

# Stress Management Training Workshop

TI 051- Thematic

By

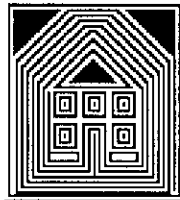
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# **STRESS MANAGEMENT TRAINING WORKSHOP**

**Modell, Beaver, Broch, Herzog**



**Distributed By: The Clearinghouse**

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## INTRODUCTION

Today's technologically advanced society has been described by many as being a high-pressured and fast-paced world that is filled with uncertainty and ambiguity, a world that is oftentimes just plain stressful. At a university setting many students, faculty, and staff are constantly confronted with important decisions and situations that yield feelings of anxiety, stress, and tension. For example, many students experience stress with regard to exams, class participation, dating, and job interviews. College personnel, on the other hand, are plagued with student concerns, the "publish or perish" syndrome, administrative and teaching responsibilities, the coordination of smooth work relationships, and the problem of less than adequate physical facilities. People who are involved in such stress-producing situations frequently develop psychological, physical, or psychosomatic symptoms (e.g., irrational thoughts, headaches, high blood pressure, diarrhea). When these symptoms persist or progressively intensify there exists a potentially serious threat to one's health and well-being.

This stress-management program was developed to help individuals cope more effectively with stress and to remediate a number of specific problems associated with stressful situations. In order to achieve this goal individual and/or group programs are utilized as a means for teaching a reliable and valid method of relaxation. During these programs each individual is also assisted in making some changes in his internal reactions and behaviors toward particularly stressful situations.

The program consists of seven one-hour sessions, each session being comprised of one to seven participants. The sessions consist of didactic presentations, group discussions, completion of questionnaires and forms, progressive muscle relaxation, systematic desensitization, and practical retraining (Meyer & Chesser, 1970). For the systematic desensitization sessions the leader should be familiar with the method developed by Wolpe (1958).

The program is usually evaluated when all seven sessions have been completed. The evaluation consists of both subjective and objective reports: oral feedback, a written program evaluation, and pre- and post-administrations of the State-Trait Anxiety Inventory (Spielberger, Gorsuch & Lushene, 1966).\*

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\* If you wish to use or reproduce the State-Trait Anxiety Inventory (pages 18 & 19), obtain the test manual and scoring key, then write for permission to:

Dr. Charles Spielberger  
Department of Psychology  
University of South Florida  
Tampa, Florida 33620

## STRESS MANAGEMENT PROGRAM

## SESSION I

ORIENTATION TO PROGRAMMaterials and Handouts Needed

1. Name sheet
2. Stress Identification Form (SIF)
3. State-Trait-Anxiety-Inventory (STAI);  
two forms
4. Stress and Stress Management Hand-Out
5. Group Contract

A. Introduction

1. Leader asks participants to sit in a circle, and brief introductions are made.
  2. During this time a sheet is passed around to list the names, addresses and phone numbers of members.
  3. Leader then administers the Stress Identification Form (SIF) and the STAI and makes the following statements:
    - a. (Holding up the SIF) "This form will help us identify situations which are related to stress and any bodily reactions you may have from stress. Read the directions and respond as honestly as you can."
    - b. Subsequently, (Holding up the STAI, items 21-40) "This form will give us further information about how you generally feel. Read the directions and respond as honestly as you can."
    - c. Then, "Check the completed SIF Form for the one situation producing the most stress. Imagine yourself in this stress situation while you complete the (Holding up the STAI, items 1-20) next questionnaire."
    - d. After the three forms are completed they are collected and the leader continues.
- B. The leader asks the members about their expectations of the program:
- "Each of you can now share a brief explanation of your reasons for enrolling in this group and what you would like to learn from this program."
- C. Then, the leader distributes the Stress and Stress Management Hand-out:
- "Here is a hand-out that defines stress and anxiety. It also describes physical and psychological reactions to stress and explains the method you will learn to reduce stress. Take a couple of minutes to read it."

- D. Participants read this material silently, and a discussion can follow. Questions can be raised by members and leader about the hand-out and the program.
- \*E. The leader individually reviews the SIF forms to determine if group members have similar stress-producing situations (tests, job interviews, etc.). If not, participants are categorized and placed into sub-groupings based on their specific concerns. (With 15 original group members 3 sub-groupings or more are likely to develop where each sub-group would necessitate its own leader and programs or the same leader setting up separate meeting times):
- "I am going to call out your name and place you into a group with others who have the same specific concern. They will be the members of your group."
- F. After sub-groupings are made a contract is distributed requesting members, as well as the leaders, to commit themselves to the program. Both the members' and leaders' signatures are written on this form in each other's presence. The leader keeps the contract until the program is completed.
- G. If there is any remaining time, questions can be raised as to time and place of next meeting, rules about confidentiality, and lateness and absenteeism. Informal discussion can follow.

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\* Note: In order to conduct this program all members must share a particular concern to form a homogeneous group.

## SESSION II

PROGRESSIVE MUSCLE RELAXATIONMaterials and Handouts Needed

1. Relaxation Script
2. Summary of Muscle Relaxation Script

- A. For the second session the participants all meet in the large group for progressive muscle relaxation training. The leader greets the members and explains that this hour will be primarily devoted to muscle relaxation training with a short discussion period at the end.
  1. Begin with a brief explanation of muscle relaxation and reciprocal inhibition\*, the scientific principle upon which this program is based.
  2. Request is then made for any further questions. If there are no questions the progressive muscle relaxation training begins.
  3. The participants are instructed to find an area in the room where they can lie comfortably with sufficient room to unobstructedly carry out the training exercise. They should not be touching each other.
  4. When each person has found a suitable area on the floor (it helps if it is carpeted) they are instructed to "settle back as comfortably as you can. Let yourself relax to the best of your ability."
- B. A guided imagery procedure is employed to help the participants create a scene in which each of them can feel most relaxed.
  1. One good way to begin is to say, "Now think of a place where you can relax completely. A place of your own invention which may or may not really exist. A place where there are no demands, no pressures, and no responsibilities. Some place where you have nothing else to do but feel comfortable and relaxed. While you're relaxing let's try to make your special place even more vivid. As you imagine it think of the surface on which you imagine yourself to be lying (pause 10 seconds). Think of the colors you want to be around you (pause 10 seconds). Think of the sounds around you (pause 10 seconds). Think of the temperature that you want, maybe a soft warm sunbeam touching your chest or a gentle summer breeze brushing across your face (pause 10 seconds). Imagine any aromas which you want to have in the air. It is your special place, remember. You can make it exactly as you like. Now that you have a place where you can be totally relaxed we are going to begin to progressively relax all of the muscle groups in your body. I will take you through these muscle groups and as we proceed I would like you to concentrate on my voice."

\*Wolpe, J., 1958. Reciprocal inhibition is the substituting of new responses while old maladaptive responses are inhibited. This is based on the principle that two incompatible responses cannot co-exist simultaneously, e.g., relaxation and tension.

## SESSION II

2. Here the systematic progressive muscle relaxation begins with the instruction to "clench your right fist." These instructions are found in the Appendix F (spend 30-40 minutes on this exercise).
- C. After the relaxation training is completed:
1. Participants are requested to "form into your appropriate sub-groups and discuss any thoughts and feelings you had during this exercise."
  2. The leader then circulates between sub-groups to share reactions and raise questions about members' experience. This is also a time when problems can be explored. Or, arrangements can be made to discuss problems at a later time.
  3. Should one leader have several sub-groups, he/she may spend the remaining time equally with each sub-group. This is also a good time to determine the most convenient meeting time for each particular sub-group.
  4. The leader encourages the participants to practice the relaxation exercise at least one time per day during the week (20 minutes each time).
  5. The summary muscle groups sheets for this exercise are then distributed (this sheet can be found in Appendix G).
  6. The session is closed on a positive note with the enthusiastic expectation of seeing each member again at his/her particular meeting time.



## SESSION III

RELAXATION TRAINING AND HIERARCHY CONSTRUCTION

- A. Members of group are greeted by leader who instructs participants to assume a comfortable sitting position on the floor.
1. Leader initiates discussion of muscle relaxation training and members are asked to share the experiences they had while practicing the prescribed exercises.
  2. Continue this discussion until all questions are answered.
  3. This is a good time to reiterate the importance of practicing the muscle relaxation (M-R) exercises so that a state of relaxation can be more readily acquired. "The relaxation exercise allows you greater concentration on the contrast between the tensed and relaxed states; being at ease with the 'mechanics' of M-R will allow you to develop a relaxation habit. With practice, your body will become naturally adjusted to this exercise and you will feel more relaxed."
- B. Leader now initiates an explanation and discussion of hierarchy construction.
1. "Now we are going to analyze this group's particular situation. We want to unfold the elements or pieces which make up this stress-producing situation. For example, in this specific situation, what makes you nervous? It might help you to imagine yourself in this situation as you think of the elements."
  2. Some examples can be offered by the leader to facilitate discussion. However, it is important to elicit responses from members so that elements will directly apply to their personal situation. Fifteen to twenty-five elements are sufficient.  
  
"I know that each member's contribution might be somewhat specific to his/her personal feelings, it will soon become apparent that there will be some similarity among you. So, just shout out the first thing that comes to your mind related to this stress situation."
  3. This procedure should take about forty minutes to complete.
- C. After the list has been completed, the leader conducts a brief version of the M-R exercises.
1. Spend about 15 minutes with the relaxation exercise.
  2. After the exercise ask for any further questions or reactions.
  3. Remind group to practice relaxation daily, to develop the relaxation habit.

HIERARCHY - COUNSELING, RATING, AND RANKING

- A. Leader and group members sit comfortably.
1. Leader initiates discussion and question/answer session concerning the muscle relaxation exercises done at home by asking, "Have you been doing exercises at home?" Group members then offer suggestions to each other (problems of time, place, specific techniques, etc.). Take 5 to 10 minutes for this.
- B. Leader presents list of stress-producing elements that had been completed in Session III and states:
1. "This is the list that we completed last week. Do you want to add anything? Next, what we'll do is rate them as to severity. Some are more severe than others; let's find the most troublesome and rate them accordingly. Some may be troublesome for some of you but not for the others, but we can talk about this."
  2. Before each element is rated, the leader defines, clarifies, and asks questions about the element mentioned to insure that each element is meaningful to all members. The clarification and reflection of items are helpful before rating the hierarchy items (25 to 30 minutes).
  3. Members are then asked to rate the elements. Leader makes the following statement:  
  
"Now let's rate this list of stress elements. I'll read the entire list through, and on a scale of 0-100, each of you give me a number for each item, 100 is the most stressful. I'll find an average and we'll build a consensus hierarchy." Also, "keep in mind that this list doesn't have to be in time sequence, just the least stressful to most stressful." (10 minutes).
- C. After rating elements, ranking is initiated and completed.
1. "Now we will take these rated elements and put them in their proper order (1, 2, 3, etc.)."
  2. Group and leader complete this task (take 5 minutes).
  3. Leader informs group that they should continue M-R at home and asks for any further questions.

## SESSION V

SYSTEMATIC DESENSITIZATION

- A. Leader greets members and all sit comfortably.
  - 1. Leader initiates discussion and question/answer session concerning the muscle relaxation exercises conducted at home. "Have you been doing the exercises daily at home?"
  - 2. Again, group members offer suggestions to each other to aid in relaxation.
- B. Leader explains briefly the method of systematic desensitization:
  - 1. "Today we will be doing muscle relaxation training and then you will be imagining each of the stress producing elements in the hierarchy during the relaxed state. You will do this until you can feel relaxed during them all. The objective is to remain relaxed during each imaginary scene."
  - 2. "Any questions about this method?"
- C. A shortened version (15 minutes) of progressive muscle relaxation is conducted since members have already developed the habit of relaxation.
  - 1. "Now I am going to take you through each muscle in your body as we have done before. This time, however, as you concentrate on the specific muscle, only imagine that you are tensing and then relaxing that muscle. You don't have to actually do the tensing and relaxing. But, if you do feel tension in the muscle then do the exercise. We are now teaching you to use your imagination to control your relaxed state."
- D. Once the members are relaxed, a non-threatening scene is presented, such as their safe-place or where they practice relaxation daily.
- E. While members are relaxing the procedure is explained:
  - 1. "I am going to present a new scene for you to imagine. If you feel the slightest bit of tension in your body as you imagine it, then raise the index finger closest to my view. Keep it raised until I ask you to erase the scene from your mind. I don't want you to imagine a scene if it is causing you stress. If you are experiencing a calm, relaxed state while you imagine the scene then keep thinking about it until the scene is erased."
- F. Systematic desensitization.
  - 1. The least stress producing scene is then presented. Each scene is to be imagined for 10-15 seconds.

## SESSION V

2. When someone raises a finger the scene is immediately erased and the members are instructed to return to their safe special place and continue to relax.
3. Then, the scene is presented again and this is repeated until no one raises a finger.
4. Continue through the hierarchy until the group can tolerate each of the items without indicating stress. Do not rush through items.
5. End the session on an item which is non-stressful (no finger raised).

## SESSION VI

SYSTEMATIC DESENSITIZATION

- A. Leader greets group and all sit comfortably.
  - 1. Leader opens discussion about the practice of the muscle relaxation exercise at home.
    - a. Members can share problems.
    - b. Members can share ideas.
    - c. Leader can find out just how much practice has been done.
  - 2. Leader then asks if there are any additions, deletions, or changes in the hierarchy. If these are necessary they can be made prior to the completion of systematic desensitization training.
- B. Leader states, "We are going to complete systematic desensitization this week."
  - 1. Any further questions are invited regarding the systematic desensitization training.
  - 2. Members are asked to find a comfortable position on the floor and lie back.
- C. An abbreviated version of progressive muscle relaxation is employed (approximately 10 minutes).
  - 1. Members are instructed to go through the various muscle groups with the leader by imagining the tension and subsequent relaxation.
  - 2. Sufficient relaxation should be achieved by this method before continuing.
- D. Systematic Desensitization.
  - 1. Once the members are relaxed they are assisted in creating that special safe place where they can completely relax.
  - 2. While the members are relaxing the leader states, "I am going to present some scenes that I would like you to imagine as vividly as possible. If you feel the slightest bit of tension, anywhere in your body, as you are imagining it, raise the index finger closest to my view. Keep it raised until I see it and ask you to erase that scene from your mind. I don't want you to imagine a scene when it is causing you stress. If you are calm during the imagined scene, keep thinking about it until the scene is erased."

## SESSION VI

3. The hierarchy is now presented by the leader.
  - a. The least stress producing scene is presented first, wherever you stopped last session.
  - b. Each scene is imagined for 15 seconds and then erased.
  - c. When someone raises a finger the scene is immediately erased and the members are instructed to return to their safe special place and continue to relax.
  - d. The scene is again presented and this is repeated until no one raises a finger.
  - e. The next scene, in ascending order, is then presented in the same way.
  - f. Continue through the hierarchy until the group can tolerate each of the items in the hierarchy without indicating stress.
- E. After the hierarchy is completed the systematic desensitization training is finished.
- F. Before the members leave it is helpful to clarify any final questions and get any last impressions.

PRACTICAL RETRAININGMaterials Needed

1. STAI (two forms)
2. SIF
3. Program Evaluation

- A. Leader greets members and all sit comfortably.
  1. Leader initiates discussion about desensitization and the progression of the hierarchy through Sessions 5 and 6.
  2. Reactions are noted and any questions are answered.
- B. Practical Retraining is explained:
  1. "Research (Wolpe, 1958) has shown that the probability of transfer learning from the imaginary situation (Sessions 5 and 6) to the actual situation has been enhanced when participants can practice the training. If you can practice the training in a setting that closely approximates your stress-producing situation then the practice seems more real. This idea is similar to the actor who practices during the dress rehearsal."
  2. Questions can be raised and discussed.
- C. Leader and members then decide on appropriate procedure for the practical retraining that typifies the stressful situation.
  1. Leader takes participants to an appropriate setting for practice (classroom, dormitory, library, etc.). For example, a group that has focused on desensitizing stress related to classroom participation could use an actual classroom for this session.
  2. If an actual setting is not available, then a substitute setting can be used. For example, a group that has focused on desensitizing stress related to classroom participation could use a conference room rearranged to resemble an actual classroom.
- D. Order of retraining procedure.
  1. Members do some minor relaxation exercises to loosen up.
  2. All members spend five minutes imagining the stress-related hierarchy (stress situation).
  3. Each member practices or "acts out" the stress situation in the presence of the other group members.
  4. If possible, group members offer constructive feedback to each other.
  5. Some discussion can follow.

## SESSION VII

E. Return to leader's home base:

1. Readminister the STAI and SIF.
2. Distribute Program Evaluation.
3. Encourage oral feedback about group procedure, leader's style, etc.
4. Answer questions.



References

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- Wolpe, J. Psychotherapy by Reciprocal Inhibition. Stanford University Press: California, 1958.
- Wolpe, J. and Lazarus, A. Behavior Therapy Techniques. Pergamon Press: New York, 1966.

APPENDICES

- A. Name Sheet
- B. Stress Identification Form (SIF)
- C. State-Trait-Anxiety-Inventory (STAI)
- D. Stress and Stress Management Handout
- E. Group Contract
- F. Relaxation Script
- G. Summary of Muscle Relaxation Script
- H. Program Evaluation



## APPENDIX B

## STRESS IDENTIFICATION FORM

NAME \_\_\_\_\_ SEX \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_

1. Below is a list of situations which persons find to be stressful. Indicate three situations which you feel the most stress by ranking them with the numbers (1-3). If there are more than three, please indicate all that apply and rank them appropriately for that number.

<input type="checkbox"/> tests	<input type="checkbox"/> social relations	<input type="checkbox"/> religion or morals
<input type="checkbox"/> dating	<input type="checkbox"/> family	<input type="checkbox"/> relations with authority
<input type="checkbox"/> crowds	<input type="checkbox"/> class participation	<input type="checkbox"/> sex
<input type="checkbox"/> meeting strangers	<input type="checkbox"/> talking in front of a group	<input type="checkbox"/> other (please explain)
<input type="checkbox"/> job interview	<input type="checkbox"/> alcohol or drug use	_____

2. I know when I feel stress or tension because I notice (check those which apply):

<input type="checkbox"/> sweating hands	<input type="checkbox"/> cold hands, feet, forehead
<input type="checkbox"/> headaches	<input type="checkbox"/> inability to sleep
<input type="checkbox"/> muscle tightness	<input type="checkbox"/> preoccupation with thoughts or tasks
<input type="checkbox"/> butterflies in stomach	<input type="checkbox"/> frequent urination
<input type="checkbox"/> light feeling	<input type="checkbox"/> rash(es)
<input type="checkbox"/> nausea	<input type="checkbox"/> diarrhea
<input type="checkbox"/> trembling	<input type="checkbox"/> nail biting
<input type="checkbox"/> difficulty concentrating	<input type="checkbox"/> increased heart rate
<input type="checkbox"/> fidgeting	<input type="checkbox"/> irregular heart beat
<input type="checkbox"/> rapid speech	<input type="checkbox"/> dryness of mouth
<input type="checkbox"/> stuttering	<input type="checkbox"/> increased smoking
<input type="checkbox"/> choking sensation	<input type="checkbox"/> increased eating
<input type="checkbox"/> dizziness	<input type="checkbox"/> tiredness
<input type="checkbox"/> irritability	<input type="checkbox"/> other, please specify _____
<input type="checkbox"/> increased drinking	_____

3. Do you have any medical or physical problems? \_\_\_\_\_ If yes, please explain briefly
- \_\_\_\_\_

4. Are you taking any medication? \_\_\_\_\_ If so, what kind? Indicate how much and how often it is taken
- \_\_\_\_\_

5. Which of the following best describes your day to day tension level? (Check one)

I am sure I don't have any.

I am not aware of any.

It is there, but I can cope with it.

It is there and I can't cope with it completely, but it doesn't affect my performance.

It affects my performance but only in specific situations.

It affects my life in almost all situations.

It is really getting me down.

APPENDIX C

SELF-EVALUATION QUESTIONNAIRE - STAI GENERAL

APPENDIX C

SELF-EVALUATION QUESTIONNAIRE - STAI SPECIFIC

APPENDIX D

## STRESS AND STRESS MANAGEMENT HANDOUT

STRESS

A common question asked by people is, what is stress, anxiety or tension? Stress, anxiety or tension can be defined or exhibited as a feeling of uneasiness, apprehension, fear, panicky sensations throughout the body, muscle tightness or tremor, etc. Basically, this anxiety state is composed of the physical (body only), psychological (mind or emotions only) or psychosomatic (mind and body) symptoms we all experience at some time during our lives.

STRESS MANAGEMENT

One way to combat feelings of stress and body tension is to find an effective method to control them. The method you will learn in this program is called systematic desensitization. It has been shown to be a successful technique to control or do away with anxiety associated with specific situations (e.g., tests, class participation, etc.). It is based on the theory of reciprocal inhibition, that is, that a person cannot be both relaxed and anxious at the same time. It is possible to reduce anxiety systematically and gradually by inducing deep muscle relaxation and then introduce the anxiety-provoking-situation (i.e., tests, oral reports) in parts (pieces), by asking the person to imagine part of the situation. If the relaxation is more powerful than the piece of anxiety, then the person's anxieties cannot be aroused. Instead, stress is inhibited, or can be eliminated by the method described. Thus, with this method, a person will learn a relaxation strategy (muscle relaxation), and have a chance to imagine the stressful situation and be able to conquer it in the mind. You can overcome anxiety by learning how to relax first and then clearly visualize and experience what you fear most. Not only will you get a chance to conquer this fear in your mind, but you will also have an opportunity to practice your new skill in the group.

APPENDIX E

## CONTRACT FOR GROUP PROGRAMS

I understand that in order for me to acquire the full benefits of any group program, it is necessary for the members to have a sense of continuity and direction. Toward this end, I take responsibility for my attendance and participation in the group program. I also understand that my attendance and participation enable the other members to increase the benefits that they receive from this group. Although this group is voluntary, I make a commitment to it because I share the aims and purposes of the group and share the responsibility for its success. Additional responsibilities for the \_\_\_\_\_  
\_\_\_\_\_ group may be described later.

The group leadership acknowledges that they share responsibility for attendance and participation in this group. They share the commitment to achieve the aims and purposes of the group and recognize that this group can best achieve the aims and purposes if the leadership is receptive to ideas and suggestions for improvement presented by group members. They also recognize their obligation toward confidentiality and other ethical considerations and vow to uphold the highest professional standards. Additional responsibilities for the leadership of the \_\_\_\_\_ group may be described later.



APPENDIX F

## RELAXATION SCRIPT

ARMS

Settle back as comfortably as you can. Let yourself relax to the best of your ability. Now, as you relax like that, clench your right fist, just clench your fist tighter and tighter, and study the tension as you do so. Keep it clenched and feel the tension in your right fist, hand, forearm... and now relax. Let the fingers of your right hand become loose, and observe the contrast in your feelings...

Now, let yourself go and try to become more relaxed all over... Once more, clench your right fist really tight... hold it, and notice the tension again... Now let go, relax; your fingers straighten out, and you notice the difference once more...

Now repeat that with your left fist. Clench your left fist while the rest of your body relaxes; clench that fist tighter and feel the tension... and now relax. Again enjoy the contrast... Repeat that once more, clench the left fist, tight and tense... Now do the opposite of tension - relax and feel the difference. Continue relaxing like that for a while. Clench both fists tighter and tighter, both fists tense, forearms tense, study the sensations... and relax. Straighten out your fingers and feel that relaxation. Continue relaxing your hands and forearms more and more.

Now bend your elbows and tense your biceps, tense them harder and study the tension feelings... all right, straighten out your arms, let them relax and feel that difference again. Let the relaxation develop... Once more, tense your biceps; hold the tension and observe it carefully. Straighten the arms and relax; relax to the best of your ability. Each time, pay close attention to your feelings when you tense up and relax. Now straighten your arms, straighten them so that you feel most tension in the triceps muscles along the back of your arms; stretch your arms and feel that tension... and now relax. Get your arms back into a comfortable position. Let the relaxation proceed on its own. The arms should feel comfortably heavy as you allow them to relax. Straighten the arms once more so that you feel the tension in the triceps muscles; straighten them. Feel that tension... and relax. Now let's concentrate on pure relaxation in the arms without any tension. Get your arms comfortable and let them relax further and further. Continue relaxing your arms even further. Even when your arms seem fully relaxed, try to go that extra bit further; try to achieve still deeper levels of relaxation.

FACE, NECK, SHOULDERS, UPPER BACK

Let all your muscles go loose and heavy. Just settle back quietly and comfortably. Wrinkle up your forehead, relax and smooth it out. Picture the entire forehead and scalp becoming smoother as the relaxation increases. Now frown and crease your brows and study the tension... let go of the tension again. Smooth out the forehead once more.

APPENDIX F

Now, close your eyes tighter and tighter... feel the tension... and relax your eyes. Keep your eyes closed, gently, comfortably, and notice the relaxation. Now clench your jaws, bite your teeth together; study the tension throughout the jaws... relax your jaws now. Let your lips part slightly. Appreciate the relaxation. Now press your tongue hard against the roof of your mouth. Look for the tension... All right, let your tongue return to a comfortable and relaxed position. Now purse your lips, press your lips together tighter and tighter... relax them. Note the contrast between the tension and your relaxation. Feel the relaxation all over your face, all over your forehead and scalp, eyes, jaws, lips, tongue, and throat. The relaxation progresses further and further...

Now attend to your neck muscles. Press your head back as far as it can go and feel the tension in the neck; roll it to the right and feel the tension shift; now roll it to the left. Straighten your head and bring it forward, press your chin against your chest. Let your head return to a comfortable position, and study the relaxation. Let the relaxation develop. Feels good? Now shrug your shoulders, as tight as they will go. Hold the tension... feel the pain... drop your shoulders and feel the relaxation. Your neck and shoulders are relaxed... shrug your shoulders again and move them around, loosely, easily, relaxed.

Bring your shoulders up and forward and back. Feel the tension in your shoulders and in your upper back. Drop the shoulders once more, and relax. Pause to think... let the relaxation spread deep into the shoulders, right into your back muscles... feel a wave of peace spread through them. Let the relaxation spread deep into the shoulders, right into your back muscles. Relax your neck and throat and your jaws and the rest of the face... as the pure relaxation takes over and grows deeper... deeper... ever deeper.

CHEST, STOMACH, LOWER BACK

Relax your entire body to the best of your ability. Feel that comfortable heaviness that comes with relaxation. Breathe easily and freely, in and out. Notice how the relaxation increases as you exhale... as you breathe out just feel the relaxation. Now breathe right in and fill your lungs; inhale deeply and hold your breath. Study the tension. Now exhale, let the walls of your chest grow loose and push the air out automatically. Continue relaxing and breathe freely and gently. Feel the relaxation, and enjoy it. With the rest of your body as relaxed as possible, fill your lungs again. Breathe in deeply and hold it again... fine... let the air out and appreciate the relief. Just breathe normally. Continue relaxing your chest and let the relaxation spread to your back, shoulders, neck, and arms. Merely let go, and enjoy the relaxation.

Now let's attend to your stomach area. Tighten your stomach muscles, make your abdomen hard. Notice the tension... then relax. Let the muscles loosen and notice the contrast. Once more, press and tighten your stomach muscles. Hold the tension and study it... and relax. Notice the general well-being that comes with relaxing your stomach. Now draw your stomach in, pull the muscles right in and feel the tension this way... now relax again. Let your stomach out. Continue breathing normally and easily and feel the gentle massaging action all over your chest and stomach. Again pull your stomach in and hold the tension. Now push out and tense like that. Hold the tension... once more pull in and feel the tension... now relax your stomach fully. Let the tension dissolve as the relaxation grows deeper. Each time you breathe out, notice the rhythmic relaxation both in your lungs and in your stomach. Notice thereby how your chest and your stomach relax more and more... Try and let go of all contractions anywhere in your body.

## APPENDIX F

Now direct your attention to your lower back. Arch up your back, make your lower back quite hollow, and feel the tension along your spine... and settle down comfortably again, relaxing the lower back. Arch your back up and feel the tensions as you do so. Try to keep the rest of your body as relaxed as possible. Try to localize the tension within your lower back area. Relax once more, relaxing further and further. Relax your lower back, relax your upper back, spread the relaxation to your stomach, chest, shoulders, arms, and your face. All these parts relax further... and further... deeper... and even deeper.

### HIPS, THIGHS, CALVES; COMPLETE BODY RELAXATION

Let go of all tensions and relax. Now flex your buttocks and thighs. Flex your thighs by pressing down on your heels as hard as you can... relax and note the difference. Straighten your knees and flex your thigh muscles again. Hold the tension... then relax your hips and thighs. Allow the relaxation to proceed on its own. Press your feet and toes downward, away from your face, so that your calf muscles become tense... study that tension... relax your feet and calves. This time, bend your feet toward your face so that you feel tension along your shins. Bring your toes right up... relax again. Keep relaxing for a while. Now let yourself relax further, all over. Relax your feet, ankles, calves and shins, knees, thighs, buttocks, and hips. Feel the heaviness of your lower body as you relax still further.

Now spread the relaxation to your stomach, waist, lower back. Let go more and more. Feel that relaxation all over. Let it proceed to your upper back, chest, shoulders and arms, and right to the tips of your fingers. Keep relaxing more and more deeply. Make sure that no tension has crept into your throat; relax your neck and your jaws, and all your facial muscles. Keep relaxing your whole body like that for a while. Let yourself relax.

Now you can become twice as relaxed as you are, merely by taking in a really deep breath and slowly exhaling. With your eyes closed so that you become less aware of things around you, and thus prevent any surface tensions from developing, breathe in deeply and feel yourself becoming heavier. Take in a long, deep breath and let it out very slowly. Feel how heavy and relaxed you have become.

In a state of perfect relaxation you should feel unwilling to move a single muscle in your body. Think about the effort that would be required to raise your right arm. As you think about raising your right arm, see if you can notice any tensions that might have crept into your shoulder and your arm. Now you decide not to lift the arm but to continue relaxing. Observe the relief and the disappearance of the tension... just carry on relaxing like that. When you wish to get up, count backward from four to one. You should then feel fine and refreshed, wide awake and calm! (The above transcript of a tension-relaxation procedure was taken directly from the clinical work of Wolpe and Lazarus, 1966.)

APPENDIX G

## SUMMARY OF PROGRESSIVE MUSCLE RELAXATION

You can learn to relax all large muscle groups in your body. The method requires that you tense (tighten up and hold the tension) and then relax the muscle. Each time you do this, concentrate on the difference in body sensations and feelings between the tension and relaxation. Learning these feelings will help you become aware of any tense muscles which you can then relax. The exercise progresses as follows:

Right hand and forearm - 2 times  
Left hand and forearm - 2 times  
Biceps - bend elbow - once  
Triceps - arms stretched out - once  
Forehead - wrinkle up - once  
Forehead - wrinkle down - once  
Eyes - close tightly once  
Tongue - pressed up to roof of mouth - once  
Neck - head pressed back - once  
Neck - head pressed back, rolling head to the left and to the  
right - 2 times  
Shoulders - shrugged up - 2 times  
Chest - deep breath, hold it, exhale slowly - 2 times  
Stomach - hold it in - 2 times  
Stomach - hold it out - 2 times  
Lower back - arch it up - 2 times  
Thighs - press down on heels - 2 times  
Calfs - toes forward - 2 times  
Shins - toes up and back - 2 times

Try to practice this exercise two times daily to build up a habit of relaxation.

## PROGRAM EVALUATION

Title of Program \_\_\_\_\_

Facilitator(s) \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Sex: M \_\_\_\_\_ F \_\_\_\_\_ Marquette student? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, then: Year in school: FR \_\_\_\_\_; SOPH \_\_\_\_\_; JR \_\_\_\_\_; SR \_\_\_\_\_; GRAD \_\_\_\_\_

College/School enrolled in \_\_\_\_\_

## SECTION 1

Directions: In the column at the far right, write the number from the 1 to 7 scale that corresponds to your evaluation of the effectiveness of the facilitator of this program in each of the nine characteristics. If you are, for any reason, unable to make an evaluation for any characteristic, place a check mark (✓) in the "No Opinion" column that is at the left of the rating scale.

Characteristics	NO OPINION	Point Performance Rating					Points Given
		1	2	3	4	5	
1. How clear were the goals, aims and requirements of the program?		Confusing or never stated		Satisfactory		Very clear	
2. In your judgment, what is the facilitator(s) command of his/her subject?		Inadequate; ill-informed; out-dated		Satisfactory		Authoritative; very knowledgeable; complete	
3. How well did he/she motivate you as a participant?		Very little		Satisfactory		Highly; he/she challenged me	
4. Were the development and presentation of the subject matter clear and organized?		Ineffective; confusing		Satisfactory		Very clear; logical and effective	
5. Was the program facilitator responsive to the needs of the participants?		Does not seem to care much		Satisfactory		Shows exceptional concern & respect	
6. What was his/her attitude toward the program itself?		Negative; does not seem to care much		Satisfactory		Positive; enthusiastic	
7. Did the facilitator create a climate and set circumstances conducive to learning?		Little value; not suitable; inappropriate		Satisfactory		Much value; highly suited	
8. If you desired additional assistance would the facilitator be available and helpful?		Hard to find him/her around; difficult to get outside help		Adequate		Readily available; very helpful	
9. Was the program time well utilized?		Much time wasted		Satisfactory		Always well spent	
10. How would you rate the quality of the overall program?		Ineffective; did not benefit.		Satisfactory		Effective; benefited greatly.	

## SECTION 2

You are invited, on this section, to provide comments and suggestions that may be of use for the facilitator in analyzing and improving his/her effectiveness in the future.

1. What did you like about this program?
  
2. What did you like least about the program?
  
3. What suggestions do you have for improving this program?
  
4. What could participants have done to make this program more effective?
  
5. What do you feel you have learned as a result of participating in this program?

Check any of the following words or statements which describe what you think of this facilitator.

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> Well-prepared       | <input type="checkbox"/> Effective           | <input type="checkbox"/> Nervous     |
| <input type="checkbox"/> Ineffective         | <input type="checkbox"/> Understandable      | <input type="checkbox"/> Stimulating |
| <input type="checkbox"/> Lenient             | <input type="checkbox"/> Cold                | <input type="checkbox"/> Friendly    |
| <input type="checkbox"/> Hard to Understand  | <input type="checkbox"/> Ill-prepared        | <input type="checkbox"/> Warm        |
| <input type="checkbox"/> Competent           | <input type="checkbox"/> Boring              | <input type="checkbox"/> Hostile     |
| <input type="checkbox"/> Good sense of humor | <input type="checkbox"/> Confident           | <input type="checkbox"/> Sloppy      |
| <input type="checkbox"/> Unfriendly          | <input type="checkbox"/> Biased/one-sided    | <input type="checkbox"/> Interesting |
| <input type="checkbox"/> Fair-unbiased       | <input type="checkbox"/> Poor sense of humor | <input type="checkbox"/> Incompetent |

THANK YOU for your cooperation