OCC THER 731: LIVING WELL: WELLNESS PROMOTION FOR GRADUATE STUDENTS

In Workflow

1. OCC THER Subject Approver (gmdiffee@wisc.edu;%20lcappabianca@wisc.edu)
2. EDU School Approver (dhess@wisc.edu;%20bgerloff@wisc.edu;%20ejach@wisc.edu;%20ckelley@wisc.edu;%20sychta@wisc.edu)
3. UCC Approver (meyoung@wisc.edu;%20mrschultz3@wisc.edu)
4. UCC Agenda (mrschultz3@wisc.edu)
5. Registrar-Course data entry (sjgolueke@wisc.edu;%20jbrown42@wisc.edu)
6. PeopleSoft (wclipske@wisc.edu;%20sjgolueke@wisc.edu;%20mjevans@wisc.edu)

New Course Proposal

Date Submitted: Mon, 25 Nov 2019 19:26:46 GMT

Viewing: OCC THER 731 : Living Well: Wellness Promotion for Graduate Students

Last edit: Mon, 25 Nov 2019 19:26:44 GMT

Changes proposed by: sgartland

Proposal contact information:

Name
Trigsted, Stephanie M

E-mail
strigsted@wisc.edu

Phone
608/262-8730

Type of approval
Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?
Yes

Basic Catalog Information

First Available Term
Summer 2021 (1216)

Should this course have the graduate attribute?
Yes

Who is the intended audience?
Graduate or professional students only

Subject
OCC THER - Occupational Ther (Dept-Kines)

Course Number
731

Is this course crosslisted?
No

Course Title
Living Well: Wellness Promotion for Graduate Students

Transcript Title
Living Well: Well for Grad Stu

Course Description

Promote students' wellness as they manage graduate school and its demands. Examines health and well-being related to students' time-use patterns; balance among daily activities; daily routines and habits; circadian rhythms; meaningful moments; sleep; and social connections.

Enroll Info (usually None)

None

Requisites

Declared in Entry Level Occupational Therapy Doctorate program

Grading Basis

A/F

Component Type

Lecture section is scheduled

Credits

1

Is this a topics course?

No

Repeatable

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This course proposal is part of a series of new and pre-existing graduate courses being created for a new named option Entry Level Doctoral Degree in Occupational Therapy (OTD) in the Department of Kinesiology. This course proposal is put forward as companion to the formal degree authorization proposal. The content for this course is designed to meet a portion of the curricular standards put forth by our accrediting agency; the Accreditation Council for Occupational Therapy Education (ACOTE). The purpose of this course is to promote students' wellness.

What is the estimated enrollment for the course?

32

How many qualified instructors in the primary unit will be able to teach the course?

6

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

OCC THER 731 Living Well: Wellness Promotion for Graduate Students does not duplicate current content in the Department of Kinesiology. Any potential content overlap with existing health science programs (eg Athletic Training, Physical Therapy, and Communication Disorders has been reviewed by the respective program directors who have provided support to the new degree program (EL-OTD) and the respective courses making up that program. Each health science program is subject to outside accreditation requirements thus necessitating an independent offering as part of the OTD.

Course Content Information

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Describe wellness strategies for health and well being in student life	Graduate
2	Apply wellness concepts to a particular situation of graduate school	Graduate
3	Discuss the role of occupational therapy in health and wellness promotion.	Graduate
4	Identify and explain the role of outcome measures in assuring quality of OT services and efficacy of OT interventions across settings, populations and programs.	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.
2019 OT 731 Syllabus.pdf

Key: 13243

Occupational Therapy Program
DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF WISCONSIN–MADISON

OCC THER 731
Living well: Wellness Promotion for Graduate Students
Summer: 1

1 Credit(s)
Course is 1 credit and requires 45/cr. hours of active learning. In this course students will engage in reading, lectures, learning activities, written assignments, and asynchronous and synchronous class discussions facilitated by the course instructor.

Meeting Time and Location: Course is online and uses synchronous and asynchronous discussion methods.

Instructional Mode: Online

Canvas Course URL: https://canvas.wisc.edu/courses/

Course Designations and Attributes
Graduate course for Entry Level OTD degree

Institution Name: University of Wisconsin-Madison

INSTRUCTOR

Elizabeth Larson, PhD, OTR
Associate Professor
608-265-0520
Elizabeth.larson@wisc.edu

Office hours/Chat hours: By Appointment

The course instructor will be available regularly in class and online to check messages and engage in discussions. You may arrange an individual appointment with the course instructor or send questions via email. Email is most effective for questions that are relatively simple (e.g., verifying factual information). If your questions relate to conceptual issues (e.g., explaining course content or assignments), then direct communication is encouraged.

OFFICIAL COURSE DESCRIPTION

Promote students' wellness as they manage graduate school and its demands. Examines health and well-being related to students' time-use patterns; balance among daily activities; daily routines and habits; circadian rhythms; meaningful moments; sleep; and social connections.

Requisites: Declared in Entry Level OT Doctoral Program

LEARNING OUTCOMES

Upon course completion, the student will be able to:

1. *Describe wellness strategies for health and well being in student life*
2. *Apply wellness concepts to a particular situation of graduate school*
3. *Discuss the role of occupational therapy in health and wellness promotion.*
4. *Identify and explain the role of outcome measures in assuring quality of OT services and efficacy of OT interventions across settings, populations and programs. (B.2.2)*

ASSIGNMENTS

Assignment	Due Date	Points
Discussions	Weekly	80
Time Diary	End of Module 2	35
SMART Goal Worksheet	End of Module 3	20
Time Hacker	End of Module 3	20
Ideal Balanced Day	End of Module 4	20
Goal Implementation Plan	End of Module 5	45
Sleep Hygiene Checklist	End of Module 7	10
Immunity to Change Worksheet	End of Module 7	20
Final Project: Lifestyle Change Paper	Finals week	100
Total Points		**350**

Assignments are organized within 14 modules and each module lasts approximately 1 week.

Group Discussion –

As an online course, discussions will occur primarily through asynchronous forums in the Canvas LMS, with periodic synchronous scheduled discussions with peers and the course instructor.

All modules will include on-line discussion questions. Each student is required to post at least one primary comment that represents his/her position and/or thoughts about the discussion question. This primary post should reflect thoughtful reflection on the discussion questions, incorporation of reading content or newly acquired knowledge and some level of synthesis. The deadlines for posting are in the course schedule section of the syllabus.

As well, it is required that each student make 2 other comments/reactions/questions regarding the posts of colleagues that contribute to an interactive dialogue and discussion.

The above represents the minimum amount of participation to earn the allotted points. You are encouraged to participate to a greater extent according to the complexity of the topic and your interest in your colleagues' thoughts.

Rubric for Asynchronous Discussions

Point Value	Grading Criteria
4	**Posts**—Submitted on time; communication is professional and uses appropriate references; integrates learning from course, is thought-provoking, invites further response, and introduces new content as applicable in addition to course content as needed to support opinions and ideas presented.
4	**Responses to Peers**—Responds to at least 2 postings with substantive, reflective content by the deadline. Shows respectful responsiveness to peers, introducing new ideas or perspectives that enhance overall learning.
2	**Further Discussion**—Continues interaction by responding peers' response posts in a timely, thoughtful, and scholarly manner.
Total for each module: 10 points	

Assignment One: Time diary

The purpose of this assignment is to promote students' understanding of time-use and its impact on daily experience and wellness. Students will complete a 6-day time diary recording the type of activity, time the activity began and ended, the physical and social context, secondary activities occurring at the same time, rating the experience of the activity (degree of productivity, pleasure and restoration) and categorizing the activity. A paper time log will be provided to you to write down your time-use and experiential ratings at the time you do the activities. This assignment *serves as the basis for several assignments* in which you will analyze your life. The assignment guide provides detailed instructions on completion of the time diary. An Excel spreadsheet is available on the course website to compute data for the time budget and experiential analysis assignments. Learning outcomes: Promote a first-person understanding of how occupation occurs in the stream of time (including how it may be "chunked"); its complexity in organization and sequencing of daily occupations in time and space; occupational balance, and applying this understanding of complexity to one's self to foster an empathetic understanding of the dynamics of intervening thoughtful within a client's occupational rounds.

Assignment Two: SMART goal worksheet

The purpose of this assignment is to develop a personal wellness goal for the semester. You will complete and submit a SMART worksheet which details your goal for the lifestyle project. You will need to complete this before starting your lifestyle project. This should be written a measurable goal as a measureable goal. It is important you develop a specific goal, since this will increase your success. Learning outcomes: Demonstrate

the ability to write a specific, measurable, achievable, relevant and time-bound goal. This is an essential skill for clinical practice and goal achievement.

Assignment Three: Ideal balanced day

The purpose of this assignment is to evoke a critical consideration of the theoretical concept of occupational balance, and to have students examine their own ideal balanced round of occupations and how in turn this may affect their wellness. Learning outcomes: Support students' examination of what occupational balance entails. By examining their own perception, integrated with course readings, students will critically examine what life balance means and how it may be constituted in a daily round.

Assignment Four: Time Hacker

The purpose of this assignment is to understand how circadian rhythms drive energy and alertness through the daily round of occupations. Using the provided reading from "When," you will complete the Time Hacker exercise 1 from the book *When*. Learning outcomes: understand how biological/physiological processes intersect with participation in daily occupations.

Assignment Five: Goal implementation plan

The purpose of this assignment is to use course content to apply course content to develop a plan for implementing the proposed lifestyle change. You will complete the provide worksheet to identify strategies to habit loops/sticky habits, to provide accountability, and to assess the goal outcomes. Learning outcomes: apply course content to facilitate personal goal achievement.

Assignment Six: Sleep hygiene checklist

The purpose of this assignment is to learn the environmental, and occupational strategies for promoting better sleep. Learning outcomes: identify sleep hygiene strategies that can be applied to self and others.

Assignment Seven: Immunity to change worksheet

In this assignment students will examine barriers to goal success. You will complete this worksheet to examine your readiness to change. This will also be started in class. This worksheet will help you look at any barriers or behaviors that are/or may be impeding your goal achievement. Learning outcomes: describe a process for addressing ambivalence to change in goal pursuit.

Final Course Project: Lifestyle change paper

Each student will write a first-person paper describing their experience of lifestyle change across the course. This will describe the implement an approximately 6-week life change project intended to enhance lifestyle balance and/or improve health/well-being.

You will write a 4-6 page single-spaced experiential paper describing your lifestyle before the project (using the previous analyses), the desired change necessary to improve balance/wellness, the process and success of your strategies to implement the lifestyle changes. This may be written in the first person (use "I") and should describe your experience of this life change. An assignment guide is provided on the course website. Learning outcomes addressed in this assignment include applying course content and articulating an argument for key features and strategies for promoting lifestyle change.

Assignment Submission

Unless otherwise stated, each assignment must be electronically submitted to the course website by 11:59 p.m. on the assigned due date. In order to ensure equitable grade assignment, all assignments must be turned in on the due date. **Assignments turned in late will not receive full credit.** For every day that an assignment is late, 10% of the student's earned points for that assignment will be deducted. **Assignments will NOT be accepted more than one week late.**

Guidelines for Assignment Format

Unless otherwise stated on the assignment guidelines:

1. All assignments should be typed, double-spaced, and use a font size no smaller than 14 characters per inch (e.g. Verdana 10-point font or Times New Roman 12-point font).
2. Use a 1-inch margin on all sides.
3. Insert page number for all assignments that are longer than 1 page.
4. All assignments should be written professionally using full sentences and paragraphs as appropriate.
5. Except for assignments to be written as occupational therapy documentation or otherwise specified, following the guidelines in the APA manual for writing style, including, but not limited to, headings, number, table format, citations, and reference list.
6. Clear and concise communication is a critical skill for OTs. Adhere to all page and space limits on assignments. Portions of the assignments exceeding page/space limits will not be considered in grading.

GRADING

Course grading is based on the successful completion of all assignments and is broken down according to the following percentages and awarded points.

Final grade assignment will use the following scale:

%	Grade
94-100	**A**
90-93.99	**AB**

84-89.99	**B**
80-83.99	**BC**
70-79.99	**C**
60-69.99	**D**
<60	**F**

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Textbooks

- Morgenstern, J. (2004). *Time management from the inside out* (pp. 125-153). Henry Holt & Company: New York.
- Rath, T. & Harter, J. (2010). Well-being: The Five Essential Elements (pp. 125-132). Gallup Press: New York, NY.
- Time (2017). The Science of Happiness, *Time,* Special Edition (p. 12-16).
- Williams, A-L. (2019). Integrating health humanities, social science and clinical care: A guide to self-discovery, compassion and well-being (p. 47-62). Routledge, New York.

Required Software

- Canvas with BB Collaborate
- Google Docs, Hangouts
- YouTube
- Adobe Acrobat
- Microsoft Word, Excel

OTHER COURSE INFORMATION

- Provide any additional info *(identify honors, field trips, other special attributes or activities)*

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course,

disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Modules: TOPIC Objectives	Readings	Activities
Module 1: **HOW WE SPEND OUR DAYS IS HOW WE SPEND OUR LIVES** • **Differentiate an occupation-focused approach to well-being and health from other approaches** • **Articulate the 3 mechanisms that create a sense of harriedness in daily life**	Textbooks: • *Daily well-being: How we spend our time* in Rath, T. & Harter, J. (2010). Well-being: The Five Essential Elements (pp. 125-132). Gallup Press: New York, NY. • Southerton, D., & Tomlinson, M. (2005). 'Pressing for time'—the differential impact of the time squeeze. *Sociological Review, 53,* 215-239 Discussion Prep: • Complete and post a six-word biography about you & your favorite daily occupations • Compare and contrast three definitions of health and/or well-being, analyzing the focus/core construct of each definition • Identify how time press shape your daily routines. Where do you experience harriedness, identify mechanism(s) contributing your sense of time pressure.	• Compete readings • Watch mini-lecture: Health and occupation • Begin time-diary • Wellness activity: Introduction to mindfulnessWatch TED talk: In praise of slowness https://www.ted.com/talks/carl_honore_praises_slowness • Wellness practice: Body scan
Module 2: **STARTING SMALL: LIFESTYLE CHANGE** • **Articulate current knowledge regarding effective lifestyle change using a small goals approach** • **Apply this knowledge to your life by selecting a small goal for lifestyle change to pursue during this class**	E-articles (posted in Canvas): • Hill, J.O. (2009). Can a small-changes approach help address the obesity epidemic? A report of the Joint Task Force of the American Society for Nutrition, Institute of Food Technologists and International Food Information Council. *American Journal of Clinical Nutrition, 89*, 477-484. Discussion Prep: • Identify and post a small goal that would improve your well-being to complete during this class • Analyze your goal and two peer's goals as assigned—does it meet the SMART criteria?	• Complete readings • Watch TED talk: How healthy living nearly killed me https://www.ted.com/talks/aj_jacobs_how_healthy_living_nearly_killed_me?language=en • Complete time-diary & enter data into excel spreadsheet; submit assignment on course website • Draft a goal using the SMART format • Wellness activity: Breath awareness
Module 3: **LIFESTYLE BALANCE** • **Compare and contrast different perspectives on how life balance is defined and studied** • **Explain how performance varies across the day related to circadian rhythms and identify optimal times for occupations based on circadian type** • **Apply this knowledge to your own experience via an analysis of your time-use**	E-articles (posted in Canvas): • Matuska, K. (2012). Description and development of the life balance inventory. *OTJR: Occupation, Participation and Health, 32,* 220-228. • Pink, D. H. (2018). The hidden pattern of everyday life. In *When* (p. 9-35). Riverhead Books, New York, NY. Discussion Prep: • Review your best-balanced day & Marsh's suggestions for work-life balance. What new strategies did you learn?	• Complete readings • Watch the mini-lecture • Write down a description of what your best/ideal balanced day would look like. (Do BEFORE watching this: How to make work-life balance work https://www.ted.com/talks/nigel_marsh_how_to_make_work_life_balance_work?language=en • Review your time use using the time budget and experiential analyses of occupations in your excel time budget

		(High in productivity, pleasure and restorativeness) • Complete the time hacker exercise "How to figure out your daily when" • Wellness activity: Choiceless awareness
Module 4: **MEANINGFUL MOMENTS/POSITIVE EMOTIONS** • **Define mindfulness as used in MBI programs** • **Give examples of mindfulness activities or occupations that promote mindfulness** • **Apply this knowledge to your own life** • **Describe how positive emotions influence wellness and immune system functioning**	E-articles (posted in Canvas): • Catalino, L.I., Algoe, S.B. & Fredrickson, B.L. (2014). Prioritizing positivity: An effective approach to pursuing happiness. *Emotion, 14*, 1155-1161. • Sappala, E. (2017*). Secrets of a happier life.* From *The happiness Track: How to apply the science of happiness to accelerate your success.* In The Science of Happiness*, Time,* Special Edition (p. 12-16). Discussion Prep: • Reflect on the wellness practices you have participated in thus far. What is your experience during these brief breaks? What time of day did you do them? How did this influence your experiences?	• Watch these three brief videos on positive emotion: https://www.youtube.com/watch?v=Z7dFDHzV36g https://www.youtube.com/watch?v=hKggZhYwoys&feature=related https://www.youtube.com/watch?v=_hFzxfQpLjM&feature=related • Research the evidence to identify common occupations that promote mindfulness or flow • Wellness practice: Apple meditation • OPTIONAL: Take a half day technology fast
Module 5: **UTILIZING HABITS AS DRIVERS OF CHANGE** • **Identify, then compare and contrast habit-building strategies for lifestyle change** • **Apply this knowledge to your life by identifying habit strategies to facilitate adoption of your wellness goal**	E-articles (posted in Canvas): • Aubrey, A. (December 15, 2018). How to make exercise a habit that sticks. https://www.npr.org/2018/12/12/676142159/build-an-exercise-habit-that-sticks • Gardner, B., Phillippa, L., & Wardie, J. (2012). Making health habitual: The psychology of 'habit-formation' and general practice. *British Journal of General Practice,* 664-666. • Fritz, H., & Cutchin, M.P. (2016). Integrating the science of habit: Opportunities for occupational therapy. *OTJR: Occupation, Participation and Health, 36*, 92-98. Discussion Prep: • Describe your plan for implement your goal, including its use of habit-based strategies, and personalization to your lifestyle.	• Watch TED talk: The power of habit https://www.youtube.com/watch?v=OMbsGBlpP30 • Watch mini-lecture on habit • Design a plan for implementing your SMART goal; include habit-based content (habit loops and sticky habits) • Implement your plan to achieve your wellness goal • Wellness practice: Body scan
Module 6: **STRESS AND LEARNING** • **Explain how stress impacts learning** • **Describe evidence of the relationship between positive psychology interventions and goal regulation**	E-articles (posted in Canvas): • Neely, M., Schallert, D., Mohammed, S., Roberts, R., & Chen, Y-J (2009). Self-kindness when facing stress: The role of self-compassion, goal regulation, and support in college well-being. *Motivation and Emotion, 33*, 88-97. • Vogel, S., Schwabe, L. (2016). Learning and memory under stress: Implications for the classroom. *Npj Science of Learning, 1*,16011. doi:10.1038/npjscilearn.2016.11	• The two faces of stress: Watch the assigned segments of *Stress: The silent killer*, & TED talk: *How to make stress your friend:* https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?language=en • Do a group hangout with three peers with a similar wellness goal; take

• **Compare and contrast the two different views of stress presented and their descriptions of how stress impact learning** • **Apply this knowledge to your own experience by identifying two strategies for managing stress and promoting your learning**	Discussion Prep: Create a list of at least 4 strategies for managing stress in learning that were provided in this week's readings or videos	turns answering the questions about your goal's importance and current progress toward your goal • Wellness practice: Loving kindness
Module 7: **THE NECESSITY OF SLEEP** • **Explain the theorized functions of sleep** • **Describe the associations of sleep and mental health/illness** • **Apply this knowledge to your life by examining your own sleep patterns and their affect on mood and cognition**	E-articles (posted in Canvas): • Digdon, N.L. (2008). Circadian preference and college students' beliefs about how to cope with sleepiness. *Biological Rhythms Research, 39*, 417-426. • Foster, R. (undated). Light and the circadian rhythm: The key to a good night's sleep? *BBC News.* https://www.bbc.com/news/health-48268110 • Pink, D. H. (2018). Afternoons and coffee spoons: The power of breaks, the promise of lunch and the case for a modern siesta. In *When* (p. 49-71 & Time Hacker's Handbook, Chapter2). Riverhead Books, New York, NY. Discussion Prep: • Analyze the barriers identified during the immunity to change exercise. Describe insights you gained from this analysis and how you plan to address them in order to support progress toward your wellness goal.	• Watch TED talk: Why do we sleep? https://www.ted.com/talks/russell_foster_why_do_we_sleep • Use a sleep app or monitor your length of sleep for one week and rate your alertness/mood each morning after rising • Complete the sleep hygiene checklist • Watch the Immunity to Change video: https://www.youtube.com/watch?v=FFYnVmGu9ZI • Complete the immunity to change worksheet; address any barrier(s) to your wellness goal that arose from this analysis • Wellness practice: Deep breathing
Module 8: **SOCIAL AND COMMUNITY WELL-BEING** • **Explicate the elements of participating in groups that foster improved social and community well-being** • **Apply this knowledge to your life by examining your social network and how it supports your well-being**	Textbooks: • *Community Well-being* in Rath, T. & Harter, J. (2010). Well-being: The Five Essential Elements (pp. 91-106). Gallup Press: New York, NY. • *Social Well-being* in Rath, T. & Harter, J. (2010). Well-being: The Five Essential Elements (pp. 31-46). Gallup Press: New York, NY. E-articles (posted in Canvas): • Chancellor, J. & Lyubomirsky, S. (2011)..Happiness and thrift: When (spending) less is (hedonically) more. *Journal of Consumer Psychology, 21*, 131-138. Discussion Prep: • Carefully consider your support system, how does your network support you? Are the places where you could enhance your social network?	• Watch TED talk: The hidden influence of social networks https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks?language=en • Draw a social map of your support system (Who can your rely on for advice, to listen to your troubles, help you move, financial support?). Map who supports you and the need they meet. • Wellness practice: Forgiveness