1. Do you regularly consume caffeine? Yes    No

2. List the foods that you ingest that contain caffeine (e.g., coffee, tea, sodas, chocolate) and the estimated amounts you consume per day.

<i>Type of Food with Caffeine</i>	<i>Amount per Day</i>
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____
f. _____	_____

3. Do you take vitamin supplements? Yes    No

If yes, what kinds?

\_\_\_\_\_

- |   |     |    |
|---|-----|----|
| 4. Do you frequently use table salt?  | Yes | No |
| 5. Do you eat one or more meals that are prepared outside the home daily?                 | Yes | No |
| 6. Do you consume junk food (from vending machines or convenience stores) regularly?      | Yes | No |
| 7. Do you eat cereals that contain sugar?   | Yes | No |
| 8. Do you drink a lot of soft drinks?   | Yes | No |
| 9. Do you find that when you are stressed you tend to eat more?                           | Yes | No |
| 10. Do you find that when you are angry you tend to eat more?                             | Yes | No |
| 11. Do you eat a wide variety of fruits and vegetables?                                   | Yes | No |
| 12. Do you eat foods (e.g., fish and nuts) with the essential oils (omega-3 and omega-6)? | Yes | No |
| 13. Do you tend to eat quickly (e.g., to wolf down your food)?                            | Yes | No |
| 14. Do you tend to drink alcohol as a means to relax?                                     | Yes | No |





ADDENDUM

## EXERCISE 27.4

# Food, Glorious Food!

If there is one aspect of health and wellness that maintains an air of controversy, it is the topic of nutrition. It seems that a day doesn't go by on which some new scientific study contradicts the findings of a previous study published months earlier. This is good for you, that is bad for you, this causes cancer, that promotes the immune system, and so on. In the search for truth, most people just shrug their shoulders, toss up their arms, and give up.

This we do know: The American diet is top-heavy in saturated fats, sugars, salts, and cholesterol. More Americans eat meals prepared outside the home than meals cooked at home. These meals are prepared with lots of fats, and hydrogenated oils contain trans fatty acids that wreak havoc on the integrity of each cell, setting the stage for cancer and heart disease. Fiber content in American diets is extremely low, and this too is thought to be a risk factor for cancer, particularly colon cancer. Let's face it, for a society on the go, the American diet is stopping us dead in our tracks.

You may have heard that the college years are the formative years. This is the chance to explore your freedoms without parental censorship. In terms of food, this means you can eat whatever you want, whenever you want; you don't have to answer to anyone, except yourself. Everyone knows that college students love food but, as a rule, hate to cook, even if there were time to do so. These factors can set the stage for some pretty unhealthy nutritional habits, which can last a lifetime if they go unaltered.

So let's talk eating habits!

1. Describe your eating habits: How many meals do you eat a day? What is your typical day like? How many meals do you eat outside the home each day? Do you cook meals from scratch, or are you the kind of person who buys a lot of precooked meals?
2. Eating out is like a reward: Someone else does the cooking, someone else serves the food to you, and, thank God, someone else cleans the dishes. Notwithstanding the motto "Some is good, more is better," eating out can be as much a hazard to your physical health as it is a reward to your mental health. When you do go out to eat, what types of food selections do you make? Are they pretty much the same over time? Do you ask for no MSG when you order Chinese food? Limit diet sodas to just one? Opt for salad without dressing? Do you avoid deep-fried foods (onion rings, french fries, cheese sticks)? These are just some of the things to be aware of when making healthy eating choices.
3. Do you take vitamin and mineral supplements? If you eat a well-balanced diet, it is probably not necessary. Conventional wisdom, however, suggests that in this day and age no one eats enough well-balanced meals to get what they need in terms of vitamins and minerals. If you do take supplements, are they synthesized or lyophilized? Since the body cannot metabolize synthesized supplements very well, you may be wasting your money. Please describe your habits here

ADDENDUM

## EXERCISE 27.5

# Fast Food Nation

*Nobody in America is forced to buy fast food. The first step toward meaningful change is far the easiest: stop buying it!*  
Eric Schlosser, *Fast Food Nation*

In 2001 Eric Schlosser wrote a landmark book entitled *Fast Food Nation*, in which he explored behind the scenes of the fast food industry. In 2006 this book was made into a Hollywood movie. What began as an article for *Rolling Stone* evolved into a year-long investigation for his book. What he reveals about the fast food industry (mostly McDonald's, since that company epitomizes it) is enough to make your stomach turn.

Here are some interesting facts from his book:

- In 1970, Americans spent about \$6 billion on fast food; in 2000, they spent more than \$110 billion.
- Americans now spend more money on fast food than on higher education.
- On any given day about 25 percent of the adult population visits a fast food restaurant.
- McDonald's has employed an estimated one of every eight workers in the United States.
- Billions are spent each year to market fast food to toddlers to build life-long brand-name loyalty.
- Schools that once housed cafeterias now only carry fast food restaurants.
- Only Santa Claus has higher face recognition than Ronald McDonald among fictional characters.
- What we eat (processed foods) has changed more in the last 40 years than in the previous 4,000.
- The United States has more prison inmates than full-time farmers.
- Every day approximately 200,000 people are sickened by a foodborne disease. The most common cause of foodborne outbreaks has been the consumption of undercooked ground beef containing *E. coli* O157:H7 (from animal feces).
- A single animal infected with *E. coli* O157:H7 can contaminate 32,000 pounds of that ground beef.
- A single fast food hamburger now contains meat from dozens or even hundreds of different cattle.

More than likely you are among the millions of people who participate in the daily fast food ritual. Reasons given by most college students include cost and convenience. It certainly isn't nutritious. This journal theme asks you to explore your fast food and junk food habits: What are they, and why do you feel you have these habits? Sometimes, by actually taking time to write down what we do in terms of our behaviors, we begin to see patterns that we don't normally see day to day. Finally, contemplate this thought



ADDENDUM

## EXERCISE 27.7

# Is Fat Really Where It's At?

*Transfatty acids are so unnatural, even bacteria won't go near them!*  
Doug Margel, D.O.

Perhaps you have heard—America has a weight problem. Over 50 percent of Americans are considered obese by several standards, including body composition tests and body mass index (BMI). Although several factors are related to obesity, one of the first factors to address is the types of foods that we eat. Much attention has been placed on saturated fat and cholesterol, but this is only the tip of the iceberg, if not the ever-evolving food guide pyramid.

In the early twentieth century, scientists began to experiment with lipids to reduce the rate of rancidity (e.g., Crisco oil). In essence, they were looking for ways to prolong the shelf life of processed foods that contained fat. Their legacy has haunted us ever since. It is virtually impossible to find any packaged food without “partially hydrogenated oil” listed in the ingredients. Examples include everything from cookies and potato chips to cereal, pancake mix, and peanut butter. Hydrogenation of oils (making a lipid a saturated fat at room temperature) created Trans fatty acids. Current research suggests that these act like free radicals. In essence, they destroy the integrity of various cells, including the cell wall, DNA, RNA, and mitochondria. Trans-fatty-acids are linked to both coronary heart disease and cancer. They are also most definitely linked to the obesity problem in America. Why? Because these types of fats are not natural, and once absorbed into the body, the body has no idea what to do with them. In small amounts they may not appear to do much, but over time they can cause a real problem. Here is some alarming news: Despite the fact that food companies are required to place trans fats on food labels, because of the way the laws were written, several foods that are labeled “No trans fats” still contain partially hydrogenated oils (read the labels).

Here is your assignment: Go into your kitchen and open the cupboards and refrigerator. Start looking at the list of ingredients of the foods you find and make a list. Most likely you will be amazed at what you find.

Here is another problem: Your body has to have omega-3s (codfish oils and flaxseed oil) and omega-6s (vegetable oils). But nowhere on the food guide pyramid does it say you have to have these. These are called essential fatty acids because your body cannot make them—they have to be consumed from the foods you eat. The problem is that in our fat-phobic society, people are not getting the correct balance of essential fatty acids (not enough omega-3s and too much of omega-6s). A lack of essential fatty acids is now thought to be a determining factor in several chronic diseases. Are you getting enough of these? Are you getting the right balance? Go back into the kitchen and see whether these sources of oil are in your fridge. Come back and report what you find.

ADDENDUM

# Physical Exercise and Activity

## EXERCISE 28.1

### Physical Exercise

In simplest terms, we are physical animals with a human spirit. As human beings we were never meant to sit behind a desk for eight to ten hours a day. Human anatomy and physiology were designed to find a balance between motion and stillness, stress and homeostasis, exercise and relaxation. Some would say that the mounting incidence of disease and illness is a result of being out of physiological balance.

In this day and age, in which stress is at an all-time high, our bodies kick out several stress hormones, which, if not used for their intended purpose (to mobilize the body's systems for fight or flight), circulate throughout the body and tend to wreak havoc on various organs and constituents of the immune system. Physical exercise is considered the best way to keep the physiological systems of the body in balance, from stress hormones and adipose tissue to the integrity of bone cells and macrophages of the immune system.

Exercise doesn't have to be all that hard or time consuming. Perhaps more important than what you do is just making the time to do it. Mark Twain once said, "Oh, I get the urge to exercise every now and then, but I just lie down till it goes away." This may be humorous, but the truth of the matter is that physical exercise is what we need to promote the balance and integrity of our physiological systems. Although there is no doubt we seem to have a certain magnetic attraction to the couch and TV, this pattern of behavior has proved to be hazardous to our health.

1. Describe your exercise habits, including the formula for success (intensity, frequency, and duration of exercise).
2. What are your favorite activities? If for some reason you were injured and couldn't do your favorite activity, what would be your second option for exercise?
3. What do you do to motivate yourself when you are less than inspired to get up and out the door? What are some additional incentives to maintain a regular exercise regimen?
4. Most people say that they cannot find the time to exercise. Considering classes, studying, work, social obligations, and the like, it is hard to fit in everything. So the question of priorities comes to mind. What are your priorities in terms of your health? Do you see your perspective changing in the course of your life? Right now, what can you do to find (make) the time to get physical exercise every day?
5. Sketch out a quick weekly program of exercise, including days to work out, time of day, and activity.

ADDENDUM

## EXERCISE 28.2

# My Body, My Physique

*Discovering your real self means the difference between freedom and the compulsions of conformity.*  
Maxwell Maltz

One often hears in California that “Nobody is ever satisfied with their hair.” The same could be said about our bodies. We receive hundreds of messages a day from the media telling us that our physiques just aren’t good enough. We spend hours and hours and gobs of money altering, complementing, adding, shifting, subtracting, and glamorizing various aspects of our bodies just to please other people in the hopes that we too can be pleased. Hair color, eye color, body weight (too much, too little), aerobic this, anaerobic that, add inches here, take off pounds there—it is fair to say that few people are completely satisfied with their bodies. But it doesn’t have to be this way.

There is a strong connection between self-esteem and body image. The two go hand in hand. If your level of self-esteem is low, so too will be your body image. In his book *Psycho-Cybernetics*, Dr. Maxwell Maltz noted that many of his clients didn’t seem all that much happier after receiving nose jobs and facelifts, which led him to the realization that the real change has to take place inside first. So how do you feel about your body, your physique?

1. Describe your body. First list all the things you like about your body and explain why. Next, if so inclined, make a list of things you wish to improve.
2. Do you compare yourself with others? If you do, you’re not alone. Actually, this is pretty common for both men and women, especially in college when your identity is still being formulated: Grooming yourself for that very important first impression can take priority over a term paper every time. So what is it you find yourself comparing with other people? Why?
3. The American public is obsessed with weight and weight gain. There is some good reason for this because of the relationship between obesity and diseases such as cancer, diabetes, and heart disease, but the concern has become an obsession for most people. Is your weight a concern for you? If so, how?
4. Taking to heart Maxwell Maltz’s notion of making the first change within, can you think of any perceptions, attitudes, and beliefs you can begin to alter so that changes you do make to your physique are long-lasting ones with which you feel content?

ADDENDUM

## EXERCISE 28.3

# Your Circadian Rhythms

Your body runs on a twenty-four-hour-plus clock, based on the earth spinning on its axis around the sun. Research shows that people who keep to a regular schedule tend to be healthier (fewer colds, flus, etc.) than those whose lifestyle behaviors tend to be more erratic, because these tend to stress the body. In this exercise you are asked to monitor your lifestyle behaviors based on the time of day that these occur for the period of a full week.

Week of \_\_\_\_\_

---

<i>Circadian Rhythms</i>	<i>Sun.</i>	<i>Mon.</i>	<i>Tue.</i>	<i>Wed.</i>	<i>Thurs.</i>	<i>Fri.</i>	<i>Sat.</i>
1. Time that you awake each morning							
2. Time that you go to bed							
3. Time that you fall asleep							
4. Time that you eat breakfast							
5. Time that you eat lunch							
6. Time that you eat dinner							
7. Times that you snack							
8. Times of bowel movements							
9. Times that you exercise							
10. Times that you have sex							
11. Other regular activities							

---

ADDENDUM

## EXERCISE 28.4

# My Body's Rhythms

The body has an internal clock that runs on a twenty-four- to twenty-five-hour day. If you were to lock yourself away from all the natural elements (sunlight, temperature fluctuations, etc.) and the grip of technology (TVs, radios, computers, etc.), as some people have for research purposes, your body would fall into a natural pattern, its *circadian rhythm*. To a large extent, these rhythms are based on and are strongly influenced by the elements of the natural world: the earth's rotation, the gravitational pull, the earth's axis, and several other influences of which we are probably not even aware.

Other rhythms influence our bodies as well: *infradian rhythms* (less than twenty-four-hour cycles) such as stomach contractions for hunger and rapid eye movement cycles, and *ultradian rhythms* (more than twenty-four-hour cycles), such as menstrual periods and red blood cell formation.

As we continue to embrace the achievements of high technology and separate ourselves even further from the reach of nature, we throw off our body's natural rhythms. When these rhythms are thrown off for too long a time, various organs that depend on the regularity of these rhythms go into a state of dysfunction.

College life holds no particular order for body rhythms. You can eat dinner one day at 6:00 P.M. and the next day at 9:30 P.M. We won't even talk about sleep! Perhaps at a young age your body can rebound from these cyclical irregularities. More likely than not, though, regular disruptions in the body's rhythms will manifest quickly in various ways such as irritability, fatigue, lack of hunger, restless sleep and insomnia, low resistance to illness, and lowered mental capacities.

1. What is your general sense of your body's rhythms?
2. Do you keep to a regular schedule with regard to eating, sleeping, and exercise?  
Or does the time you do these vary from day to day?
3. How closely are you connected with nature? Do you spend time outdoors every day? Do you find yourself more tired, perhaps even more irritable, as we shift from autumn into winter? Do you find yourself more energized, perhaps more positive or optimistic, as we shift from winter to spring?
4. If you are a woman, what is the regularity of your menstrual period? Can you identify a pattern with your nutritional habits, stress levels, and other daily rituals that may influence your menses?

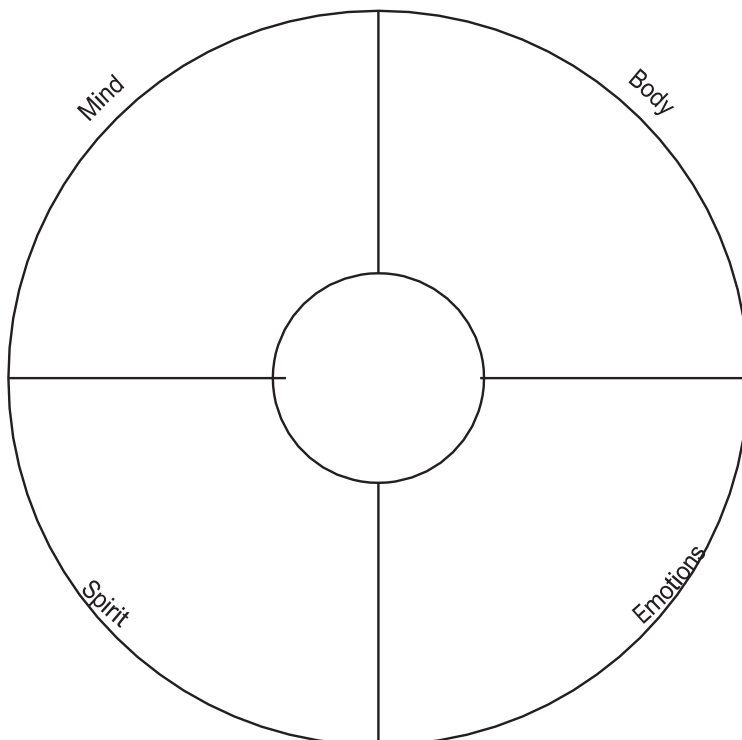


ADDENDUM

## EXERCISE 28.5

# Mandala for Personal Health: Your Holistic Stress Management Strategy

This mandala exercise invites you to use this symbol of wholeness as both a reminder of your true self and a compass to help get you there, should you lose your way in the course of daily events and circumstances that tend to cloud your vision and perspective. Using the mandala below, first write your name in the center. Next, keeping in mind that many activities cross the lines between these quadrants, write in each respective quadrant your ideas, skills and techniques, exercises, and habits that allow you to achieve inner peace through the integration, balance, and harmony of mind, body, spirit, and emotions. For example, let's take the quadrant for physical well-being. You might consider writing down ideas for your personal exercise program, new or improved eating habits, sleep habits, and perhaps even acupuncture and a massage. List those things that you either currently do or wish to include in your life routine. When you finish, place the mandala where you can see it regularly to serve as a reminder to guide you to your optimal health potential. You may also consider doing a larger version by cutting out color photographs and words from magazines to bring this mandala to a whole new level.

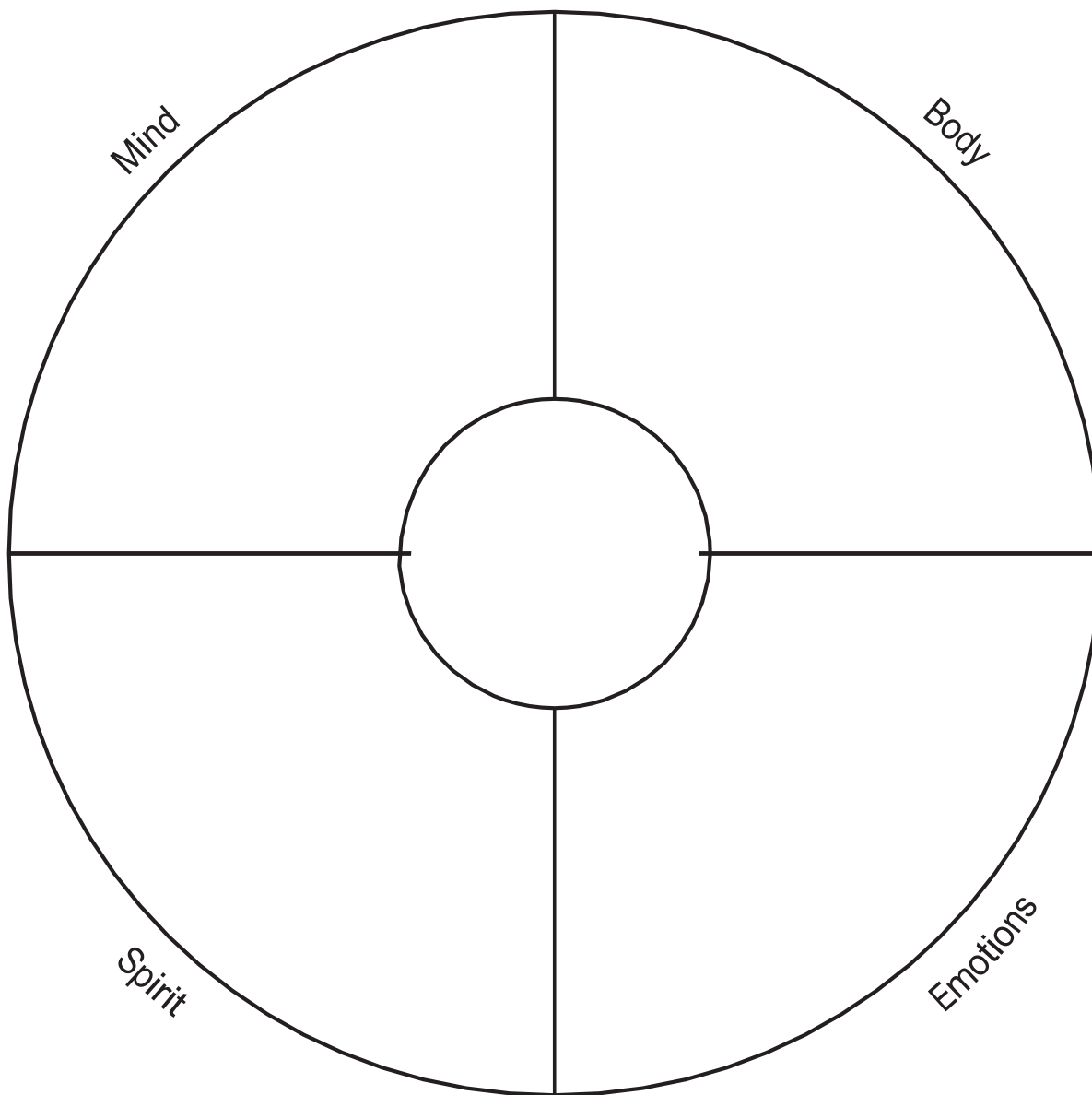


© 2008 Jones and Bartlett Publishers

© 2008 Jones and Bartlett Publishers

© Paramount Wellness Institute. Reprinted with permission. All rights reserved

ADDENDUM



## Section IV

# Effective Relaxation Techniques

### EXERCISE IV.A

## The Art of Calm: Relaxation through the Five Senses

Please list ten ideas for relaxation for each of the five senses. Note that a sixth category, the divine sense, was added for any ideas that might be a combination of these or perhaps something beyond the five senses (e.g., watching a child being born). Describe each in a few words to a sentence. Be as specific as possible, and be creative!

#### *The Sense of Sight*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

#### *The Sense of Taste*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

EXERCISES FROM *THE ART OF PEACE AND RELAXATION*  
WORKBOOK BY BRIAN L SEAWARD

ADDENDUM

*The Sense of Sound*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

*The Sense of Touch*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

*The Sense of Smell*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

*The Divine Sense*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

ADDENDUM

## EXERCISE IV.B

# Relaxation Survival Kit

A *relaxation survival kit* is like your personal first-aid kit for stress. Keep it well stocked with things that nurture or sustain your personal sense of homeostasis—in this case, homeostasis that comes from pleasing one or all of the five senses. Just like a first-aid kit, be sure to replace any items that have been used—such as chocolate (taste)—so that in the event of another personal disaster or day from hell, you can pull out your kit and put yourself back on the path toward inner peace. To start this process, begin by making a list of the items you wish to include in your relaxation kit, and then use this list as a means of keeping inventory.

### *Sight*

1. \_\_\_\_\_
2. \_\_\_\_\_

### *Sound*

1. \_\_\_\_\_
2. \_\_\_\_\_

### *Taste*

1. \_\_\_\_\_
2. \_\_\_\_\_

### *Touch*

1. \_\_\_\_\_
2. \_\_\_\_\_

### *Smell*

1. \_\_\_\_\_
2. \_\_\_\_\_

### *Additional Items*

1. \_\_\_\_\_
2. \_\_\_\_\_

© Paramount Wellness Institute. Reprinted with permission. All rights reserved.