Example Reflective Journal

MPS
Unit 5

Title: WANT TO AND LOAN MANAGEMENT
Name: EOSI
Date: NOVEMBER 8/15

Objectives
Numbered on attached orange sheet. Plus personal objective of: To modify my stress management techniques and abilities.

Key Concepts
List five or six things you feel were important (Attach "Discovery" Sheet)

Determine what you want to stand alone at page first but it's a great time to exercise self-control, discipline, or awareness in a situation.
- If you're having a tough day or tough time in a classroom, be patient with yourself, breathe, find yourself, and do your best.
- Believe that God is in control and you are ultimately able to control.
- If you're having trouble with a problem or an assignment, don't get anxious, reshape your attitude, tell yourself you have a strategy and stay calm.
- Plan ahead, eliminate anxiety, and plan up! Come out quite late, do it.
- Don't eat yourself up! For homework, or you are not going to do it.

Objectives
Before:
1. I use exercise, music, bubble, bathes, and prayer to relieve stress and keep my mind and emotions in balance.
2. I am aware of the fact that I have no control, because I have done things of the kind that I have achieved.
3. I can use the techniques of what I have done and overcome many things of the kind I have achieved.
4. I am aware of the fact that I have done things of the kind that I have achieved.
5. I am not sure how many or how many, but don't I think that I have done things of the kind that I have achieved.
6. I am aware of the fact that I have done things of the kind that I have achieved.
7. I have a technique of any or many or so many or so many.
8. I am aware of the fact that I have done things of the kind that I have achieved.
9. I am aware of the fact that I have done things of the kind that I have achieved.
10. I am aware of the fact that I have done things of the kind that I have achieved.

After:
- The more I am, the more I am, because I am aware of what I have achieved.
- The more I am, the more I am, because I am aware of what I have achieved.
- The more I am, the more I am, because I am aware of what I have achieved.
- The more I am, the more I am, because I am aware of what I have achieved.
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Conclusion sheet for & post test on orange sheet:
I want to be honest or what I am, because I am aware of what I have achieved.

Anxiety/stressors for every situation.
<table>
<thead>
<tr>
<th>Topics &amp; activities in Unit</th>
<th>Discovered</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TAKE OUT GARBAGE BAGS</strong></td>
<td>- Identify the ambiguous region in a problem — rather similar to making 3-leap assessment. - Sake time in the long run if you cannot identify the problem completely before attempting to solve it.</td>
<td>Understand the meaning of the problem. If you find something else is ambiguous, test it clarified.</td>
</tr>
<tr>
<td><strong>ARE WE IN CONTROL OF THE SITUATION OR NOT?</strong> (Activity 3-45 3-46)</td>
<td>- Some of the time we may want to be out of our control. - We should focus on the one we can control — when we have a problem and work it out through — your presence at a big game, or when you make it stick to being there.</td>
<td>- You have enough going on in your life that adding on another box and immediately worrying isn’t a good idea for you. - Why bother worrying over something you can’t control? Take your energy for really important things.</td>
</tr>
<tr>
<td>HOLMES’ сериI AND SLEEPY SIDES ASSESSMENTS (by Richard Smith)</td>
<td>- In conjunction to any class, or any in the media, within time to the level. - In the middle and槃扁扁扁 your health. - When phones are circled to your living.</td>
<td>- It’s good to set down dependences on your health level. - In order, among a high-stress lifestyle, perhaps you would choose to adjust somewhere in your life to lower that level. - Relaxation is a great stress reliever. - This concept could be applied anywhere for stress banning or stress releasing.</td>
</tr>
<tr>
<td>MUSCLE RELAXATION ACTIVITY</td>
<td>- Read time, read it. - It’s hard to not be full in the workshop, sitting down. - Imagine, picture yourself...</td>
<td>- You are in control of the situation.</td>
</tr>
<tr>
<td>DISCUSSION OF COPING TECHNIQUES</td>
<td>- General options for the control. - Mine were given; I used them already. - It’s good — going about the technique house. - This will bring down the stress. - I have managed my time.</td>
<td>- Everyone who fails a test or exam is becoming more. This is similar to you not good if you set yourself up for failure. - Can use the time to think of any future potential or problem. - Plan what potential or problem — given you time to think of a solution.</td>
</tr>
<tr>
<td><strong>POSITIVE SELF- TALK</strong></td>
<td>- Morning: I am a good person. - Be not to yourself. - I’m too much better than putting a problem down and worrying about it.</td>
<td>- Everyone who fails a test or exam is becoming more. This is similar to you not good if you set yourself up for failure. - Can use the time to think of any future potential or problem. - Plan what potential or problem — given you time to think of a solution.</td>
</tr>
<tr>
<td>VISIONAL DISCUSSION OF FUTURE EVENT WITH A NUMBER PAGES VIEWED</td>
<td>- It’s enough to be creative about the future. - Want to change? It can be done. - You must gain complete under. - If you change in the end — you’re going to come across a road that’s behind you on your way. - You’ll have yourself discovered.</td>
<td>- It is kind to yourself. — Be an end. - It’s enough to be done. - It’s enough to be done. — Be an end. — Be an end.</td>
</tr>
<tr>
<td>ATTITUDE AND DECISION OF SUCCESSFUL/UNSUCCESSFUL PROBLEM SOLVING</td>
<td>- It’s easy to jump in and have the goal. — Make a piece of it. - It’s easier to keep yourself. - When you’re more comfortable.</td>
<td>- It’s easy to jump in and have the goal. — Make a piece of it. - It’s easier to keep yourself. — Make a piece of it. — It’s easier to keep yourself.</td>
</tr>
<tr>
<td>STAND THE PROBLEM (20 min in the 3rd period)</td>
<td>- It’s too easy to jump in and make the goal. — Make a piece of it. - You have yourself discovered.</td>
<td>- It’s easy to jump in and have the goal. — Make a piece of it. - It’s easier to keep yourself. — Make a piece of it. — It’s easier to keep yourself.</td>
</tr>
</tbody>
</table>
Observations & Evidence from the Workshop:

**TABLE A:**

**Objective:** Describe the exercise that was conducted on the seminar.

**Data:**
- This was an exercise designed to demonstrate that even simple, everyday concepts, such as taking out the garbage, need clarification at times. I realized that everyone thought that taking out the garbage was a straightforward task, but it wasn’t. (Objective 1)

**TABLE B1 & B2:**

**Objective:** Explain the purpose of the exercise.

**Data:**
- The purpose of this exercise was to demonstrate that you can’t control everything you do. Sometimes it’s hard to decide between the things you can control and those you can’t. It is useless to worry over something you can’t change. Whether you worry or not, for example, 54 on page 114 (Table B2), you can control the time of death of an enemy, but there’s no one to blame if your enemy outlives you. (Objective 2)

**TABLE C:**

**Objective:** Describe the effects of worry.

**Data:**
- There are afterthoughts on the control-consequences (Table B1 and B2). It is so easy to find yourself worrying about things you can’t control if you aren’t aware of the fact that you can’t control everything. Worrying about things over a lot of your time will deprive you and broaden your thinking. You just can’t be a happy person if you’re constantly worrying. (Objective 3)

**TABLE D:**

**Objective:** Evaluate the overall effectiveness of the exercise.

**Data:**
- This is an overall evaluation of my skills in Unit 5. I found that I do have a bit of stress in my life, but I’m learning to control it. I have found that what my family expects is my stress label. If they help me, I’m working on long-term planning, delegating, and putting things into perspective. (Objective 4)

**TABLE E:**

**Objective:** Explain the impact of stress management.

**Data:**
- This stress-symptom checklist was quite helpful. It made me stop and really think about the things I do. Most of the common problems don’t apply to me, but I found quite a few of the problems occurred occasionally, all of them due to work. When I thought about the stressors, these two worrisome thoughts and more were about me. I am trying to concentrate on them. (Objective 5)

**TABLE F:**

**Objective:** Describe the impact of practicing self-care.

**Data:**
- We were to monitor our self-talk for three days. This was a bit difficult because you don’t always have a pen and paper handy when you decide to use self-talk. I had to hard to catch myself before you say something negative to yourself. (Objective 6)

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**MUSCLE RELAXATION TECHNIQUE**

*There is no evidence from this workshop.* However, it is a class-time exercise used by Dr. Wood. Everyone participated, see pages 329 to 343 in Unit 5 for more information. (Objective 1)

**MISSED RECORD**

*There is no evidence from the workshop.* However, it is a class-time exercise used by Dr. Wood. Everyone participated, see pages 329 to 343 in Unit 5 for more information. (Objective 2)
<table>
<thead>
<tr>
<th>Problem statement</th>
<th>&quot;It's Monday. I have to take out the garbage.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifications needed for:</td>
<td>Monday = what day of the week? What time is the garbage due? What happens if you don't take it out?</td>
</tr>
<tr>
<td></td>
<td>takeout = can you let it rot? End of the world if you don't take it out?</td>
</tr>
<tr>
<td></td>
<td>garbage = what is considered garbage? Is it recyclable garbage? Biodegradable garbage?</td>
</tr>
</tbody>
</table>
4.1 Final Exam in Quran

You have quite a bit of studying to do for this examination. You can't
be at the library; your to go to bed early. Do not do well on, read back
o'clock; you prefer open book exams. Do you like to
write two exams in a day. The following background information is
available. Identify which ones you think you have done. Control over
which ones you do not.

1. The past exams are not available
   in the library. The professor
   required to have them released.
   Yes  No

2. Learning objectives are not available
   for the course.
   Yes  No

3. No text was recommended for the course.
   Yes  No

4. The exam is scheduled at 7:00 p.m.
   Yes  No

5. The exam is closed book.
   Yes  No

6. You have another exam at 9:00 a.m. the
   same day.
   Yes  No

7. You have three weeks until exam starts.
   Yes  No

8. You are going skiing this weekend.
   Yes  No

9. You have invited your girl/boy friend to
   the football game.
   Yes  No

10. Your crib is broken, you have to have
    it fixed in the next two weeks.
    Yes  No

11. Your favorite place in study is you
    home area.
    Yes  No

6.2 v1sor your self talk and record:

you think to yourself. Is it "downgrading" or "upgrading"?
Most of the things that come up in everyday life (90%) are not in our control. This is hard to incorporate at times. The example of the Blue Jays winning the world series was a super example, and it made me take time and reflect on my situation. I was super nervous, anxy, jumpy—at just from watching games. I had no control over who won. It didn’t matter if I was nervous or not; watching the game or not; even aware that the game was on. The outcome would have been the same.

It has really been brought to my attention that I worry about things coming up that I have no control over.

I don’t think reframing—especially after this unit—that I handled Paul’s death, well, how do I say it— in the way that wasn’t best for me. I had no control over the fact that he died while I was having knee surgery but still I felt like I should have been there. I felt like
Table 5-10: Action summary

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Currently Not for</th>
<th>Might be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holmes - Gmechel Shealy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Control over</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exercise</td>
<td></td>
<td></td>
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<tr>
<td>3. Destimulating</td>
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<tr>
<td>4. Self-talk</td>
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<td></td>
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<tr>
<td>5. Plan ahead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Rename: What do you call 'em</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Support system:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Positive Addictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Decisive</td>
<td></td>
<td></td>
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<tr>
<td>10. Into Perspective</td>
<td></td>
<td></td>
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<tr>
<td>11. Role Models</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate oneself talk</th>
<th>Don't know</th>
<th>Very negative</th>
<th>Neutral</th>
<th>Very positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Plan ahead</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>few</th>
<th>some</th>
<th>many</th>
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TABLE 6-2: Stress Symptom Checklist

Presented below are common problems which may be stress related. Please mark the frequency with which you have experienced each of these problems during the past two (2) months. Use the following symbols in responding on the checklist:

- X - haven’t had this problem at all
- O - constant or nearly constant occurrence
- F - frequently
- C - occasionally

<table>
<thead>
<tr>
<th>Problem</th>
<th>X</th>
<th>O</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tension headaches</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep-onset insomnia</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fatigue</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overeating</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nightmares</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stomach indigestion</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morose thoughts</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early morning awakening</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss of appetite</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More abusive of yourself</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restlessness</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grinding teeth</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tense neck muscles</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweaty palms</td>
<td>O</td>
<td></td>
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</tbody>
</table>

- Hopeless feeling
- Aggression; push too hard on pencil; feel like throwing the textbook out the window
- Apathy, who cares
- Resignation, this is not for me
- I’ll bomb out on this test anyway
- Fantasizing
- Vague sense of fear: I can’t cope
- “What if I fail?” thoughts
- Mind repetitive attack on homework problems that always seem to fail

Other symptoms
Dated: 9 March 19 and 1 April 1969

Present

Questions

1. Explain why the ubiquitin theory requires a change in orientation. Questions on any section that we first are given a position to solve, do need to be able to recognize where it is stated and apply techniques to control it. This is the first stage in the Schizophrenia Theory.

2. What do you see when you apply this skill? Use an "x" to indicate your assessment.

3. What would you rate your skill if an "x" to indicate your assessment.

4. Poor Fair Good Very Excellent

Comments

5/3/69

Chemical Engineering 212
McMaster University
Hamilton, Ontario

Date: 2 March 19 and 1 April 1969

Present

1. List sizes possible techniques available to help you cope with depression.

2. Given a set of facts about a situation, you will be able to identify ethical issues within your control, and others may not enter your control.

3. Given a future event, you will be able to verbally describe a non-concurrent timeline as an imaginary scene for five minutes.

4. You will be able to list the techniques that are important to you to provide relaxation of muscles in your body.

5. You will be able to describe the results relaxation techniques.

6. Given a task to do, you will be able to identify at least one task that is challenging enough but not overwhelming for you.

7. Given a decision to be made, you will be able to make a decision, and others who it is done may become available.

8. Given a set of questions for events that occur during the day, you will identify one with that requires more of a challenge than four for you.

9. You will be able to identify your personal bed-time tasks that you use as yourself and change it.

10. You will be able to identify yourself and change it.

Signature: François, assist, uses coping techniques.
OCTOBER 27-28

SELF-THought

- you can do it. work it through.
- okay, let's try a different approach.
- you're doing good.
- alright! you got it.

Black Tape.

-idiot. what a stupid thing to do! it hitting was an open door. @ not hurt.

may the be success in fl... working on a... End?
- my rule book ever coming in handy. i need to find my copy. there goes a in order to go to the internet.

-like okay, i'll just work on it. doesn't its most due until tomorrow. read the schedule and
- will you be? i got my organic chemistry assignment. i'm not at home - the assignment is on
- my desk. this is the end of the week. there's nothing i can do about it now.
- why worry? @ objective @.

- you are a lot due. today! @ you deserve a break, rest!

you're going to thank brenda & charlie for the 20$. how unthoughtful.
- some granddaughter! you are! @ i get annoyed when i forget things like
- this. a thank you note was the least and i
- know they're important to my grandparents. i feel bad.

- you're doing well with the new
- schedule. most people are. i'm happy
- or me. 6 month ago! i'm so ticketed.

you're having a great hair day! @ silly, but when the "frizzy-time" is a good day.
What I learned about PS from the assignment exercises & problems this week.

Assignment 2824: Assignment #5, due October 25th, 282, chapter 4 - #62, #63, #64 - in Fisher and Powell. This assignment had to be completed by October 23rd because I was going home after my lab. I had questions 60 and 3, completed on Monday but #82 was giving me great difficulty. I decided to come back to the problem the next day because I was using the same approach each try and getting no where. I discovered the problem with some classmates and was able to tackle the problem in a different way. I didn't panic or worry about the time. I told myself, if it's done I did.

About PS

One of the things I discovered, because of this unit, was that I didn't panic over assignment #5. I wasn't checking the time constantly and when I got stuck, I put it aside, took a break (5-8 minutes) and came back the next day. With a new approach, worked at it and completed the problem. I found that time management with this assignment, knowing that I was leaving for home and had to hand it in the assignment fairly early, I didn't have it all until Tuesday night. As well, I tried to use routine "self-talk," finding that especially this worked out so much better than putting yourself down and getting frustrated. The results were positive as well, objectives (a), (b) (d) (e).

I also find it necessary for this particular assignment but overall, that I count on my parents to give me positive support and encouragement. I call home often. My mom always knows when I'm tired or frustrated. She'll tell me to do my best, give myself a hug, and be happy. My dad who never talks much on the phone, always comes up the other phone to quickly say "I'm proud of you, kiddo." He then hangs up, but I always feel so much better, more positive, after talking to them. (Objective (a)).

Experience Factors I learned & will memorize.

Use SI units. AIR: 76% Na, 12% O2. Average normal weight of Ar: 288g/mol

molar weight of hepane - C14H4 - 86.17g/mol
molar weight of heptane - C8H18 - 108.20 g/mol
specific gravity of hepane - 0.692
specific gravity of heptane - 0.694

Calculate combustion of C14H4O...: (14C + 11O → 14CO2 + 11H2O)
Title: STRESS MANAGEMENT
Name: REDMAN SMITH 84706549
Date: NOVEMBER 3/83

Observations & Evidence from Application to Child 2B4, other courses [red] and to everyday events [green]

Green sheet for the week is attached. Discussion of this evidence:

AND I WASN'T EVEN TRYING TO BE A REAL EARNING. I WAS SO SURPRISED AT HOW LITTLE PAIN I HAD. I FELT DURING THE 2ND ASSIGNMENT. IT WAS CERTAINLY A MORE PLEASANT EXPERIENCE COMPARED TO 10S OF CON-JOVO-BO PANIC AND FRUSTRATION.

I REGAN THE ASSIGNMENT EARLY ENOUGH THAT I ELIMINATED LAST-DAY PAIN. THIS WAS SUCH A NICE FEELING, IT'D BE GREAT IF THIS WERE THE CASE EVERY WEEK. HOWEVER, I'M NOT BEING NEGATIVE, NEITHER REALISTIC, WHEN I SAY THAT THIS MAY HAPPEN SOMETIMES BUT NOT ALL THE TIME. A LITTLE BIT OF STRESS WILL ALWAYS BE PRESENT AND THE NEXT SCHOOL WEEK IS NECESSARY.

AND I USE THIS EXAMPLE, AS WELL, WHEN I SEE MY GETTING NOWHERE. I KNOW IT'S TIME FOR A BREAK.

Objectives: [1, 2, 3, 4, 5]

Additional comments:

Math 2MC - Assignment #6 (due November 1/83), these next two weeks are jam packed with midterm tests, presentations, essays and assignments. So, because of this, I completed my math assignment in 7/9 hours. I didn't write out solutions on a scrap piece of paper to later be scrawled and written out in 2/3. I finished it, stapled it together and put it away not to be worried about again.

Chem 2D3 - Assignment #3 (due November 5/83), my plan was to bring the assignment home and complete it this weekend. This was my plan, however, I kept the assignment on my desk back at school. Before I would have panicked. This time I told myself 'what can you do?' There's no sense worrying over it. It's done. So, I read the chapter, rereading is the assignment material and decided to finish it when I get back to school.

Objectives: [2, 3]

This upcoming week, is legally play, she is in York University's production of Hamlet. I decided not to go and if I decide this, it would be firing the express to Toronto, taking the subway and then a city bus in York Commons. As well, I would have to get back at night—creepy. This is a hectic week for me. I would love to go see her perform but I'm not. Instead she'll be getting rose and a good luck message. My reaction isn't going to change but still I can't help feeling I'm being a selfish friend.

Objectives: [1]
Other Evidence & Discussion:

I CAME HOME THIS WEEKEND FOR MY 6 MONTH KNEE SURGERY. I WANTED TO WORK ON MY STUDY AIDS AND TO WRITE A TEST EARLY TO WORK AROUND HIS OFFICE HOURS. SO, I TOOK THE 6 HOUR BUS RIDE HOME ONLY TO GET A CALL THURSDAY MORNING TO SAY THAT MY APPOINTMENTS HAD BEEN CANCELED BECAUSE THE DOCTOR WOULD BE OUT OF TOWN. I WAS A LITTLE MORE THAN SLIGHTLY ANNOYED AT FIRST. I WAS INFORMED THAT MY NEXT APPOINTMENT WAS TODAY NOV. 2. I SAID NO - I WASN'T MISSING ANY MAKE UP CLASSES FOR A 20 MINUTE APPOINTMENT. TRYING TO SOUND MICE, I TOLD THEM I COULD COME HOME AFTER CHRISTMAS EVE, READING HERIE DEAFER SPRING BREAK. MY NEXT APPOINTMENT IS THE 21ST OF DECEMBER. I THOUGHT ABOUT IT THOUGH, I HAD TO COME HOME EME ANYWAY. I HAVEN'T SEEN MY FAMILY SINCE THE LAST WEEK IN AUGUST. I MISSED THEM, WAITING UNTIL CHRISTMAS WAS TOO LONG.

(OBJECTIVES: 9, 10)

Conclusions:

OVERALL, AFTER THIS UNIT ESPECIALLY I FEEL VERY AWARE OF THE TECHNIQUES USED TO MANAGE OR CONTROL STRESS. HOWEVER, SOMETIMES I AM UNABLE TO STOP THINKING, IT SEEMS TO JUST HAPPEN. I ALSO DISCOVERED THIS YEAR, MY OVERALL STRESS LEVEL HAD BEEN DANGEROUS. CERTAIN DAYS I FEEL, ABY, ANNOYED, MORE ANNOYED THAN OTHERS, BUT I HADN'T SENSED THE DEEP END YET. THESE NEXT TWO WEEKS WILL BE CHALLENGING, I'M GOING TO CONCENTRATE ON KEEPING MYSELF IN A POSITIVE ORAL, TALKING CONTROLLING MY FAMILY FOR AN EXTRA GROUP AND MAKING SURE I GIVE MYSELF ENOUGH TIME OUT FOR YOURSELF WILL HELP YOU KEEP ON THE LONG RUN.

I'M GONNA TRY TO UTILIZE OBJECTIVES 9, 10, AND 11 MORE. IT WAS EXTREMELY HELPFUL IN BRINGING ATTENTION TO POTENTIAL PROBLEMS THAT I HADN'T CONSIDERED BEFORE. IT REALLY HELPED WHEN IT CAME TO THIS WEEKS MATH ASSIGNMENT. I THINK I'M HAVING A COVENANT IN THIS WORK, I JUST DON'T FEEL MOTIVATED TO USE THE OBJECTIVES.

THE UNIT WAS EXTREMELY HELPFUL IN THAT I AM MORE AWARE OF HOW I HANDLE STRESS. MANY TECHNIQUES WERE PROPRIETARY TO WHAT I'M WORKING ON. I JUST DON'T EMOTE TO USE THE OBJECTIVES.

ALL THE OBJECTIVES HAVE BEEN ACHIEVED WITH THE EXCEPTION OF 9, WORK STILL IS REQUIRED FOR 11 AND 12.