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Introduction to Seeking Serenity

Welcome to Seeking Serenity. We hope that you find Seeking Serenity helpful in learning how to recognize and better manage the concerns that led you to the Plymouth State University Counseling Center. Many people pursue therapy with the idea that the therapist will be able to “fix” them. While Seeking Serenity is designed to provide specific strategies to better manage overwhelming emotions, it is also designed to help you get a better idea of how to apply these strategies to your own situation. In order to get the most out of Seeking Serenity, it is important to complete all 3 seminars in addition to the exercises in this workbook.

Many of us get stuck in old coping strategies that may help to reduce distress temporarily (e.g., avoiding an anxiety-producing situation), but actually cause more problems later on. Sometimes relying on these old coping strategies become so automatic that we have difficulty thinking about using new coping strategies that may be more effective in the long-run. Seeking Serenity will help you to examine the old coping strategies that you are using that may not be optimally effective, and build new skills to function more fully in your life.

As you begin your journey, please remember that change is not linear. Be prepared for setbacks. Snags can be due to any number of factors, including difficult situational events, changes in motivation, sliding back into old habits, fear of the unknown, etc. Many people find that they take one step back for every two steps forward. That’s okay. You can see this as an obstacle, or you can embrace this as a natural rhythm of the change process, and focus on the positive changes you have made.

The main goal of Seeking Serenity is to give you tools to better manage emotional distress. Seeking Serenity focuses on non-judgmentally assessing what is and is not allowing you to live the life you want to live, and learning skills that allow you to come closer to living your desired life. It focuses on identifying and changing the things that contribute to distress that are within your capacity to change, and accepting and better managing the things that you are unable to change.

If, at any time, you feel that you need additional support, please let your Seeking
Serenity seminar leader know or contact the Counseling Center at (603)535-2461. You may also find additional resources online at: campus.plymouth.edu/counseling.
About Psychological Pain

Everyone experiences psychological pain. This can be sadness, anger, anxiety, heartbreak, embarrassment, etc. Not only is pain normal, but it communicates important information about our experiences. Much like how the pain from a paper cut tells us that we have an injury, psychological pain serves a similar function.

However, some of us experience significant difficulty managing overwhelming emotions, which can make it difficult to focus on what our pain is trying to tell us. Sometimes it may feel that we are being hit with a tidal wave of emotions. At these times, we may act in ways that help us feel better temporarily, but only cause us more distress later on (for example, consuming a significant amount of alcohol after having a fight with a partner, and then not being able to adequately focus on a test the next day due to having a hangover). At other times, we may try to shut down our emotions so that we do not have to feel them (for example, avoiding attending office hours for a class we are struggling with because we do not want to appear “stupid”). However, neither approach actually helps us to solve our problems in the long-run, and since some pain in life is inevitable, utilizing these strategies can become counter-productive.

Seeking Serenity will focus on identifying and changing the things that contribute to distress that are within our capacity to change, and accepting and better managing the things that we are unable to change. By non-judgmentally assessing what is and is not allowing us to live a more fulfilling life, and by learning skills that allow us to come closer to living this life, we create flexibility in how we manage difficulties in general.

Different strategies work for different people, and it is because of this that we present a variety of behavioral strategies in Seeking Serenity. It is important for Seeking Serenity members to at least attempt the exercises that are done in group in order to get a feeling for them. Although some amount of discomfort is inevitable throughout any change process, we also want you to take care of yourself and silently excuse yourself from an activity if it feels like it is “too much.” You can simply sit quietly while the rest of the group finishes the exercise and re-join when you feel comfortable. If at any time you feel like you cannot be in the Seeking Serenity session any longer, please notify your Seeking Serenity session leader or the Counseling Center front desk staff.
Frequently Asked Questions (FAQs)

What is Seeking Serenity?
Seeking Serenity is a 3-week workshop that focuses on distress tolerance, emotion regulation, and mindfulness. It was designed to help students manage overwhelming emotions. Each topic gets its own week in order to give you time to fully understand each concept to practice the exercises.

Why does Seeking Serenity use a 3-session model?
Teaching Seeking Serenity over the course of 3 sessions allows you sufficient time to understand the concepts with time to practice in between sessions. Keeping it to 3 weeks allows you to find time in your busy schedule to learn Seeking Serenity.

What if I need more than 3 weeks to learn the model?
You are not alone. The skills taught in Seeking Serenity are difficult and take time to build. Feel free to complete Seeking Serenity more than once. If you need more resources, we encourage you to follow-up with your referring clinician.

What if I don’t feel comfortable in groups?
Many people feel anxious about the idea of participating in a group. Seeking Serenity is structured and curriculum-driven, like a class. Sharing some of your reactions to the exercises and topics allows all the participants to learn and support one another. However, you are not required to speak at all during group if you do not feel comfortable doing so. You can still benefit from the information presented. The Seeking Serenity facilitators respect each participant’s right to share only what they are comfortable sharing and never require you to share sensitive or potentially embarrassing information about yourself.

What if I have a problem that’s hard to define?
This is one of the ways Seeking Serenity can be particularly helpful. Seeking Serenity is designed to help you manage overwhelming emotions regardless of what is causing them. Once students are better able to manage some of these overwhelming emotions, they are better able to articulate what is contributing to their distress. Therefore, Seeking Serenity may help you to better understand your concerns. In addition, students who successfully complete Seeking Serenity may be eligible to enroll in another Emotional Wellbeing Workshop.
What if I have a mood disorder or another psychiatric condition that is probably the result of a biochemical irregularity?
Even with an identified mood disorder or other psychiatric condition that has a biological basis, an approach that focuses on building skills in managing overwhelming emotions can be helpful. Improving our ability to better manage overwhelming emotions can make it easier to identify when a psychiatric episode is happening, which can allow a person to more effectively manage it. Plus, research suggests that various psychotherapies change the brain in positive ways, even where there is a biochemical irregularity.

What if I am a survivor of a traumatic event?
While no one can change events that have already happened, we can learn to better manage our emotional reactions when we are confronted with things that remind us of the traumatic event. In fact, this is often the first step in treatment for traumatic experiences. Indeed, for people who experience significant difficulties managing overwhelming emotions due to a traumatic experience, there is evidence that attempting to process the experience without having sufficient skills (the very skills that we teach in Seeking Serenity) to manage the upsetting thoughts and feelings can actually cause a person to feel worse (Courtois & Ford, 2013).

What if I have an urgent need to see a counselor during Seeking Serenity?
Simply let the Seeking Serenity facilitator or the Counseling Center front desk staff know and they will facilitate you getting the help you need.
IN SESSION WORKSHEETS
Seminar 1: Distress Tolerance
The Cost of Old Coping Strategies

<table>
<thead>
<tr>
<th>Old Coping Strategy</th>
<th>Possible Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spending a great deal of time thinking about past pain,</td>
<td>Missing good times that might be happening now; regret; depression about the past</td>
</tr>
<tr>
<td>mistakes, and problems</td>
<td>Other:__________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Worrying about possible future pain, mistakes, and</td>
<td>Missing good things that might be happening now; anxiety about the future</td>
</tr>
<tr>
<td>problems</td>
<td>Other:__________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Isolating yourself to avoid possible pain</td>
<td>Spending more time alone and thus feeling even more distressed; missing out on time with friends/family; missing opportunities to make new connections</td>
</tr>
<tr>
<td></td>
<td>Other:__________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Using alcohol and other drugs to numb yourself</td>
<td>Addiction; loss of money; academic/work problems; legal problems; relationship problems; health consequences</td>
</tr>
<tr>
<td></td>
<td>Other:__________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Displacing painful feelings onto others</td>
<td>Loss of friendships, romantic relationships, and family members; other people avoiding you; loneliness; guilt; legal consequences</td>
</tr>
<tr>
<td></td>
<td>Other:__________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging in harmful behaviors (e.g., self-cutting,</td>
<td>Infection; scarring; shame; physical pain</td>
</tr>
<tr>
<td>burning, etc.)</td>
<td>Other:__________________________________________________________________________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Engaging in unsafe sexual activity (e.g., unprotected sex, frequent sex with strangers, etc.) | STIs; pregnancy; shame; embarrassment  
Other:_______________________________________________________________  
_______________________________________________________________  
_______________________________________________________________ |
| Remaining in destructive relationships | Potential physical/verbal/emotional abuse; getting burned-out doing things for other people; not getting your needs met; resentment; depression  
Other:_______________________________________________________________  
_______________________________________________________________  
_______________________________________________________________ |
| Over-eating, restricting, or engaging in harmful compensatory behaviors (throwing up, excessive exercise, etc.) | Dangerous weight gain/loss; health consequences; medical complications; embarrassment; shame; isolating from friends/family during meals  
Other:_______________________________________________________________  
_______________________________________________________________  
_______________________________________________________________ |
| Attempting suicide or engaging in other life-threatening activities | Possible death; hospitalization; long-term medical consequences; disruption in academics; shame; embarrassment  
Other:_______________________________________________________________  
_______________________________________________________________  
_______________________________________________________________ |
| Avoiding pleasant activities (e.g., social events, exercise, etc.) | Lack of enjoyment; missing out on time with friends/family; isolation; depression  
Other:_______________________________________________________________  
_______________________________________________________________  
_______________________________________________________________ |
| Surrendering to pain and feeling unfulfilled in your life | Pain/distress; regrets; depression  
Other:_______________________________________________________________  
_______________________________________________________________  
_______________________________________________________________ |

(From The Dialectical Behavior Therapy Skills Workbook by McKay, Wood & Brantley. © 2007, New Harbinger Publications.)
Journal Exercise: Noticing Breath

___ Score on a 1 to 10 scale of distress prior to “Noticing Breath” activity

___ Score on a 1 to 10 scale of distress after “Noticing Breath” activity

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

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_____________________________________________________________________________________________
Distraction Strategies

Instructions: Check all of the distraction strategies that you are willing to try.

___ Engage in a hobby (specify:_______)  ___Go to an event (specify:_______)
___Clean/organize  ___Play video games
___Go to a coffee shop  ___Play a sport
___Write in a journal  ___Exercise
___Surf the web  ___Watch a sporting event
___Read a magazine  ___Get a haircut
___Sunbathe  ___Listen to music
___Do a puzzle  ___Take a gym class
___Paint nails  ___Go for a drive
___Call/text/visit a friend  ___Go shopping
___Go for a walk  ___Do laundry
___Go out for a meal  ___Make something for someone else
___Draw  ___Do something for someone else
___Watch T.V.  ___Do volunteer work
___Sing along to the radio  ___Watch soap operas
___Wash dishes  ___Read a book
___Cook favorite food  ___Watch a movie
___Make a scrapbook  ___Make a video
___Do homework  ___Read a joke book
___Recite a song  ___Listen/watch a comedy routine
___Count as high as you can  ___Read funny greeting cards
___Squeeze a stress ball  ___Count/name the colors you see
___Lift weights  ___Blow bubbles
___Go for a run  ___Take photographs
___Nature-watch  ___Paint
___Interact with animals  ___Call a crisis line
___Look at funny memes online  ___Play a game on your phone
___Write a poem/short story/play  ___Look up new Apps
___Make list of 10 places you want to go  ___Change your hair color
___Learn words to a new language  ___Other:____________________
___Send a thank you letter/card/email  ___Other:____________________
___Do a crossword/word search puzzle  ___Other:____________________

Relaxation Strategies
Instructions: Check all of the relaxation strategies that you are willing to try.

___Light a scented candle
___Burn incense
___Observe nature around you
___Look at an art/photography book
___Sit at the beach/watch the waves
___Star-gaze
___Fix hair/nails/makeup
___Samples flavors in an ice-cream shop
___Let ice melt in your mouth if it’s hot outside
___Touch something soft
___Take a bubble bath
___Pet your dog/cat
___Soak your feet
___Sit in a comfortable chair
___Practice deep breathing
___Hug/squeeze a pillow
___Listen to upbeat music
___Listen to soothing music
___Play an instrument
___Listen to a white noise machine
___Spray a pleasant fragrance
___Focus on sounds around you
___Put on perfumes/lotions
___Slowly eat a popsicle
___Bake cookies/cake/bread
___Eat a dessert
___Eat chocolate
___Work on an art project
___Drink tea/hot chocolate
___Get a massage
___Listen to a visualization tape
___Take a warm/cool shower
___Put on a fuzzy shirt/scarf/hat/slippers
___Put a cold compress on your forehead
___Hug someone you care about
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________
___Other:____________________

Planning to Use Your Plan

Instructions: Write down 3 situations over the upcoming week when you anticipate it could be helpful to use your distraction and relaxation plans.

1. ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3. ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Seminar 1 Homework

**Homework 1:** Keep your index card with you and practice your distraction and relaxation plans at least 4 times. Track your progress on pages 16-18

**Homework 2:** Practice staying in the moment by noticing your breath for 5 minutes at least 4 times. Track your progress on pages 16-18
**Homework Tracking**

When you notice yourself feeling especially distressed, take a minute to note your distress level on a scale of 1 to 10, with 1 being no distress at all and 10 being the most distress you have ever experienced. Then complete and exercise from your index card and note your distress level on a scale of 1 to 10. If you do not feel any relief, chose another item. Continue until you have completed all of the items on your index card. If you do not feel any reduction in your distress once going through all of the items, pick an item and start over again. Repeat until you notice a reduction in distress. Try to track at least 4 days out of 7.

**Day 1 (Date: ________)**

*Distraction Plan: Y/N (circle)*

___ Score on 1 to 10 scale of distress before Distraction Plan

___ Score on 1 to 10 scale of distress after Distraction Plan

*Relaxation Plan: Y/N (circle)*

___ Score on 1 to 10 scale of distress before Relaxation Plan

___ Score on 1 to 10 scale of distress after Relaxation Plan

*Noticing Breath: Y/N (circle)*

*Strategies:_________________________________________________________________________________
____________________________________________________________________________________________
_____________________________________________________________________________________________

**Day 2 (Date: ________)**

*Distraction Plan: Y/N (circle)*

___ Score on 1 to 10 scale of distress before Distraction Plan

___ Score on 1 to 10 scale of distress after Distraction Plan

*Relaxation Plan: Y/N (circle)*

___ Score on 1 to 10 scale of distress before Relaxation Plan

___ Score on 1 to 10 scale of distress after Relaxation Plan

*Noticing Breath: Y/N (circle)*

*Strategies:_________________________________________________________________________________
____________________________________________________________________________________________
_____________________________________________________________________________________________
Day 3 (Date:_______)
Distraction Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Distraction Plan
   ___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Relaxation Plan
   ___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies:_________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Day 4 (Date:_______)
Distraction Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Distraction Plan
   ___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Relaxation Plan
   ___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies:_________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Day 5 (Date:_______)
Distraction Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Distraction Plan
   ___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Relaxation Plan
   ___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies:_________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
**Day 6 (Date: ________)**

*Distraction Plan: Y/N (circle)*
- ___ Score on 1 to 10 scale of distress before Distraction Plan
- ___ Score on 1 to 10 scale of distress after Distraction Plan

*Relaxation Plan: Y/N (circle)*
- ___ Score on 1 to 10 scale of distress before Relaxation Plan
- ___ Score on 1 to 10 scale of distress after Relaxation Plan

*Noticing Breath: Y/N (circle)*

*Strategies:*

_________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

**Day 7 (Date: ________)**

*Distraction Plan: Y/N (circle)*
- ___ Score on 1 to 10 scale of distress before Distraction Plan
- ___ Score on 1 to 10 scale of distress after Distraction Plan

*Relaxation Plan: Y/N (circle)*
- ___ Score on 1 to 10 scale of distress before Relaxation Plan
- ___ Score on 1 to 10 scale of distress after Relaxation Plan

*Noticing Breath: Y/N (circle)*

*Strategies:*

_________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________


Seminar 2: Emotion Regulation
Homework Review

If you practiced the homework, what strategies did you try? What did you observe? If you practiced these strategies more than once, what did you notice across practices?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

If you did not practice the homework, what got in the way? If something got in the way, what could you do over the upcoming week to try to reduce this barrier?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
What Good Are Emotions?

EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

- Facial expressions are a hard-wired part of emotions. In societies and among animals, facial expressions communicate faster than words and may replace words.
- When it is important to us to communicate to others, or send them a message, it can be very hard for us to change our emotions.
- Whether we intend it or not, the communication of emotions influences others.

EMOTIONS ORGANIZE AND MOTIVATE ACTION

- Emotions motivate our behavior. The action urge connected to specific emotions is often "hard-wired." Emotions prepare us for action.
- Emotions save time in getting us to act in important situations. We don't have to think everything through.
- Strong emotions help us overcome obstacles in our mind and in the environment.

EMOTIONS CAN BE SELF-VALIDATING

- Our emotional reactions to other people and to events can give us information about the situation. Emotions can be signals or alarms that something is happening.
- When this is carried to an extreme, emotions are treated as facts: "If I feel incompetent, I am." "If I get depressed when left alone, I shouldn't be left alone." "If I feel right about something, it is right." "If I'm afraid, it is threatening." "I love him, so he must be OK."

Myths About Emotions

1. There is a right way to feel in every situation.
   CHALLENGE: 

2. Letting others know that I am feeling bad is admitting weakness.
   CHALLENGE: 

3. Negative feelings are bad and destructive.
   CHALLENGE: 

4. Being emotional means being out of control.
   CHALLENGE: 

5. Emotions can just happen for no reason.
   CHALLENGE: 

6. Some emotions are really stupid.
   CHALLENGE: 

7. All painful emotions are a result of a bad attitude.
   CHALLENGE: 

8. If others don't approve of my feelings, I obviously shouldn't feel the way I do.
   CHALLENGE: 

9. Other people are the best judge of how I am feeling.
   CHALLENGE: 

10. Painful emotions are not really important and should be ignored.
    CHALLENGE: 

11. 
    CHALLENGE: 

12. 
    CHALLENGE: 

Reducing Vulnerability to Negative Emotions

A way to remember these skills is to remember the acronym PLEASE:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>take care of Physical health</strong></td>
<td></td>
</tr>
<tr>
<td>balance</td>
<td>- PULSE</td>
</tr>
<tr>
<td>limit</td>
<td>- Health Services</td>
</tr>
<tr>
<td>balance</td>
<td>- 24-Hour Nurse Line</td>
</tr>
<tr>
<td>get</td>
<td>- Pharmacy</td>
</tr>
<tr>
<td><strong>Eating</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>mood-Altering drugs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sleep</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exercise</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Balance Eating</strong></td>
<td></td>
</tr>
<tr>
<td>- Seek Nutritional Support from Professionals</td>
<td>- PULSE</td>
</tr>
<tr>
<td>- Pay attention to how foods make you feel</td>
<td>- Health Services</td>
</tr>
<tr>
<td>- Practice mindful eating</td>
<td>- Registered Dietician</td>
</tr>
<tr>
<td></td>
<td>- Dining Services</td>
</tr>
<tr>
<td><strong>Limit Mood-Altering Drugs</strong></td>
<td></td>
</tr>
<tr>
<td>- Limit Alcohol Consumption</td>
<td>- PULSE</td>
</tr>
<tr>
<td>- Limit Marijuana Use</td>
<td>- Better Decisions Group</td>
</tr>
<tr>
<td>- Limit Other Recreational Drugs</td>
<td>(Counseling Services)</td>
</tr>
<tr>
<td></td>
<td>- Alcoholics Anonymous</td>
</tr>
<tr>
<td></td>
<td>(on campus)</td>
</tr>
<tr>
<td><strong>Balance Sleep</strong></td>
<td></td>
</tr>
<tr>
<td>- 7 – 9 Hours of Sleep Per Night</td>
<td>- PULSE</td>
</tr>
<tr>
<td>- Go to Sleep/Wake Up at Same Time</td>
<td>- Health Services</td>
</tr>
<tr>
<td>- Avoid caffeine, nicotine, and alcohol 4-6 hours before sleep</td>
<td></td>
</tr>
<tr>
<td>- Avoid naps until sleep cycle is regulated</td>
<td></td>
</tr>
<tr>
<td>- Limit naps to 30-45 minutes</td>
<td></td>
</tr>
<tr>
<td><strong>Get Exercise</strong></td>
<td></td>
</tr>
<tr>
<td>- Seek Out Enjoyable Exercise</td>
<td>- PULSE</td>
</tr>
<tr>
<td>- Set reasonable exercise goals</td>
<td>- Recreation Center</td>
</tr>
<tr>
<td>- Schedule time to exercise</td>
<td></td>
</tr>
<tr>
<td>- Work up to exercising 75-150 minutes per week</td>
<td></td>
</tr>
</tbody>
</table>

Plan to Reduce Vulnerability to Negative Emotions

Instructions: List 3 strategies that you plan to engage in over the next week to help you reduce vulnerability to negative emotions. Be as specific as possible. For example, rather than writing, “Get adequate sleep,” write, “Go to sleep by 11:00 p.m. each night.”

1. ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

2. ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

3. ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
Seminar 2 Homework

**Homework 1:** Keep your plan to reduce vulnerability plan with you and practice one strategy at least 4 times. Track your progress on pages 16-18

**Homework 2:** Practice your distraction and relaxation plans at least 4 times. Track your progress on pages 16-18

**Homework 3:** Practice staying in the moment by noticing your breath for 5 minutes at least 4 times. Track your progress on pages 16-18
Homework Tracking

Instructions: Check the strategies that you practice this week, and list the strategies that you engage in. Note your distress on a scale of 1 to 10 both before and after engaging in your Distraction/Relaxation Plans. Try to track at least 4 out of 7 days.

Day 1 (Date: __________)
Reduce Vulnerability to Negative Emotions: Y/N (circle)
Distraction Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Distraction Plan
   ___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Relaxation Plan
   ___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies:________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Day 2 (Date: __________)
Reduce Vulnerability to Negative Emotions: Y/N (circle)
Distraction Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Distraction Plan
   ___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Relaxation Plan
   ___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies:________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Day 3 [Date: ________]
Reduce Vulnerability to Negative Emotions: Y/N (circle)
Distraction Plan: Y/N (circle)
___ Score on 1 to 10 scale of distress before Distraction Plan
___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
___ Score on 1 to 10 scale of distress before Relaxation Plan
___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Day 4 [Date: ________]
Reduce Vulnerability to Negative Emotions: Y/N (circle)
Distraction Plan: Y/N (circle)
___ Score on 1 to 10 scale of distress before Distraction Plan
___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
___ Score on 1 to 10 scale of distress before Relaxation Plan
___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Day 5 [Date: ________]
Reduce Vulnerability to Negative Emotions: Y/N (circle)
Distraction Plan: Y/N (circle)
___ Score on 1 to 10 scale of distress before Distraction Plan
___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
___ Score on 1 to 10 scale of distress before Relaxation Plan
___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies: _____________________________________________________________________________
________________________________________________________________________________________
Day 6 (Date: __________)
Reduce Vulnerability to Negative Emotions: Y/N (circle)
Distraction Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Distraction Plan
   ___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Relaxation Plan
   ___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies:_________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Day 7 (Date: __________)
Reduce Vulnerability to Negative Emotions: Y/N (circle)
Distraction Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Distraction Plan
   ___ Score on 1 to 10 scale of distress after Distraction Plan
Relaxation Plan: Y/N (circle)
   ___ Score on 1 to 10 scale of distress before Relaxation Plan
   ___ Score on 1 to 10 scale of distress after Relaxation Plan
Noticing Breath: Y/N (circle)
Strategies:_________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Seminar 3: Mindfulness
Homework Review

If you practiced the homework, what strategies did you try? What did you observe? If you practiced these strategies more than once, what did you notice across practices?

_____________________________________________________________________________________________
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_____________________________________________________________________________________________

If you did not practice the homework, what got in the way? If something got in the way, what could you do over the upcoming week to try to reduce this barrier?

_____________________________________________________________________________________________
_____________________________________________________________________________________________
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_____________________________________________________________________________________________
Journal Exercise: Focus on a Single Object

Instructions: Write about any reactions you had to the “Focus on a Single Object” exercise.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
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Journal Exercise: Band of Light

Instructions: Write about any reactions you had to the “Band of Light” exercise.

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_____________________________________________________________________________________________
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Journal Exercise: Inner-Outer Experience

Instructions: Write about any reactions you had to the “Inner-Outer Experience” exercise.

_____________________________________________________________________________________________
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_____________________________________________________________________________________________
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_____________________________________________________________________________________________
Journal Exercise: Create Your Mindfulness Plan

Instructions: Write down 3 times over the upcoming week when you will have some quiet time alone to practice these mindfulness exercises – even for just a few minutes. For example, this could be right after you wake up, before you go to sleep, or in the shower.

1. ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

2. ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

3. ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
Appendix
Noticing Breath Script (From Seminar 1)

To begin, I invite you to get comfortable in your chair, let your shoulders drop, and let your feet rest on the floor. You can either close your eyes, or if you feel more comfortable, simply focus your gaze on a particular spot in front of you. Take a few slow, deep breaths. (pause)

Take a moment to notice how you are feeling. On a scale of 1 to 10, with 1 being no distress at all and 10 being the most distress you have ever experienced, where would you currently put yourself? Keep this number in the back of your mind, as we will be coming back to it later. (pause)

Next, taking a long, slow breath through your nose or mouth. Then slowly exhaling through your mouth. Again, taking a long, slow breath through your nose or mouth. Noticing how your stomach rises as you take a full breath. (pause) Imagining your belly filling up like a balloon as you breathe in, and then feeling it deflate as you breathe out, as if you were slowly letting the air out of that balloon. (pause) Noticing how your breath feels cool as you breathe in deeply through your nose or mouth, and noticing how it feels warm as you breathe slowly out through your mouth. (pause)

Now, as you continue to breathe, begin counting your breath each time you exhale. Taking a slow, deep breath in, then counting “1” to yourself as you slowly breathe out. Now breathing in again slowly through your nose or mouth, and counting “2” as you exhale slowly through your mouth. Again breathing in slowly through your nose or mouth, and counting “3” as you breathe out. Continue breathing in through your nose or mouth, and counting “4” as you breathe out. Then start over again at “1.” (pause)

You will notice that your mind begins to wander during this exercise. You will start thinking about something else – an upcoming test, an appointment you have later, or maybe even your thoughts about this exercise. This is completely normal. Our minds are designed to have thoughts constantly coming and going. When you notice yourself feeling distracted from your breath, rather than criticizing or getting frustrated with yourself, simply noticing that your mind is wandering, returning your attention to your breath, and beginning to count again at 1. Again, imagining your belly filling up like a balloon as you take a deep, slow breath in through your nose or mouth. As you slowly breathe out through your
mouth, imagining that balloon deflating, as if you were slowly letting all the air
out of it. Continuing to count your breaths from 1 to 4. (pause)

Again, you will notice yourself becoming distracted. Maybe you notice the
ticking of the clock, a sound coming from outside the room, or maybe you’re even
distracted by the sound of my voice. This is perfectly normal. When this
happens, just returning your attention to your breath. (pause)

Now as you prepare to bring your awareness back to the room, noticing any
additional sensations in your body – how your body feels in the chair, how your
arms feel in your lap, how your feet feel against the floor. (pause) On a scale of 1
to 10, again with 1 being no distress at all and 10 being the most distress you
have ever experienced, where would you put yourself now? (pause) When you’re
ready, take a couple of normal breaths, and then open your eyes as you exhale.
Ways to Describe Emotions (From Seminar 2, Optional Activity)

We tend to use a narrow range of vocabulary to describe our emotions (e.g., “sad,” “mad”). Having a wider range of words to describe how we are feeling can help us have more awareness of our experiences. Below is a list of words that describe emotions. Go through and circle all of the words that describe how you are feeling right now. Use this list in the future when you are having difficulty identifying your specific emotions.

<table>
<thead>
<tr>
<th>Love Words</th>
<th>Joy Words</th>
<th>Anger Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>Ecstasy</td>
<td>Anger</td>
</tr>
<tr>
<td>Adoration</td>
<td>Elation</td>
<td>Aggravation</td>
</tr>
<tr>
<td>Affection</td>
<td>Enjoyment</td>
<td>Agitation</td>
</tr>
<tr>
<td>Arousal</td>
<td>Enthrallment</td>
<td>Annoyance</td>
</tr>
<tr>
<td>Attraction</td>
<td>Enthusiasm</td>
<td>Bitterness</td>
</tr>
<tr>
<td></td>
<td>Euphoria</td>
<td>Contempt</td>
</tr>
<tr>
<td></td>
<td>Excitement</td>
<td>Bitterness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contempt</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td>Enchantment</td>
<td>Frustration</td>
</tr>
<tr>
<td></td>
<td>Fondness</td>
<td>Fury</td>
</tr>
<tr>
<td></td>
<td>Infatuation</td>
<td>Grouchiness</td>
</tr>
<tr>
<td></td>
<td>Kindness</td>
<td>Grumpiness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hostility</td>
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<tr>
<td></td>
<td>Liking</td>
<td>Irritation</td>
</tr>
<tr>
<td></td>
<td>Longing</td>
<td>Jealousy</td>
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<tr>
<td></td>
<td>Lust</td>
<td>Loathing</td>
</tr>
<tr>
<td></td>
<td>Passion</td>
<td>Mean-Spiritedness</td>
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<tr>
<td></td>
<td></td>
<td>Outrage</td>
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<tr>
<td></td>
<td></td>
<td>Rage</td>
</tr>
<tr>
<td></td>
<td>Sentimentality</td>
<td>Resentment</td>
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<td></td>
<td>Sympathy</td>
<td>Revulsion</td>
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<tr>
<td></td>
<td>Tenderness</td>
<td>Scorn</td>
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<td>Warm</td>
<td>Spite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Torment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vengefulness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrath</td>
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### Sadness Words

<table>
<thead>
<tr>
<th>Sadness</th>
<th>Dejection</th>
<th>Distraught</th>
<th>Hurt</th>
<th>Pity</th>
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</thead>
<tbody>
<tr>
<td>Agony</td>
<td>Depression</td>
<td>Gloom</td>
<td>Isolation</td>
<td>Rejection</td>
</tr>
<tr>
<td>Alienation</td>
<td>Disappointment</td>
<td>Glumness</td>
<td>Loneliness</td>
<td>Sorrow</td>
</tr>
<tr>
<td>Anguish</td>
<td>Discontentment</td>
<td>Grief</td>
<td>Melancholy</td>
<td>Suffering</td>
</tr>
<tr>
<td>Crushed</td>
<td>Dismay</td>
<td>Homesickness</td>
<td>Misery</td>
<td>Unhappiness</td>
</tr>
<tr>
<td>Defeated</td>
<td>Displeasure</td>
<td>Hopelessness</td>
<td>Neglect</td>
<td>Woe</td>
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</table>

### Fear Words

<table>
<thead>
<tr>
<th>Fear</th>
<th>Dread</th>
<th>Hysteria</th>
<th>Panic</th>
<th>Terror</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprehension</td>
<td>Edginess</td>
<td>Jumpiness</td>
<td>Scared</td>
<td>Uneasiness</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Fright</td>
<td>Nervousness</td>
<td>Shock</td>
<td>Worry</td>
</tr>
<tr>
<td>Distress</td>
<td>Horror</td>
<td>Overwhelmed</td>
<td>Tenseness</td>
<td></td>
</tr>
</tbody>
</table>

### Shame Words

<table>
<thead>
<tr>
<th>Shame</th>
<th>Discomposure</th>
<th>Humiliation</th>
<th>Invalidation</th>
<th>Regret</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrition</td>
<td>Embarrassment</td>
<td>Insult</td>
<td>Mortification</td>
<td>Remorse</td>
</tr>
<tr>
<td>Culpability</td>
<td>Guilt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Focus on a Single Object (From Seminar 3)

To begin, take out an object – any object – from your pocket, backpack, or purse. Put the object in front of you on the table but don’t touch it. Next I invite you to get comfortable in your chair, let your shoulders drop, and let your feet rest on the floor. Take a few slow, long breaths. (pause)

Now, without touching the object, begin to look at it and explore its different surfaces. Take your time exploring what the object looks like. Try to imagine all of the different qualities of the object. (pause) What does the surface of the object look like? Is it shiny or dull? Does it look smooth or rough? (pause) Does it look soft or hard? Is it a single color or multi-colored? What else is unique about the way this object looks? (pause)

You will notice your attention wandering as you observe the object. Perhaps you find yourself thinking about how you did on a recent test, an assignment you have to turn in later today, or an argument you had with a friend or partner. This is completely normal and expectable. When you notice this, simply return your focus to the object. Continue to take long, slow breaths. (pause)

Now pick up the object and hold it in your hand. Begin to notice the different ways that it feels. Is it smooth or rough? Does it have ridges or is it flat? (pause) Is it sort or hard? Is it rigid or flexible? Does it have areas that feel different from each other? (pause) How warm or cool is it? How heavy is it? (pause)

Continue to explore the object with your senses of sight and touch. As you do this, continue to take slow, long breaths. Again, you will notice your attention wandering or being distracted by something else. Just notice this when it happens, and again return your focus to the object. For the next few moments, continue to focus on the object, again gently redirecting your attention back to the object when you find yourself becoming distracted. Do so until I tell you to stop. (Wait at least 1 minute). Stop.

(Adapted from The Dialectical Behavior Therapy Skills Workbook by McKay, Wood & Brantley. © 2007, New Harbinger Publications.)
**Band of Light (From Seminar 3)**

Make yourself comfortable in your chair by letting your shoulders drop, and let your feet rest on the floor. You can either close your eyes, or if you feel more comfortable, simply focus your gaze on a particular spot in front of you. Take a few slow, long breaths. (pause)

Now in your mind, imagine a narrow band of white light circling the top of your head like a halo. As you continue to take slow, deep breaths, notice any physical sensations that you feel in the part of your body that the band is circling. Perhaps you notice your scalp tingling or itching. Whatever sensations you notice are fine, just use your observation skills to notice that the sensation is there. (pause)

Now imagine the band of light slowly descending around your head, passing over your eyes and the top of your nose. As it does, become aware of any sensations, even small sensations, that you feel there. Notice any sense of tension across your forehead or eyes. (pause)

As the band of light descends slowly over your nose, mouth, and chin, continue to focus on any physical sensations you might be feeling there. Focus on any sensations you may be experiencing in your mouth, on your tongue, and on your teeth. (pause) Notice any sensations you might be having in your ears or at the back of your head. (pause)

Continue to watch the band of light descend down your neck. Notice any feelings in your throat or any muscle tension in the back of your neck. (pause)

Now imagine that the band widens as it begins to move downward and across the width of your shoulders. Notice any sensations, muscle tension, or tingling you might be feeling in your shoulders, upper back, upper arms, and chest. (pause)

As the band of light continues to descend around your arms, notice any feelings you're having in your elbows, forearms, wrists, hands, and fingers. Become aware of any tingling, itching, or tension you might be holding in these places. (pause) Now become aware of your chest, the middle of your back, the side of your torso, your lower back, and your stomach. Continue to notice any sensations, no matter how small they might be. (pause)
As the band continues to move down your lower body, become aware of any sensations in your hips, pelvis, and upper legs. Be sure to pay attention to the backs of your legs and notice any feelings there. (pause)

Continue to watch the band of light descend down your lower legs, around your calves, and over your shins, feet, and toes. Notice any sensations or tension you’re experiencing. (pause)

As the band of light disappears, take a few more slow, deep breaths, and when you feel comfortable, slowly open your eyes and return your focus to the room.

(Adapted from *The Dialectical Behavior Therapy Skills Workbook* by McKay, Wood & Brantley. © 2007, New Harbinger Publications.)
Inner-Outer Experience (From Seminar 3)

Make yourself comfortable in your chair by letting your shoulders drop, and let your feet rest on the floor. You will be keeping your eyes open for the first part of this exercise. Take a few slow, long breaths.

Focus your attention on an object in the room. Notice what that object looks like. Notice its shape and color. Imagine what the object would feel like if you could hold it. Imagine what the object weights. Describe the object silently to yourself, being as descriptive as possible. Take a minute to do this. Keep breathing. If your focus begins to drift, simply return your attention to the exercise without criticizing yourself. (pause)

Next, either let your eyes slowly close, or you can focus your gaze on a particular spot in front of you. Now turn your focus to your body. Become aware of the weight of your body resting in the chair. Notice the weight of your feet resting on the floor. Notice the weight of your head resting on top of your neck. (pause) If you become distracted by your thoughts as you do this, simply notice this and refocus your attention as best you can on your physical sensations. Take a minute to do this, and keep breathing slow, deep breaths. (pause)

Now redirect your attention to your sense of hearing. Notice any sounds that you can hear. Notice sounds you hear coming from outside the room, and note to yourself what they are. (pause) Now become aware of any sounds you hear coming from inside the room and note to yourself what they are. Try to notice even small sounds, such as the ticking of a clock, the sound of the wind, or the beating of your heart. (pause) If you become distracted by any thoughts, return your focus to your sense of hearing. Take a minute to do this, and keep breathing. (pause)

Now redirect your attention again to your physical sensations. Scan your body from your head to your feet. Notice any muscle tension that you might be holding, any tingling you might be experiencing, or any other sensations of which you are aware. Take a minute to do this, and keep breathing slow, deep breaths. (pause)

Once again, redirect your attention. This time, place your focus on your sense of smell. Notice any smells that are in the room, pleasant or otherwise.
If you don’t notice any smells, just become aware of the flow of air moving into your nostrils as you breathe in through your nose. Try your best to maintain your focus on your sense of smell. (pause) If you become distracted by any thoughts, return your focus to your nose. Take a minute to do this, and keep breathing. (pause)

Now again return your focus to your physical sensations. Notice what is going on in your core. Perhaps notice the feeling of your heart beating in your chest. Notice any physical sensations in your belly. (pause) Become aware of the air gently expanding your lungs, and then slowly leaving your body. (pause) If your thoughts distract you, do your best to return your focus to your physical sensations. Take a minute to do this, and keep breathing slow, deep breaths. (pause)

Now, finally, redirect your attention to your sense of touch. Reach out with one of your hands to touch the chair you are sitting on, your sleeve, your watch, or any other object within reach. Notice what the object feels like. (pause) Notice if it’s smooth or rough. Notice if it’s flexible or rigid. Notice if it’s soft or solid. Notice what the sensation feels like on your fingertips. (pause) If your thoughts begin to distract you, simply return your focus to the object that you’re touching. Take a minute to do this, and keep breathing slow, deep breaths. (pause)

Now take another couple of slow, long breaths, open your eyes, and return your focus to the room.

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Resources

**Apps for Smartphone, Tablet, or Computer**
- BreatheX
- DBT Distress Tolerance Skills
- DBT Emotion Regulation Tools
- My Mood Tracker Lite
- Take a Break!
- What’s Up?

**Books for Further Reading**


**Scientific References**


