

## Course Schedule: Fall 2009

### 9/3/09: Week One: The High Costs of Imbalance: Stress and Your Health and Productivity

This is not a course on stress, but stress is certainly one way we chronically mismanage ourselves. Stress is not an inherent condition (I may find something stressful that you do not), but a result of how our minds meet our environment. We will begin our exploration of the problem of self-management with a tour of how stress works in you.

#### Readings:

(A) Sapolsky, *Why Zebras Don't Get Ulcers*,  
Chapter 1: "Why Zebras Don't Get Ulcers"

(T) Kabat-Zinn, (T) *Full Catastrophe Living*,  
Chapter 28: "People Stress"  
Chapter 29: "Role Stress"  
Chapter 30: "Work Stress"  
Chapter 32: "World Stress"

#### Questions:

- (1) Sapolsky outlines three categories of stress. What are they and how do they show up in your daily life?
- (2) Why are repeated stressors considered problematic?
- (3) In Kabat-Zinn's exploration of various forms/sources of stress, which of these strikes the most resonant chord with you?

#### Exercises:

(1) **Stressful Moments:** During the week, keep a log of moments when you experience stress. Respond to the following—what was the cause of the stress? What did it feel like in your body? (be specific! "My throat clenches" or "My stomach tightens") What emotions were associated with the stress? Do you notice if your mind stays in the attention or is it caught up in past/future scenarios? How did you behave? Did you perform at your best? How did the stress affect your relationships? Your ability to be creative? What was the result of your behavior? Was the ultimately the most effective response? With your log of incidents, write a short summary

paragraph about your impressions and findings. If you find you don't have many incidents, then draw from your memory of past stressful events.

(2) **Moments of Attention:** In contrast to the above, make a log of moments where you are fully in attention. Again, respond to the following questions- What did it feel like in your body? (be specific! "My throat clenches" or "My stomach tightens") What emotions were associated with the stress? Do you notice if your mind stays in the attention or is it caught up in past/future scenarios? How did you behave? Did you perform at your best? How did being in attention affect your relationships? Your ability to be creative? What was the result of your behavior? Was the ultimately the most effective response? With your log of incidents, write a short summary paragraph about your impressions and findings. If you find you don't have many incidents, then draw from your memory of past moments of full attention.

**Please Email me your Insights/Challenges/Questions by Wednesday, September 2nd, 12:00am.**

## **9/10/09: Week Two: The Power of Attention**

Attention is our most fundamental energy source. When focused, it can bring about sublime states of experience and performance. Dissipating attention, however, reduces experience to a frenzied blur. In this session, we will explore how attention is the bottom line of personal existence and what we can do to help or hinder it.

### **Reading:**

- (1) Shellenberger's article on Multitasking.
- (2) Hallowell, "Overloaded Circuits: Why Smart People Underperform," HBR

### **For Discussion:**

- (1) What's the issue that Hallowell, Meyers, and others have with multitasking? What do you think is the relationship between psychic entropy and multitasking?

### **Exercises:**

#### **I. Exercise One: Returning to Attention Exercises (3 x week):**

Get the file "Building Attention" at

<http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos "Nuts and Bolts" and "Easing into Meditation" for references.)

**II. Exercise Two: Minding Multitasking :** During the week, be attentive to when, where, and how you multitask. Make a list. How often do you find yourself doing more than one thing at a time? If you multitask while interacting with others, be bold and ask them to what they experience when you multitask in their presence. Likewise, what is your experience when people multitask with you? What do you notice about the physical, mental and emotional aspects of multitasking? Is it pleasant/unpleasant? Do you *believe* you are more effective? Are you *actually* more effective? How does your experience correspond with the findings in the articles? What are things you can do to manage distractions in your work/home environment (ex. deactivating the new email notification sound)?

**Please Email me your Insights/Challenges/Questions by Wednesday, September 9th, 12:00am.**

## 9/17/09: Week Three: Powering Attention: Meditation Practice

Last week, we examined the fundamental role attention plays in everyday life. This week, we will examine how this faculty can be strengthened and developed. A classical way of developing attention is through meditation practice. We will spend this session discussing research done on meditation practice and its role in developing attention and creating well-being.

### Reading:

- (1) “Mind Over Matter: Mental Activity Changes the Brain” from *Train Your Mind, Change Your Brain* by Sharon Begley.
- (2) “Mastering Your Own Mind” *Psychology Today*
- (3) *Full Catastrophe Living*: Chapter 4

### Questions:

- (1) What is neuroplasticity and what is its relationship to attention?
- (2) What is *Shamatha*?

### Exercises:

#### I. Returning to Attention Exercises (3 x week):

Get the file “Building Attention” at

<http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time). (See memos “Nuts and Bolts” and “Easing into Meditation” for references.)

#### II: Returning to Attention

Practice each day returning to attention. Key to this exercise is simply allowing whatever is present to be present **without resisting** it internally. Notice the quality of experience as you return to and rest in attention—what is the body feeling? What emotions are present? Try it out in different contexts: driving in the car, grocery shopping, doing work, eating a meal. Briefly jot down what you experience.

**Please Email me your Insights/Challenges/Questions by Wednesday, September 16<sup>th</sup>, 12:00am.**

## 9/24/09: Week Four: Life on Autopilot: The Promise and Peril of the Adaptive Unconscious

So what do we do with all this attention we're developing? Most of us live on autopilot, not really paying full attention to what we're doing from moment-to-moment. This session explores the non-conscious nature of most human behavior and explains *why* we need to cultivate attention.

This session will explore (1) how automatic behavior works by exploring the Cycle of Automatic Reactivity—the architecture that describes it—and (2) methods for subverting it for better self-management. These are the basic elements of the course, the tools for breaking down the force of automatic behavior.

### **Reading:**

(1) Chapters 1, 2, 3 of Wilson's *Strangers to Ourselves*.

### **Questions:**

(1) According to Wilson, what is the unconscious? Why role does it play in the 'management of the self'? How can it cause trouble?

(2) Contrasting the adaptive unconscious to consciousness, the adaptive unconscious functions differently than consciousness. Outline the differences. Again, how can these cause trouble in the effort to manage oneself?

### **Exercises:**

(1) **Re-New-ing Attention:** Attention tends to habituate to a familiar environment. Given enough exposure, we often stop seeing things as they are. Instead, we work from a fixed memory that may or may not represent how things are now. The fact of the matter is that the world is constantly changing. Your body is changing, everyone around you is getting older, air moves through the room. Change--and not constancy--is the order of the day. Yet, the mind, with its tendency to filter experience through memory, often uses an old map the world making it *seem* the same. Because of this we may miss significant information, become blind to opportunities, disconnected from relationships or even simply bored.

**The exercise is subtle!** As you go through your week, pick three different contexts (for example, a place, an activity, and a relationship) and imagine as if you pushed an existential re-set button. The button makes a subtle shift in your attention, and re-sets it as if you're encountering something as if it is the first time. No one else knows this but you. **DO NOT** let on to others or act differently (eg. Do NOT introduce yourself to your spouse, pretend you can't drive, etc).

See how your perception changes. What do you notice? Is the experience different? Did you notice something you didn't before?

**(3) Directing Attention (3 x week):** Get the file "Mindfulness" at <http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos "Nuts and Bolts" and "Easing into Meditation" for references.)

**Please Email me your Insights/Challenges/Questions by Wednesday, September 23rd, 12:00am.**

## 10/01/09: Week Five: Taking a Look: Observing Your Behavior

“Know Thyself” instructs the oracle, but how? In this session, we’ll introduce a methodology for developing insight. We’ll shift our attention from developing stability to deploying attention and examine

### Readings:

- (1) Kabat-Zinn, *Full Catastrophe Living*,  
Introduction  
Chapter 1: “You Only Have Moments to Live”  
Chapter 2: “The Foundations of Mindfulness Practice”  
Chapter 3: “The Power of Breathing”

### Questions:

- (1) Tie what Kabat-Zinn is saying about meditation practice to what Sapolsky discussed about chronic stressors. Keeping in mind the functions of the sympathetic and parasympathetic nervous systems, what is your idea about what’s going on in meditation practice?
- (2) What is the relationship between automatic behavior and mindfulness?

### Exercises:

- (1) **Automatic Reactions (1-2 day):** During the week, keep a log of notable moments when you feel a sense of **unpleasant/disliking** arise. (For example, your reactions to a client or colleague you have had trouble with, or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking/pleasant**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?
- (2) **Dissecting A Pattern:** Choose one behavior that you identified prior to class as something that inhibits your effectiveness (irritability, procrastination, impatience, etc.) Our goal is to become extremely familiar with how the pattern operates. (Notice the goal is **not** to stop or suppress the pattern). Using the reactivity map, draw out the step-by-step reactions of the pattern. Start with contact and move around the cycle, including sensation of pleasant/unpleasant, recognition, storylines (judgments,

conceptualizations, visual images, etc.), physical sensations, emotional reactions, and actions. Describe the process as clearly as possible.

**(3) Directing Attention (3 x week): Get the file “Mindfulness” at <http://wfs.cgu.edu/hunterj/Meditation%20Exercises/>. Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos “Nuts and Bolts” and “Easing into Meditation” for references.)**

**Please Email me your Insights/Challenges/Questions by Wednesday, September 30th, 12:00am.**

## **10/08/09: Week Six: Turning Things Around: The Pivot of Curiosity**

This session begins the third phase of the course, the shift toward the positive. It focuses on the art of the Learner question and the role curiosity plays in defusing reactivity and cultivating generative outcomes. Next week, we'll learn why this is.

### **Reading:**

- (1) *Mindset* by Dweck, Chapters 1 & 2
- (2) *Change Your Questions, Change Your Life* by Adams.

### **For Discussion:**

- (1) What are mindsets, how do they affect your actions?
- (2) What are functions of the Judger-Learner questions? How do they contrast from one another?
- (3) How do your self-questions affect your reactivity? In other words, what questions do you ask yourself that may encourage your reactivity?

### **Exercises:**

**I. Exercise One: Mindfulness (3 x week):** Get the file “Mindfulness” at <http://wfs.cgu.edu/hunterj/Meditation%20Exercises/>. Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos “Nuts and Bolts” and “Easing into Meditation” for references.) Write a short paragraph about what you experience for each session.

### **II. Exercise Two: Reactivity Review**

Go back to three previous entries and re-examine them in light of the Judger-Learner question framework. Did Judger questions play a role in your reactivity? How so? If you had employed a curiosity-based response, how might the situation been different?

### **III. Exercise Three: Applying Judger-Learner Methods**

Take three situations in the coming week and apply the Learner questions. What happens to the outcome? How do you feel when doing it? How does the other party react? From exercises II and III, what have you learned?

**Please Email me your Insights/Challenges/Questions by Wednesday, October 7th, 12:00am.**

**TBD: SUNDAY: Visiting LA County Museum of Art**

**10/15/09: Week Seven: Art Break and Recap**

**10/23/09 : Week Eight: No Class Session**

## Preparations for Part Two:

Part Two of the class will focus more closely on the nature of emotions. We will have two “projects” for the last half of the course.

### **Project A: Observing Chronic Reactions, Diffusing Difficult Emotions**

The effort of this module is to move from watching incidental reactions to tracking larger patterns of behavior that inhibit or undermine your effectiveness.

I’d like you to make a list of 8-10 behavioral patterns that you know dog you. What cost do they have in your life? Socially? Personally? Professionally?

Pick two items from your list. You will then spend the rest of the module studying them, understanding them, getting familiar with them, working with them and--perhaps even--undoing them. The course will give you the tools and support to do this. My goal is to help you develop the skills so that you can autonomously work with your internal material and help others do so as well.

If you don’t have an idea of what some of these behaviors are, ask around for feedback. Perhaps there are things you do, say, or express that are not helpful for you. Ask someone who knows you well...

Once you decide on what these actions are, use the log sheet (will pass out in class) to make note of what you find. You may notice that the behavior you begin with has deeper roots or aspects you may not have considered. In other words, as you explore, new aspects may come to light. **DO NOT HESITATE** to contact me for consultation.

Refer to Ekman for a framework on emotional reactivity (ch 3) as well as your module A reactivity map. We will use other contemplative tools to examine and explore how they operate.

I expect that you will do at least **2 sessions of mindfulness practice** and **2 sessions of focusing practice** per week. I also expect that you will track your behavior throughout the course.

**What I want from you** are weekly updates of no more than 2 pages on Insights, Challenges and Questions you have regarding the behavior you’re studying and the effects of practice.

Remember: Your aim is not to STOP the behavior, but to understand it. This is the first step to working with internal material.

**Project B: Transformation Practices**

As a balance to the first project, each week I will give you a set of tasks to do that are geared toward cultivating positive states of mind.

## Course Schedule: Part Two

### 10/30/09: Week Nine: Positive Emotions are Productive Emotions

Positive emotions open up possibilities for thought and action, while negative ones can drive us into an unproductive rut. In this class, we will explore the structure and function of the emotions. While the “negative” emotions have been explored for nearly a century, the “positive” ones (joy, interest, serenity, etc.) have only recently received sustained interest. We will read the writing of Barbara Fredrickson, recipient of the first Templeton Positive Psychology Prize for her foundational work in this area.

We will also begin to explore an alternative way of thinking about the emotions, namely moving away from content (“positive” versus “negative”) to our *relationship* to the emotion (For example, are we blindly or consciously responsive to them? Do we respond to emotion with skill or lack of skill?)

Finally, we will begin practices on cultivating positive emotions

#### **Reading:**

(1) *Positivity*, Chapters 1-7

#### **Questions:**

(1) Understanding Fredrickson’s “Broaden and Build Model”, why are positive emotions so important for healthy human functioning and growth?

(2) In light of Fredrickson’s writings, what is the dominant emotional tone of your workplace? Is your workplace one where the “broaden and build” model is exemplified or do fear, anger and uncertainty hold more sway? What effect does this have on your quality of experience? If you have direct reports/close associates, what do you think their emotional experience is like?

Cultivating feelings of kindness and love offer an antidote to the mind of fear, anger and desire. We’ll explore how to apply this in your daily life.

What does love and kindness mean to you? Why is it useful in managerial settings? Why might kindness be a rational response to events?

#### **Exercises:**

## **Tasks:**

### **Project A:**

1. Define two behaviors that you'd like to get a better handle on.
2. What result do these behaviors bring you? What is the price you pay for them? What would life be like without them? How do these behaviors fit into your view of what your life is about? In other words, is this something you want to be remembered for?

### **Project B:**

1. In module A, we practiced "Re-newing Attention." Many people reported that the exercises awoke a sense of wonder and appreciation for the positive healthy aspects of the work and home life that they had previously taken for granted. This practice builds on that exercise.

As we start project B, which is a reorienting of attention to the things going well in life, begin **each day** with a list of 10 things you appreciate in your life. Simply write the first 10 things that come to mind, without editing. They don't have to be deep or profound and no one else will see the list besides you.

We will continue this practice throughout the module

**What to send me:** 1-1/2 pages with answers to Project A Qs 1 and 2 as well as a brief paragraph about your reflections on you experience of a week of list writing.

### **Meditation:**

Get the file "LovingKindness" at

<http://wfs.cgu.edu/hunterj/Meditation%20Exercises/> . Devote some time to building attention at least 3 times a week (approximately 1/2 hour each time) (See memos "Nuts and Bolts" and "Easing into Meditation" for references.) Write a short paragraph about what you experience for each session.

**Please Email me your Insights/Challenges/Questions by Wednesday,  
October 29th, 12:00am.**

## **11/06/09: Week Ten: Working with the Emotional Brain: Destructive Emotions**

In this session, we'll turn attention to emotional processes and reactions. We'll focus on how emotions work as well as their physical expression in the body. The body serves as the locus for working with this material. Focusing practice will be the next tool we'll introduce.

### **Reading:**

*Emotional Intelligence,*  
Part One: Chapters 1 and 2

*Emotions Revealed*  
Chapters 2, 3 and 4

### **Tasks:**

#### **Project A:**

1. Map your two behaviors using the reactivity map from last module, making reference to Ekman's model—Triggers, Scripts, etc. Log them as they occur during the week. Pay special attention to how each behavior **feels in the body.**

#### **Project B:**

1. In module A, we practiced "Re-newing Attention." Many people reported that the exercises awoke a sense of wonder and appreciation for the positive healthy aspects of the work and home life that they had previously taken for granted. This practice builds on that exercise.

As we start project B, which is a reorienting of attention to the things going well in life, **each day** compile a list of 10 things you appreciate in your life. Simply write the first 10 things that come to mind, without editing. They don't have to be deep or profound and no one else will see the list besides you. We will continue this practice throughout the module

**What to send me:** 1-1/2 pages with Insights/Challenges/Questions on Project A Q1 as well as a brief paragraph about your reflections on you experience of a week of list writing.

**Please Email me your Insights/Challenges/Questions by Wednesday,  
November 5th, 12:00am.**

## **11/13/09: Week Eleven: Getting Clear: Widening the Window of Tolerance**

The window of tolerance is the range in which the brain can absorb stimuli without being overwhelmed. This window has definite, but changeable boundaries. We will examine how to widen this window in order to maintain a clear mind.

### **Reading:**

(1) Ogden, *Trauma and The Body*, “Window of Tolerance: The Capacity to Manage High States of Arousal”

### **Tasks:**

#### **Project A:**

1. Use the Focusing file (on WFS.CGU.EDU/hunterj) to begin to investigate your pattern. Do this with great care, as it can easily be overwhelming. Focus only on a small part of the reaction, simply experience it, holding the pattern in attention. What happens?

#### **Project B:**

Continue your list writing, also begin to note your day’s joyful moments. There certainly don’t have to be ten, but make a list of the joyful events of the day. Consider sharing this exercise with someone close to you. Note what happens in the body.

**What to send me:** 1-1/2 pages with answers to Project A Qs 1 and 2 as well as a brief paragraph about your reflections on you experience of a week of list writing and joyfulness practice.

**Please Email me your Insights/Challenges/Questions by Wednesday, November 12th, 12:00am.**

## 11/20/09: Week Twelve: Discernment and Decision-Making

How do we gain clarity and resolve to move forward? This week's session focuses on discernment and decision-making.

Instead of reading, please do the respond to the following questions and come to class with your responses:

### PART ONE

Instructions: Please write the following sentence by hand, on a blank sheet of paper:

"As I reflect back on my life, I draw a timeline of the 4 or 5 most important decisions I have made. I recall how much time I devoted to deliberating those decisions, and make some brief notes by hand.

<Please write out by hand your response to the above question.>

### PART TWO

Looking back at the many decisions I have made over the past 5-to-7 years, I score the following questions.

Instructions: OK to simply circle the most appropriate response.

A) Generalizing about all the decisions I have made, and the time I spent making those decisions, I would say that I took:

- 1) Above average time in making my decisions.
- 2) About the average length of time in making my decisions.
- 3) Less than the average length of time in making my decisions.

B) Looking back at the education I have received about making decisions, both formal education (as in classes or courses) or informal education (as in counsel from a mentor or friend), I would rate my level of education as follows:

Formal Education about decision making: 1) A lot. 2) Average 3) A Little  
Informal Education about decision making: 1) A lot. 2) Average 3) A Little

C) I have a definite methodology I follow when making most decisions:

- 1) Most of the time.
- 2) Sometimes.
- 3) Not often.

D) I describe my level of experience in making most decisions as:

- 1) Above average experience
- 2) Average experience.
- 3) Below average experience.

E) I describe my level of comfort (=low anxiety) in making most decisions as:

- 1) Quite comfortable.
- 2) Average comfort
- 3) Somewhat uncomfortable.

F) I describe my level of confidence in making most decisions as:

- 1) Quite confident.
- 2) Average confidence
- 3) Less than average confidence.

G) My success rate in making effective decisions in my professional life is:

- 1) 65% or better success rate.
- 2) Between 35% and 65% success rate.
- 3) Below 35% success rate.

H) My success rate in making effective decisions in my personal life is:

- 1) 65% or better success rate.
- 2) Between 35% and 65% success rate.
- 3) Below 35% success rate.

### PART THREE

Bring with you to class a decision you need to make in your life in the next weeks or months, either personal or professional. If you have no pending decisions, think of a significant decision you recently made.

Note: You will be working with this decision during class exercises, so please select a decision whose content you'd feel comfortable discussing with another person in class or with the class at-large.

#### **Tasks:**

##### **Project A:**

1. Use the Focusing file (on [WFS.CGU.EDU/hunterj](http://WFS.CGU.EDU/hunterj)) to begin to investigate your pattern. Do this with great care, as it can easily be overwhelming. Focus only on a small part of the reaction, simply experience it, holding the pattern in attention. What happens?

##### **Project B:**

Continue your list writing, and noting your day's joyful moments. There certainly don't have to be ten, but make a list of the joyful events of the day. Consider sharing this exercise with someone close to you. Note what happens in the body.

**Please Email me your Insights/Challenges/Questions by Wednesday,  
November 19th, 12:00am.**

## 12/03/09: Week Thirteen: Social Intelligence: Contagious Emotions

A student once wrote me:

*“I was short with my boyfriend on the phone and I automatically noticed that right when the tone of my voice became angry that he quickly became defensive. The conversation quickly went sour and we were arguing over nothing worthwhile. I noticed this change several times. I realized that he reacts to any change in my mood or tone of voice (positive or negative.) When I am happy, he seems even happier. When I am upset, he quickly changes his reactions to me to be defensive or neutral.”*

We are inextricably connected with one another. Science, through neuro-scientific studies, has demonstrated that social relationships form the foundation of wellbeing, both physically and emotionally. Goleman’s new book, synthesizing new research from a variety of domains, demonstrates the power we have to influence one another. This session will explore these biological dynamics with exercises to illustrate and build skill.

### Reading:

*Social Intelligence*, Goleman

Prologue, “Unveiling a New Science”

Chapter 1, “The Emotional Economy”

Chapter 2, “A Recipe for Rapport”

Chapter 3, “Neural Wi-Fi”

Chapter 19, “The Sweet Spot for Achievement”

Chapter 20, “The Connectedness Corrective”

Chapter 21 “From Them to Us”

### Questions:

1. What is the function of mirror neurons? How do you see them operating in your daily experience?

(See next page for tasks)

**Tasks:****Project A:**

1. Use the Focusing file (on WFS.CGU.EDU/hunterj) to begin to investigate your pattern. Do this with great care, as it can easily be overwhelming. Focus only on a small part of the reaction, simply experience it, holding the pattern in attention. What happens?

**Project B:**

1. Carrying animosity and resentment costs us dearly. Forgiveness is healing. Take an unresolved issue in your life and write a letter (I suggest hand writing it) to someone either (1) forgiving them of a past incident or (2) asking for forgiveness for yourself. All I'm asking you to do is write the letter. It is your choice whether to send it. (I'll prepare a handout with some suggestions on how to approach this exercise.). You might want to explore your reactions with Lovingkindness practice.

**What to send me:** 1-1/2 pages with Insights/Challenges/Questions on Project A as well as a brief paragraph about your reflections on you experience of writing the letter in Project B.

**Please Email me your Insights/Challenges/Questions by Wednesday,  
December 2nd, 12:00am.**

## **12/10/09: Week Fourteen: And Now For Something Completely Different**

As we approach the end, we will focus on a different aspect of you, namely your strengths. Keys to this session are the Drucker chapter on strengths and the Gallup StrengthsFinder Assessment tool.

### **Preparation for this session (is considerable!)**

#### **Reading:**

- (1) The Essential Drucker, Chapter 15, “Know Your Strengths and Values”
- (2) StrengthsFinder 2.0, read Part 1 (pages 1-33) and take the StrengthsFinder Assessment on the Internet, using the code in the back of the book.

#### **For Homework:**

1. Do these Strengths make sense to me? (In other words, do they fit who I am?)
2. Share the results with 3 people you know (Ideally, one should be your employer. Others could be friends or family members...). Ask them these questions—do they seem to fit me? Can you describe an instance where you’ve seen me demonstrate these strengths? Are there times when the expression of the strengths is not positive or helpful?
3. Which of the strengths do you most identify with? Least identify with?
4. On a slightly different tack, write out the 10 best moments of your life—the moments you felt you were truly alive and that life was worth living. What was it and why was it so important to you? Bring this list to class and be prepared to share.

**Please Email me your Insights/Challenges/Questions by Wednesday, December 9th, 12:00am.**

## 12/17/09: Week Seven: Closing the Circle

As the course wraps up, we'll again take stock of what we've learned and have a little final. We'll devise strategies for moving forward and making mindfulness a part of daily life.

### **Final Paper (Due within the next week):**

Over the course of the second half of the course, you have been examining specific behaviors that you'd like to change. Please write a 8-10 page summary (14pt Times, single-spaced, 1-inch margins) about what you have learned about these behaviors through this process.

Begin with your initial problem statement and then looking back on your notes, walk me through the stages of your understanding week by week about how this behavior operates.

What triggers it?

What is the internal experience of it like?

Is this experience the same across time?

How did your understanding of the behavior change?

Did you begin thinking it was about X and it turned out to be about Y?

What other facets revealed themselves to you?

Has your understanding of it affected your view of your own or other's behavior?  
If so, in what way?

How has your understanding impacted your effectiveness and wellbeing?

Finally, what ideas or practices impacted you in this second module?