

# CREATING DEVELOPMENTAL MODULES FOR HUMAN RECONNECTION POST COVID-19

An Interactive Qualifying Project Report  
submitted to the Faculty of Worcester  
Polytechnic Institute in partial fulfillment of the  
requirements for the Degree of Bachelor of  
Science



## **B term**

December 10, 2021

## **Created by:**

Mark Buono | Kyle MacPherson | Joe Martin

## **Sponsor:**

Professor Thomas Balistreri

## **Submitted to:**

Professor Thomas Balistreri | Professor Zoe Eddy

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# ABSTRACT

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During COVID isolation, children and young adults had little to no opportunity to develop socially, causing a stun in their social development. Through interviews with community members and research into psychology, our goal of this IQP is to create a template for module creation to help people resocialize after returning to in-person activities. We also plan to complete modules which we will store in a website for easy access. This template is the foundation for future projects using developmental modules.

# EXECUTIVE SUMMARY

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In January of 2020, the first case of COVID-19 struck in China and it did not take long for the virus to spread across the world. On March 11, 2020, the CDC (Centers for Disease Control and Prevention) declared COVID-19 a global pandemic (*CDC Museum Covid-19 Timeline*, 2021). For months on end, schools were shut down, restaurants were closed, and hospitals were overwhelmed. For over 18 months, people's way of life had been drastically changed. Schools transitioned to remote learning, many people started to work from home, some lost their jobs, and many lost family members. The COVID-19 pandemic took a drastic toll on everyone's health, not only physical, but their social, emotional, cognitive, and spiritual health. Over 55% of university students experienced negative psychological impacts due to the pandemic (Browning et. al., 2021). For over a year and a half people's lives have been uprooted and as society starts to open back up, people are expected to act like everything is normal.

For many, returning to "normal" has been a struggle. On a trip to the Pojoaque School District, 30 minutes north of Santa Fe, New Mexico, our group had a meaningful conversation with the superintendent on the issues facing her school system. Many of the students had developed behavioral issues during their isolation from COVID-19. Some of the students were acting out in class, or hazing each other, and in one case, even posed a fake bomb threat to try and get out of school. She attributed these issues to the lack of socialization during the pandemic, claiming that while the students had aged physically, they had not matured socially. The Pojoaque superintendent, Sondra Adams, clearly stated that teachers expected the students to behave their age when the students were not prepared to.

We did not want to assume that this problem was only occurring at the Pojoaque School District. So we asked other school districts across the state of New Mexico if this was an issue facing their school districts. We confirmed that this was a problem across all school districts. It was at this point that we realized that we could focus our project on resocialization.

Ignoring what happened to people during the pandemic and all that resulted from it will only prove to be disastrous. Due to a lack of time as well as IRB restrictions we were not able to interview students in the various school districts. Our assumption became that adults would have suffered as much anxiety and depression from the pandemic and all that resulted from it as did the children. Therefore, we determined that our best way forward would be to survey a random group of adults in Santa Fe, where we asked a set of questions regarding their response to the pandemic (see Appendix C and D).

# EXECUTIVE SUMMARY

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The results of the survey made it clear that people struggled during the pandemic. 48.57% of respondents had increased anxiety, 40% felt an increase in loneliness, and 28.57% had a change of perspective. Based on these results, we concluded that both adults and children suffered greatly due to the pandemic, and both need assistance in finding normality again. People need help reconnecting to themselves, to others, and to nature. The modules that we created were intended for that purpose.

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# OUR FOUNDATIONAL WORK

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Isolation, unemployment, sickness, death, economic distress, and civil unrest. Those descriptors provide just a glimpse of the horrors experienced during the COVID-19 pandemic. For many this pandemic has ravaged the psychological and social wellbeing of humanity. During isolation a study conducted by the CDC showed some disturbing results. “August 2020–February 2021, the percentage of adults with recent symptoms of anxiety or a depressive disorder increased from 36.4% to 41.5%” (Vahratian et al., 2021). Similarly, while easing lockdown restrictions may shed some positive light in terms of the pandemic itself, comparable studies conducted post lockdown revealed similar results. According to a study published by the journal of public health, 42% of respondents reported an increase in anxiety, 39% of respondents reported an increase in depression, and 39% of respondents reported an increase in distress. (Khubchandani et al., 2021). Unfortunately, the negative effects of lockdown still linger in a larger population of America, except now it manifests itself in the form of social nervousness and anxiety. There is a plague of uncertainty about social interactions after being bombarded with the message to stay isolated, uncertainty of the pandemic, uncertainty of the economy, uncertainty of children's futures, and much more (Berg, 2021). Our modules plan to tackle the disconnected, anxious, and troubled feelings generated as society transitions back to operation as it did post COVID.

Throughout our paper we discuss connection and disconnection and the effects it has on people. Connection is defined as having a bond with ourselves, others, and nature. Therefore we define disconnection as the absence of that bond. Connection is a core psychological need that promotes happiness and health. These connections are vital to a healthy well-being, so when we experience a disconnect, we fall into a dangerous pattern of apathy, anxiety and depression (“Social connection definition: What is Social Connection”). This type of disconnection that many people today are facing leads to a malady known as “acedia.”

Acedia is derived from Greek origins and translates to “lack of care” (Farrow, 2021). The term acedia rose to prominence in the 5th century as a description for Christian monks who got bored of the practices or fell out of faith entirely (Alshulte, 1965). The term acedia disappeared for centuries, but recently reappeared when the clients of counselors were not responding to usual treatments provided for depression. Acedia, though similar to depression, is beyond depression in that it is a spiritual emptiness, not just an emotional emptiness. The “lack of care” may seem like a simple concept, but it is much more complicated than simply being lazy or bored. It is classified as an infectious disease of our soul which attacks our desire for involvement and connection. Acedia can affect one’s life by either causing the person to feel distracted, having no interest in anything, and avoiding tasks that need to be undertaken.

# OUR FOUNDATIONAL WORK

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Physically, it appears as if the person is doing nothing, or busying oneself with mind-numbing activities. Acedia attacks the gift of the present moment and nullifies their sense of living. It makes people think they can't enjoy anything. One of the goals of our modules is to mitigate or eliminate the effects of acedia so people can enjoy the things in life again.

An individual experiencing acedia does not care and they do not care that they do not care. It is a seemingly never-ending cycle of not caring. It appears in a variety of symptoms, physically, mentally, spiritually, and socially. Physically, the individual may feel tired, irritable, and weak; they are not showering, have little to no muscle tone, smell bad, look greasy, etc. Mentally, the individual may struggle to focus and will feel an overall discontentment with life. A constant feeling of boredom, carelessness, and listlessness are the most prominent signs of acedia. Our modules are a process designed to mitigate acedia, anxiety, depression, and other negative effects of the COVID pandemic. The modules achieve this by reconnecting the individual to themselves, to others, and to nature.

The modules we have created are a set of components containing masculine and feminine tones, the Transtheoretical Model, the Holistic Model, and core values . They are a two to nine step process. In the paragraphs below, each of the components are explained in more detail.

Masculine traits or energies can be defined as taking action, having high confidence, high ambitions, and having a logical train of thought. Feminine traits or energies can be defined as loving, selflessness, kind, and patient (Oberdan, 2016). It is important to understand these energies are not gender specific. While each gender may have an easier time connecting to their own matching energies, each person has their own unique combination of masculine and feminine toned attributes which have developed from someone's upbringing, culture, beliefs, and more (Sadigh et al., 2019). This idea is closely related to the Chinese philosophy of Yin and Yang and can be interchanged with the words masculine and feminine. Yin is the opposite to Yang, yet you can not have one without the other and a balance of both are needed to maintain peace. To live a harmonious life people need to learn and maintain a balance of both traits (Phillips, 2020). When our feminine or masculine energies become too polarized, people become unbalanced and problems arise. The spiritual aspect of masculine and feminine is very evident, but there are also many physiological implications of this. To heal someone psychologically, we can examine their condition through masculine and feminine traits. Balancing energies can help people recover from conditions such as addiction and disorders (Fang, 2012). Creating a balance of tones in individuals that are struggling through our modules will help bring a lasting and positive change in people.



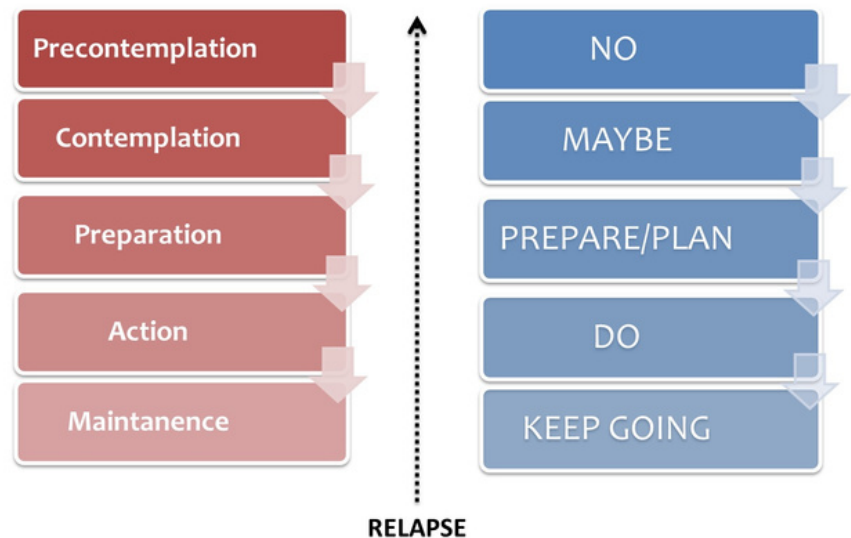
# OUR FOUNDATIONAL WORK

The Transtheoretical Model (TTM) illustrates the five stages of change. This model was developed after analyzing and studying the experiences of smokers who quit on their own vs. others that needed additional treatment. The study concluded that quite simply put, the people who quit on their own were ready to do so. The TTM illustrates that change does not happen overnight; rather, it is a change in the pattern of behaviors. This model shows why some people can give up addictions on their own.

The five stages of change are precontemplation, contemplation, preparation, action, and maintenance (LaMorte, 2019).

**Figure 1.**

*The Transtheoretical Model*  
**Transtheoretical Model  
Stages of change**



## **All stages of change are preparation for the end goal and most ideal stage of behavior:**

1. Precontemplation: In this stage, the person does not plan on taking action in the near future (often defined as within the next 6 months). In this stage the person is usually not aware that their behavior is producing a negative impact on their life. The person places too much emphasis on the cons of giving up the behavior.
2. Contemplation: In this stage, the person plans on taking action within the next 6 months. The person will have a more practical outlook on the pros and cons of their behavior, but will probably still face internal resistance in taking action to modify their behavior.
3. Preparation: In this stage, the subject is ready to take action within the next 30 days. They understand that their behavior is harmful and will start making small steps for change.
4. Action: In this stage, the person has changed their behavior within the last 6 months and wants to keep moving forward. Oftentimes, the subject takes on new healthy behaviors as a replacement.
5. Maintenance: In this stage the subject has prolonged their behavioral change for over 6 months and plans on maintaining this change moving forward. The person explores ways to prevent a relapse into earlier stages.

# OUR FOUNDATIONAL WORK

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**Although the Transtheoretical Model shows the 5 stages of change, there are some limitations to it:**

1. The model ignores the social context in which change occurs, such as socioeconomic status and income.
2. The times between the stages can be subjective, the stages of change assigned to a person are not always standardized.
3. The model makes the assumption the subject will make mature and coherent plans in their decision-making process.

This transtheoretical approach has been used successfully to help people quit smoking, obtain and sustain a healthy body composition, prevent depression, and reduce stress (Companies, 2019). The Centers for Disease Control and Prevention (CDC) and National Health Service of Great Britain have both applied this model to their many health programs.

In Malaysia, a study was conducted on the physical activity and sedentary behavior of young adults (Liu, 2018). Physical activity is one of the keys to health and longevity, and most of these people were not physically active. The leaders of this study chose the TTM to determine if it would have a substantial impact on the activity levels of these young adults. This would assist in illustrating the benefits of exercise and in figuring out what is stopping people from exercising.

Self-efficacy, which is the belief in oneself to properly accomplish the given tasks to achieve one's goals, is one of the keys to a successful behavioral change (Liu, 2018). People with higher self-efficacy take on more challenges and persist when obstacles seem to block the path. The individual must have high self-efficacy and must truly believe the benefits of the behavioral change will outweigh the cons. These concepts would be a huge help in improving the overall physical activity of the individuals.

The TTM was successful in this study and students were more physically active. They observed that the most influential initiative for change was realizing that the pros of the new behavior will outweigh the cons of the negative behavior (Liu, 2018). This mindset shift was shown to occur in the later stages of change (contemplation, preparation, action, and maintenance). This study proved that stages of change are a significant element in physical activity.

# OUR FOUNDATIONAL WORK

Another dimension we used to create our modules is holistic health. The traditional lens on what makes someone healthy often tends to focus on someone's physical health. However, holistic health takes a different approach and widens that lens. The word holistic originates from the Greek word "holos" which means whole and refers to the idea of treating the "whole" body (McCann, 2018). Holistic health treats multiple aspects of a person's well being as connected and determines treatment to meet those certain aspects.

**There are five aspects of wellbeing holistic health that are taken into consideration:** (Oralux Dental, 2020)

1. Physical well being
2. Emotional well being
3. Social well being
4. Cognitive well being
5. Spiritual well being

Holistic health is important because it not only targets the physical troubles of a person, but the psychological troubles as well. Due to the wide support and treatment options holistic health provides, it can be utilized effectively to treat symptoms of this pandemic.

**Figure 2.**

*The Holistic Model*



Hospitals that have used holistic health practices with patients in COVID care centers have seen very beneficial results in terms of patients resilience and mood (Patel et al., 2021). Holistic health is a valuable tool in helping people recover in all aspects of health and improving people's lives.

# OUR FOUNDATIONAL WORK

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When we think of values, we often think of our virtues. Our moral compasses are comprised of the virtues that we espouse to keep us on the right path. Virtues are important to have, but they are not who we are. Core values are values that we have thought about, chosen freely, believe in deeply, communicate to others, and act upon skillfully over time (Balistreri & Glasser). Our values go beyond what we believe is right and wrong. Our values become the roots of our decision-making processes. They are our motivators and the determiners of how we live our lives (What are core values?, U.S. Department of the Interior). Our core values provide a foundation for our thoughts and actions, and help make us unique (Christian, 2021). To live a fulfilling life, we need to establish our own personal core values.

When values fade away, we sink into nothingness. Without our values, we have no reason to live. Those with no values pass through each day and each moment with nothing but apathy. Their sense of drive is gone, their sense of joy is gone, their social interaction is gone. They live as if there is nothing to live for, only a few steps away from taking their own life. We incorporated core values into our template dimensions as a way to establish the necessary background for the module users to adopt the values on their own.

# WHAT WE FOUND

## Interviews

To gain insight about how isolation from the pandemic affected people, we conducted semi-structured interviews. This interview-style allows us to ask open-ended questions and Likert scale questions. This gave us an opportunity to observe body language and get a better context for the emotion in answers (Berkshire, 2021). All of these components led us to gain a better understanding of how people were truly feeling and were affected. We performed 41 interviews that covered various ages, races, and genders in the downtown Santa Fe area. We decided to conduct 41 interviews because our anticipated population was diverse. Since we were dealing with more heterogeneous populations, we wanted to aim for 40 interviews (Sigmond, 2017). We received mostly similar answers and came to this conclusion: Isolation from the Covid-19 pandemic has negatively affected people's overall lives.

**Figure 3.**

*Interview Questions*

**Interview Questions**

We have all just passed through a most difficult time as we faced the isolation, social distancing, masking and other unknowns of the COVID pandemic. We have a few short questions to ask you about your response to the pandemic and, if possible, the response of your children or students to the pandemic. We will not be using your picture or name or any personal information. All of your answers are confidential and will be batched with others.

**Question 1**

On a scale from 1 to 7, with one being not having changed very much and 7 being having changed very much, how much have you changed this past year due to the pandemic?

Can you please share with us how you have changed?

**Question 2**

If you have children, on a scale from 1 to 7 with one being not having changed and 7 being having changed very much, how much would you say your children have changed this past year due to the pandemic?

Can you please share with us how they have changed?

**Question 3**

If you are a teacher, on a scale from 1 to 7 with one being not having changed and 7 being having changed very much, how much would you say your students have changed this past year due to the pandemic?

Can you please share with us how they have changed?

**Question 4**

On a scale of 1 to 7 with one being not having changed very much and 7 being having changed very much, how much have your values changed this past year due to the pandemic?

Can you please share with us how they have changed?

**Question 5**

On a scale of 1 to 7 with one being not having changed very much and 7 being having changed very much, how much has your pattern of life or lifestyle changed this past year due to the pandemic?

Can you please share with us how your pattern of life or lifestyle has changed?



# WHAT WE FOUND

## First Result

Our results show 48.57% of people had increased anxiety, 40% felt increased loneliness, and 28.57% experienced a perspective change. With our open-ended questions, we found that most people felt life seemed shorter, had a lower sense of purpose, did not travel as much, became less social, and had a substantial increase in feelings of depression. When isolation ended and in-person activities began again, we found that many people developed social anxieties that they never experienced before.

## Second Result

Although these expected results seem very discouraging, we did find something positive from our open-ended questions. Many people developed values for the human race they never had before; and for the people that had values prior to the pandemic, theirs' became much stronger. Compassion, kindness, and care for others all had significant increases in the majority of people we interviewed. People valued life more, appreciated their time with friends and family more, became less materialistic, and were more empathetic towards others. After our previous negative results, we were very excited about these positive ones.

Figure 4.

*Interview Responses*



# WHAT WE CREATED

## Module Creation Template

Throughout our time working on our project, we have created modules following our template. The template is a simple fill in the blank system where we can craft a module following these guidelines:

Starting at the top of the pages we have the “Module” section. This is the place where we explain what the module is about in a short title. The next section is “Core value.” We write what core value this module will cover in this section. The “Step” section helps to define what stage of the module a reader is in, also the point in which you would perform this section of the module. “With who” explains who the module will involve. “Holistic model” refers to the areas of holistic health this section of the module will help improve. “Tone” explains whether the activity has a masculine tone or feminine tone. “State of change” refers to which area of the TTM this section is trying to establish. “Who” refers to who the section is for. “What” explains what the activity is for this section. “Why” explains the reasoning behind the activity.

Each start of our work day, as a group we would brainstorm 3 topics we wished to create modules on. We each choose a topic and create a module to go along with that topic. We will store these modules on a website for easy access. Our sponsor stressed that the creator of these modules would be a young adult because the perspective would be relatable. An example module can be seen below (To see all of our created modules, refer to Appendix A).

**Figure 5.**

*Module Creation Template*

### MODULE CREATION TEMPLATE

**Module: (module title)**

**Core Value: \_\_\_\_\_**

**Step \_\_**

**With who: \_\_\_\_\_**

**Holistic Model: \_\_\_\_\_**

**Tone: \_\_\_\_\_**

**State of change: \_\_\_\_\_**

Who -

What -

Why -

# WHAT WE CREATED

## Example Module

Figure 6.

*Example Module*

**Module 1: Anxiety Reduction for Anxious Adolescent Male**

**Core Value:** Mindfulness

**Step 1**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive

**Tone:** Feminine

**Stage of change:** 3rd, Preparation for Change

Who - anxious adolescent male

What - Sitting meditation, focus on your breath, note your distractions but move back to the breath: refer to Chapter 4 of Full Catastrophe Living by Jon Kabat-Zinn

Why - practicing sitting meditation lowers anxiety and helps us get back in touch with just being

**Step 2**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive

**Tone:** Feminine

**Stage of change:** 4th, Change

Who - Anxious adolescent male

What - walk in nature and just be

Why - reduce anxiety

**Step 3**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive

**Tone:** Feminine

**Stage of change:** 5th, Maintenance

Who - Anxious adolescent male

What - sit in nature and focus on a object

Why - reduce anxiety

Reference

Chapter 4 Full Catastrophe Living by Jon Kabat-Zinn

Above is one out of many modules we have created. This module was created to help an adolescent male who is experiencing anxiety. There are 3 activities, or steps, that all play a role in helping the participant reduce their anxiety. Similarly, the steps follow the TTM so the participant is actively making a change within themselves which will set them up for future success. This module is being done alone, but many modules will involve more people. We have developed 25 modules (see Appendix F - AC) throughout our time working in Santa Fe that are stored on a google drive (see Appendix A) and website that we created (see Appendix B).



# WHAT WE CREATED

## Website Development

The website was built through an open-source software package called Django. Django provides a framework for website creation using Python and HTML. Our website is built in two pages. The first page includes important background information that will be vital in the user's understanding of the modules. It also contains information on who we are, what we are doing, and why we are doing it. The second page includes a dynamic (meaning it can be updated and changed easily) list of all of our created modules, as well as a short description for each one. When the user clicks on the title of a module, it will redirect them to a google doc fully explaining the module. The user will also have the ability to filter through the list based on the dimensions of the template (Holistic Model, Stages of Change, Tones). Providing this filtering feature will allow the user to focus on their desired areas of development. The website is also a template for what an actual website could look like and the features it could include, so there is plenty of room for further development (see Appendix B).

**Figure 7**

*Webpages*

**Creating Developmental Modules For Human Reconnection Post COVID-19** Modules

**Abstract**

Socialization of kids is an imperative aspect of a child's development for their future success in society. During isolation, children and young adults had little to no opportunity to develop socially causing a stun in their social development. Through our interviews with school facility, community members, and research into psychology, our goal of this IQP is to create a template for the creation of modules to help kids and young adults resocialize after returning to inperson activities from isolation. We also plan to complete modules which we will store in a website for easy access. This template could be provided to anyone, in which they could use to create socialization modules for situations they deem fit.

**Important Definitions**

**Holistic Model:** The Holistic Model is a model for an alternative approach to health that includes an individuals physical, spiritual, emotional, social, and cognitive health. The Holistic Model is used to provide assistance for an individuals whole being.

**Stages of Change:** The stages of change used in this template follows the Transtheoretical Model developed by James Prochaska. There are five stages in his model.

- Pre-contemplation: In this stage, the person does not plan on taking action in the near future (often defined as within the next 6 months). In this stage the person is usually not aware that their behavior is producing a negative impact on their life. The person places too much emphasis on the cons of giving up the behavior.
- Contemplation: In this stage, the person plans on taking action within the next 6 months. The person will have a more practical outlook on the pros and cons of their behavior, but will probably still face internal resistance in taking action to modify their behavior.

**List of Modules**

**Anxiety Reduction for Adolescent Male**  
This module helps reduce anxiety in an anxious adolescent male.

**Creating Structure: Part 1**  
This module helps anybody create structure in their day.

**Loneliness Reduction in Adolescent Male**  
This module helps an adolescent male reduce his loneliness.

**Sadness Reduction in Adolescent Male**  
This module helps reduce sadness in an adolescent male.

**Creating Structure: Part 2**  
This module helps an anybody create structure in their day (part 2).

**Search**

Module Name (contains):

Categories:

- Emotional
- Social
- Physical
- Spiritual
- Cognitive
- First Stage of Change (Pre-Contemplation)
- Second Stage of Change (Contemplation)
- Third Stage of Change (Preparation for Change)
- Fourth Stage of Change (Change)
- Fifth Stage Of Change (Maintenance)
- Masculine Tone
- Feminine Tone

# THOUGHTS AND RECOMMENDATIONS

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A thought that our project team had is that our template is a guide to the creation of modules and, therefore, can be followed to create similar activities for different agendas, not just solely COVID. For example, a young person whose father is absent or passed away. A module could be developed focusing on a young boy working with a young adult male mentor. While our project team's foundational work is COVID because that was the most prevalent issue that we saw, we recognize the adaptability of this template to help in different situations.

We also understand that we are three 20 year old heterosexual, cisgender males, and we cannot always understand the plight of different communities. The complexities of class, race, and gender struggles are something that we may not completely understand outside of our own identifications. We believe that our modules could be helpful for anyone, but we did specifically gear them towards people with a similar background to us and they may not be as useful for those among different communities. This is why we would like to see a diverse authorship, composed of people of different communities and backgrounds, to give credibility to the modules being created. A diverse authorship can target people with different backgrounds, whereas we can only effectively target young adult males.

One recommendation our project team had to improve upon the modules is creating in an environment that has more structure and is more pleasing aesthetically. We have a structure that we have been following when creating our modules that may not be as easy for people to follow as we intend. Similarly, it may not look as attractive visually as we intended. By creating a more aesthetically pleasing environment, and adding more design, our modules will seem more professional. This will also help to better grasp people's attention. Structuring the modules as a workbook or comprehensive program could gain more initial interest.

The last recommendation our project team had is to conduct a study on the modules. Whether it be through a focus group or through surveys, having a concrete idea on the effect of the modules can help advance the project. Finding if there are certain communities that need to be targeted more effectively or if the modules are working as is, will be important in propelling the project forward.

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# APPENDICES

## Appendix A

Link To The Google Drive Containing Our Modules:  
<https://drive.google.com/drive/folders/1Tt9GdVBX9IYZ2X406rZFr-TIXi1h4T7I>

## Appendix B

Website Link: [www.wpimodules.site](http://www.wpimodules.site)

## Appendix C

Interview Questions:

1. On a scale of 1 to 7 with one being not having changed very much and 7 being having changed very much, how much have you changed this past year due to the pandemic?

Please share with us how you have changed? Just a few examples.

2. If you have children, on a scale from 1 to 7 with one being not having changed and 7 being having changed very much, how much would you say your children have changed this past year due to the pandemic?

Please share with us how they have changed?

3. If you are a teacher, on a scale from 1 to 7 with one being not having changed and 7 being having changed very much, how much would you say your students have changed this past year due to the pandemic?

Please share with us how they have changed?

4. On a scale of 1 to 7 with one being not having changed very much and 7 being having changed very much, how much have your values changed this past year due to the pandemic?

Please share with us a few values that may have changed?

5. On a scale of 1 to 7 with one being not having changed very much and 7 being having changed very much, how much has your patten of life, your lifestyle changed this past year due to the pandemic?

Please share with us a few examples.

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## Appendix D

Link To The Interview Responses:

[https://docs.google.com/spreadsheets/d/1mk8xm05N9rM5MgfkjKBNytMST-yRryodn93wqQ\\_WEwU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1mk8xm05N9rM5MgfkjKBNytMST-yRryodn93wqQ_WEwU/edit?usp=sharing)

## Appendix E

**Module 1: Anxiety Reduction for Anxious Adolescent Male**  
**Core Value:** Mindfulness

**Step 1**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive

**Tone:** Feminine

**Stage of change:** 3rd, Preparation for Change

**Who -** Anxious adolescent male

**What -** Sitting meditation, focus on your breath, note your distractions but move back to the breath: refer to Chapter 4 of Full Catastrophe Living by Jon Kabat-Zinn.

**Why -** Practicing sitting meditation lowers anxiety and helps us get back in touch with just being.

**Step 2**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive

**Tone:** Feminine

**Stage of change:** 4th, Change

**Who -** Anxious adolescent male

**What -** Walk in nature and just be.

**Why -** Reduce anxiety.

**Step 3**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive

**Tone:** Feminine

**Stage of change:** 5th, Maintenance

**Who -** Anxious adolescent male

**What -** Sit in nature and focus on an object.

**Why -** Reduce anxiety.

Reference

Chapter 4 Full Catastrophe Living by Jon Kabat-Zinn



# APPENDICES

## Appendix F

### Module 2: Creating Structure In Your Day Part 1

Core Value: Stability

#### Step 1

With who: Alone

Holistic model: Cognitive

Tone: Masculine

Stage of change: 4th, Change

Who - Anyone

What - Start using a daily planner/schedule.

Why - Using a daily planner can help you organize your day by making time blocks for each task.

#### Step 2

With who: Alone

Holistic model: Cognitive

Tone: Masculine

Stage of change: 4th, Change

Who - Anyone

What - Set reminders on a mobile device.

Why - Setting reminders is a useful tool in ensuring that all of your tasks get done.

#### Step 3

With who: Alone

Holistic model: Cognitive

Tone: Masculine

Stage of change: 4th, Change

Who - Anyone

What - Create a morning routine.

Why - A morning routine helps to take control of the day and focus on how to prioritize your time.

#### Step 4

With who: Alone

Holistic model: Cognitive

Tone: Masculine

Stage of change: 4th, Change

Who - Anyone

What - Set a time for bed.

Why - An early bedtime can guarantee a healthy amount of sleep.

<https://www.verywellmind.com/morning-routine-4174576#:~:text=The%20morning%20routine%20helps%20us,%2C%20ultimately%2C%20increase%20our%20productivity.>



# APPENDICES

## Appendix G

### Module 3: Reduction of loneliness (friends and family) in adolescent male

**Core Value:** Involvement

#### Step 1

**With who:** Alone

**Holistic model:** Social, Emotional

**Tone:** Feminine

**Stage of change:** 2nd, Contemplation

Who - Lonely adolescent male

What - Make a list of friends or family you would like to reconnect with and engage with more.

Why - It can be hard, scary, or awkward to reach out to someone that may have been/ or is still close to you. By making a list you can set yourself up to actually make a change and help you organize in your time of distress.

#### Step 2

**With who:** Alone

**Holistic model:** Social, Emotional

**Tone:** Feminine

**Stage of change:** 3rd, Preparation for Change

Who - Lonely adolescent male

What - Make time to call 1 or 2 people on your list for at least 15 minutes and catch up.

Why - By actively reaching out you are starting to change your situation of feeling lonely by finding people to reconnect with.

#### Step 3

**With who:** With friend or family member

**Holistic model:** Social, Emotional

**Tone:** Feminine

**Stage of change:** 4th, Change

Who - Lonely adolescent male

What - Make a time to meet up and hang out with the person you have contacted to feel reconnected with them.

Why - Meeting with someone and hanging out with them will directly combat feeling lonely.

#### Step 4

**With who:** With friend or family member

**Holistic model:** Social, Emotional, Cognitive

**Tone:** Feminine

**Stage of change:** 5th, Maintenance

Who - Lonely adolescent male

What - Schedule a time each week to gather with or talk to contacted person.

Why - By scheduling a time to meet with someone each week, you are setting yourself up to break the continuation of feeling lonely by making sure you interact with someone you enjoy each week.

Source

<https://www.healthline.com/health/mental-health/how-to-not-feel-lonely#distract-yourself>

# APPENDICES

## Appendix H

### **Module 4: Reduction of sadness in adolescent male**

**Core Value:** Happiness

#### **Step 1**

**With who:** Mom

**Holistic model:** Emotional, Social, Cognitive

**Tone:** Feminine

**Stage of change:** 2nd, Contemplation

Who - Sad adolescent male

What - Take a walk with mom in nature and talk about your thoughts and feelings.

Why - To recognize symptoms of depression and reduce sadness.

If you are not sad anymore, then this module is complete. If you still have feelings of sadness complete step 2.

#### **Step 2**

**With who:** Mom

**Holistic model:** Emotional, Social, Cognitive

**Tone:** Feminine

**Stage of change:** 3rd, Preparation

Who - Sad adolescent male

What - Cook a meal with mom and ask her for a life lesson/story.

Why - Research shows stronger relationships have a correlation with positive effects on mental health. This activity builds a stronger relationship with mother and teaches wisdom. The goal is to reduce/get rid of the sadness.

If you are not sad anymore, then this module is complete. If you still have feelings of sadness complete step 3.

#### **Step 3:**

**With who:** Mom

**Holistic model:** Emotional, Social, Cognitive

**Tone:** Feminine

**Stage of change:** 4th, Action

Who - Sad adolescent male

What - Talk with mom about what you've learned from her story and recognizing your symptoms of sadness (hopelessness, lost interest, fatigue, anxiety, irritability, appetite changes, uncontrollable emotions, sleeping problems).

Why - Recognize your symptoms early and begin getting help/treating it early on.

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**Step 4:**

**With who:** Alone

**Holistic model:** Emotional, Cognitive

**Tone:** Feminine

**Stage of change:** 5th, Maintenance

**Who** - Sad adolescent male

**What** - Analyze what you have learned and plan out how to treat your sadness when you first recognize your symptoms.

**Why** - Reduce the chance of getting another wave of depression.

# APPENDICES

## Appendix I

### **Module 5: Creating Structure Part 2**

**Core Value:** Stability

#### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Cognitive

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Anybody

What - Make your bed.

Why - Making your bed can reduce your stress levels more than you have idea. If you keep your bed clean and organized, it will reflect in your entire personal space and your state of mind. It's important to feel everything in the right place so we can have a more organized mind and, consequently, a more organized life.

#### **Step 2**

**With who:** Alone

**Holistic model:** Emotional, Cognitive

**Tone:** Masculine

**Stage of change:** 5th, maintenance

Who - Anybody

What - Every morning after you wake up make your bed.

Why - Making your bed can reduce your stress levels more than you have idea. If you keep your bed clean and organized, it will reflect in your entire personal space and your state of mind. It's important to feel everything in the right place so we can have a more organized mind and, consequently, a more organized life.

# APPENDICES

## Appendix J

### **Module 6: Daily Habits for a Better Well-Being**

**Core Value:** Discipline and peace

#### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical, Spiritual

**Tone:** Feminine

**Stage of change:** 4th, action

Who - Any age male or female

What - Read 10 pages everyday.

Why - Increase your knowledge base, improve memory, and help the mind relax.

#### **Step 2**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Meditation (See module 1: Anxiety Reduction).

Why - Reduces anxiety.

#### **Step 3**

**With who:** Alone

**Holistic model:** Emotional, Cognitive,, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Visualize your success (Imagine you already accomplished your goals and really imagine the feelings you get. Who is around, what does it look like, how did you get there?).

Why - Helps you figure out what you really want from life and makes it easier to work towards that goal.

#### **Step 4**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Prioritize your time (make good use of your free time; yes, this means less television and video games). Every morning write down tasks for the day and prioritize which tasks are most important and need to get done first).

Why - This helps achieve your goals and will reduce stress and anxiety.

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## Step 5

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Learn new skills. They can be whatever skills you want/feel are beneficial, and here are some recommendations: speed reading, new language, basic home repairs, drawing, organizing home and workplace, instrument, photography, gardening, cooking, self-defense, exercise, etc.

Why - They can be useful, fun, and create a more all-around balanced person.

## Step 6

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical, Spiritual, Physical

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Exercise daily (weightlifting, calisthenics, walking, jogging, running, biking, etc). Find exercise that suits you and that you enjoy so you stick with it in the long-term. Get active.

Why - Our bodies were not made to be sedentary. Exercise improves your body, health, and challenges your mind.

## Step 7

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Feminine

**Stage of change:** 4th, action

Who - any age male or female

What - Practice gratitude.

Why - Can help lift your spirits and feel a sense of appreciation.

## Step 8

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Feminine

**Stage of change:** 4th, action

Who - Any age male or female

What - Positive self-talk.

Why - The way you talk and think about yourself has a huge influence on how you think, behave, and make decisions. You will feel happier throughout the entire day.

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## **Step 9**

**With who:** Anybody (friends, family, strangers, etc)

**Holistic model:** Emotional, Cognitive, Social, Physical, Spiritual

**Tone:** Feminine

**Stage of change:** 4th, action

Who - Any age male or female

What - Be kind.

Why - Gives you a sense of meaning and people tend to treat others how they treat themselves.

# APPENDICES

## Appendix K

### **Module 7: Reduction of loneliness (after moving) in adolescent male**

**Core Value:** Community and happiness

#### **Step 1**

**With who:** Alone

**Holistic model:** Social, Emotional

**Tone:** Feminine

**Stage of change:** 2nd, Contemplation

Who - Lonely adolescent male

What - Look up ways to get involved with your new community by volunteering or joining organized social groups in your location.

Why - Going out and meeting a wide variety of people gives you a place to meet new people and make new connections with people.

#### **Step 2**

**With who:** Alone

**Holistic model:** Social, Emotional,

**Tone:** Feminine

**Stage of change:** 3rd, Preparation for Change

Who - Lonely adolescent male

What - Go to one or two events that you have searched and will get you involved.

Why - Community engagement is a great place to get engaged with members of the community and finding people with similar interests.

#### **Step 3**

**With who:** Alone

**Holistic model:** Social, Emotional, Physical

**Tone:** Masculine

**Stage of change:** 3rd, Preparation for Change

Who - Lonely adolescent male

What - Get outside and walk around your new location for about 10 minutes a day.

Why - Being in nature is a proven way to boost your mood and motivation. Similarly, by getting out into your new environment you can get better acclimated and interact with more members of your community in which you can create connections with people.

#### **Step 4**

**With who:** alone

**Holistic model:** Social, Emotional, Physical, Cognitive

**Tone:** Masculine

**Stage of change:** 3rd, Preparation for Change

Who - Lonely adolescent male

What - Visit a local shop once a week.



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Why - You can meet more members of the community that have a longer history in your location and get a sense of the culture and aura of your new location.

## **Step 5**

**With who:** Alone

**Holistic model:** Social, Emotional, Physical, Cognitive, Spiritually

**Tone:** Masculine

**Stage of change:** 3rd, Preparation for Change

Who - Lonely adolescent male

What - Find a hobby.

Why - While it is beneficial to find new friends in your area, its important to find a way to enjoy time that you have alone.

## **Step 6**

**With who:** Alone

**Holistic model:** Social, Emotional, Physical, Cognitive

**Tone:** Feminine

**Stage of change:** 4th, Change

Who - Lonely adolescent male

What - Continue to engage with people you have met that you enjoy.

Why - It's critical that you let people know you enjoy hanging out with them. Friendship also takes time, the more you hang out the closer you will become with those people and it'll establish a friendship.

# APPENDICES

## Appendix L

### **Module 8: Developing a growth mindset**

**Core Value:** Success and determination

#### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Feminine

**Stage of change:** 4th, action

Who - Any age male or female

What - Practice self-awareness (think about what you can improve on and prioritize your time).

Why - Helps improve overall well-being by not just coasting through life.

#### **Step 2**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Seek new opportunities (Take action and try something new).

Why - Helps develop a growth mindset.

#### **Step 3**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Feminine

**Stage of change:** 4th, action

Who - Any age male or female

What - Ask yourself questions (What lessons have I learned, how can I perform this better, what will help me feel better, what can I improve on).

Why - These questions will help you get and stay motivated and will give you a sense of direction.

#### **Step 4**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Embrace "failure." It is not failure if you learn from your mistakes. Do not put yourself down, instead use your mistakes as lessons to be learned.

Why - This will help you grow and keep you motivated.

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## Step 5

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Accept challenges.

Why - You prove to yourself that you are much more capable of what you initially think you can accomplish.

## Step 6

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Find your purpose. This may take a while. Ask yourself questions such as what comes easily to me, what do I enjoy doing, what qualities do I enjoy expressing, how do I express these qualities?

Why - Helps give you purpose and confidence.

## Step 7

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical, Spiritual

**Tone:** Feminine

**Stage of change:** 5th, maintenance

Who - Any age male or female

What - Reward yourself (Congratulate yourself after accomplishing a goal. Celebrate your achievements. Can be through allowing yourself to play that favorite video game or watch that great TV show).

Why - This keeps the motivation high, helps you see your full potential, and stops you from getting burnt out.

## Step 8

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Masculine

**Stage of change:** 4th, action

Who - Any age male or female

What - Compete with yourself (Don't compare yourself to others).

Why - You will progress every week and you will not get discouraged.

# APPENDICES

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**Step 9**

**With who:** Peers and Teachers

**Holistic model:** Emotional, Cognitive, Social, Spiritual

**Tone:** Feminine

**Stage of change:** 4th, action

**Who** - Any age male or female

**What** - Listen to feedback and constructive criticism.

**Why** - This will leave room for improvement and show what you need to work on.

# APPENDICES

## Appendix M

### **Module 9: Building confidence in adolescent male**

**Core Value:** Self worth and peace

#### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Cognitive

**Tone:** Feminine

**Stage of change:** 2nd, Contemplation

**Who -** Adolescent male with low self-esteem

**What -** Sit and write down how you define yourself. For example, your values, interests, likes and dislikes, ect.

**Why -** Being confident in knowing yourself and who you are is an important start to understanding how to be confident in the way your life you want to be. Being in control of who you are and what you live by is also important to remember when people speak negatively of you or you feel lost about who you are.

#### **Step 2**

**With who:** Alone

**Holistic model:** Emotional, Cognitive

**Tone:** Feminine

**Stage of change:** 3rd, preparation for change

**Who -** Adolescent male with low self-esteem

**What -** Everyday when you wake up look in the mirror and give yourself a compliment.

**Why -** Giving yourself compliments helps change your mindset and it is important to combat your negative thoughts no matter how hard or awkward it may seem. It can also help you see your self worth and become better at accepting compliments.

#### **Step 3**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Physical

**Tone:** Masculine

**Stage of change:** 3rd, preparation for change

**Who -** Adolescent male with low self-esteem

**What -** Start a workout routine.

**Why -** Workingout not only makes you feel better physically, it also makes you feel better about yourself mentally.

#### **Step 4**

**With who:** Alone or with someone

**Holistic model:** Emotional, Cognitive, Social

**Tone:** Feminine

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**Stage of change:** 4th, Change

Who - Adolescent male with low self-esteem

What - Find an outlet to help manage and contain your negative feelings about yourself. This be talking to someone close to you or creating a journal.

Why - To keep yourself free from relapsing into a state of lower self esteem, it is crucial to establish a way to keep your negative feelings in check and keep strong. Taking control and dealing with negative emotions when they surface shows that positive change has occurred.

<https://ideas.ted.com/5-ways-to-build-lasting-self-esteem/>

# APPENDICES

## Appendix N

### **Module 10: Workout For Beginners**

**Core Value:** Health and discipline

#### **Step 1**

**With who:** Alone or With Anybody

**Holistic model:** Physical, Cognitive, Social (If you're not alone)

**Tone:** Masculine

**Stage of change:** 4th, Action

Who - Anybody at any age

What - (3 sets each, and until you feel your muscles burn)

1. Forward lunges
2. Push-ups (If you can't do a push-up do a push-up with your knees on floor)
3. Air squats
4. (If you have access to a pull-up bar add pull-ups to this routine)

Why - Gets your body and mind active without needing to join a gym. Exercising is one of the healthiest things someone can do. If you have access or want to go to a gym/use weights, see step 2.

#### **Step 2**

**With who:** Alone or With Anybody

**Holistic model:** Physical, Cognitive, Social (If you're not alone)

**Tone:** Masculine

**Stage of change:** 4th, Action

Who - Anybody at any age

What - (3 sets each, and until you feel your muscles burn)

1. Lunges with dumbbell in each hand
2. Bench Press (Make sure you have someone spotting you)
3. Barbell Squats
4. Lat-Pull downs or Pull-Ups

Why - Get your body and mind active. Exercising is one of the healthiest things someone can do.

# APPENDICES

## Appendix O

### **Module 11: Reduction of social anxiety in adolescent male**

**Core Value:** peace and self respect

#### **Step 1**

**With who:** With someone close

**Holistic model:** Social, Emotional, Cognitive

**Tone:** Feminine

**Stage of change:** 2nd, Contemplation

**Who -** Socially anxious adolescent male

**What -** Have a conversation with someone close to you about what make you anxious and triggers.

**Why -** Seeking help about your feelings is the first step in a long process in dealing with your problems. Also seeking help is important in knowing that you really are ready to change.

#### **Step 2**

**With who:** Alone

**Holistic model:** Spiritual, Emotional, Cognitive

**Tone:** Feminine

**Stage of change:** 3rd, Preparation for change

**Who -** Socially anxious adolescent male

**What -** Start practicing meditation and breathing exercises once or twice a week. This can be done outside or in any space that makes you feel relaxed and safe.

**Why -** An important step to changing is finding an outlet to help you manage your anxiety and negative feelings, meditation can do this. Meditating has been proven to help people better manage their emotions which will help manage and understand your stress and anxiety. By practicing meditating you will be able to improve your anxiety to some degree. Meditation can also help when you may feel overwhelmed. Breathing exercises also help when you may be feeling overwhelmed.

#### **Step 3**

**With who:** With someone close

**Holistic model:** Social, Emotional, Cognitive

**Tone:** Feminine

**Stage of change:** 3rd, Preparation for change

**Who -** Socially anxious adolescent male

**What -** Ease yourself into going back outside into society. Have someone you trust join you while you begin going out more. Try to go out to places 3 or 4 times a week.

**Why -** It is important to start small and to have support while you begin to tackle your anxiety. This is a good time to practice talking if people happen to approach you, but the real goal is to just take it easy and start getting comfortable just being around people.

**SEE STEP 4 BELOW**



# APPENDICES

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## **Step 4**

**With who:** Alone

**Holistic model:** Social, Emotional, Cognitive

**Tone:** Masculine

**Stage of change:** 4th, Change

**Who -** Socially anxious adolescent male

**What -** Go out into your town or city and start a conversation with 1 person that you do not know.

**Why -** This is the ultimate step up in being able to conquer your social anxiety and go out into the world alone and start a conversation with a stranger. It shows a huge change in character and confidence.

# APPENDICES

## Appendix P

### **Module 12: For Anxious, Lonely or Sad Adolescent**

**Core Value:** Peace and compassion

#### **Step 1**

**With who:** Grandma

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** 4th, action

**Who** - male or female adolescent

**What** - Grow a plant with Grandma.

**Why** - Gardening can improve mental health, focus, and concentration. It improves your overall mood and allows you to focus on the present moment. Doing this with Grandma will allow your relationship with her to grow stronger.

#### **Step 2**

**With who:** Grandma

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** 5th, maintenance

**Who** - Male or female adolescent

**What** - Water and take care of the plant with Grandma.

**Why** - Gardening can improve mental health, focus, and concentration. It improves your overall mood and allows you to focus on the present moment. Doing this with Grandma will allow your relationship with her to grow stronger.

#### **Step 3**

**With who:** Grandma

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** 4th, action

**Who** - Male or female adolescent

**What** - Grow a garden with Grandma.

**Why** - Gardening can improve mental health, focus, and concentration. It improves your overall mood and allows you to focus on the present moment. Doing this with Grandma will allow your relationship with her to grow stronger.

#### **Step 4**

**With who:** Grandma

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** 5th, maintenance

**Who** - Male or female adolescent

**What** - Water and take care of the garden with Grandma.

**Why** - Gardening can improve mental health, focus, and concentration. It improves your overall mood and allows you to focus on the present moment. Doing this with Grandma will allow your relationship with her to grow stronger.

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## Appendix Q

### **Module 13: Video Games for Isolated Adolescent**

**Core Value:** Peace and community

#### **Step 1**

**With who:** A friend

**Holistic model:** Social

**Tone:** Feminine

**Stage of change:** 3rd, Preparation for Change

Who - Isolated adolescent

What - Play a video game with a friend, either online or in person.

Why - Videogames are a great way to socialize in a setting that you are comfortable in and can reduce the feeling of isolation.

# APPENDICES

## Appendix R

### **Module 14: Lonely And/Or Anxious Male Adolescent**

**Core Value:** Community and confidence

#### **Step 1**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Masculine

**Stage of change:** 4th, Action

Who - Male adolescent

What - Everyday make a point to say "How's your day going?" to a stranger.

Why - Talking to strangers builds your mind, knowledge base, and social skills. It will show you that it is not hard to talk to new people and make new friends.

(Do this for at least a week then see step 2)

#### **Step 2**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Masculine

**Stage of change:** 4th, Action

Who - Male adolescent

What - Everyday make a point to say "How's your day going?" to 5 strangers.

Why - Talking to strangers builds your mind, knowledge base, and social skills. It will show you that it is not hard to talk to new people and make new friends.

(Do this for at least a week then see step 3)

#### **Step 3**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Masculine

**Stage of change:** 4th, Action

Who - Male adolescent

What - Everyday start a conversation with a stranger. (See below for tips/examples)

1. "I like those shoes. Where did you get them from?" (Give a stranger a compliment about something then ask a follow-up question)

Why - Talking to strangers builds your mind, knowledge base, and social skills. It will show you that it is not hard to talk to new people and make new friends.

(Do this for at least a week then see step 4 [on next page.](#))

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## **Step 4**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Masculine

**Stage of change:** 4th, Action

**Who -** Male adolescent

**What -** Everyday start a conversation with 5 strangers. (See below for tips/examples)

2. "I like those shoes. Where did you get them from?" (Give a stranger a compliment about something then ask a follow-up question)

**Why -** Talking to strangers builds your mind, knowledge base, and social skills. It will show you that it is not hard to talk to new people and make new friends.

(Do this for at least a week. By this point, you should feel very comfortable talking to new people. Remember, we are social creatures!)

# APPENDICES

## Appendix S

### **Module 15: Community Service for Sad Person**

**Core Value:** Community and service

#### **Step 1**

**With who:** Your Community

**Holistic model:** Emotional, Cognitive, Spiritual, Social, Physical

**Tone:** Feminine

**Stage of change:** 4th, Action

**Who -** Any age male or female

**What -** Find volunteering opportunities within your community.

**Why -**

1. Volunteering helps you connect with others (make new friends and contacts and increase your social and relationship skills)
2. Volunteering is good for your mind and body (studies show helping others increases your happiness, boosts your self-confidence by giving a sense of accomplishment, combats depression, and helps keep you physically healthy)
3. Volunteering brings fun and fulfillment to your life (it is a fun and easy way to explore your interest, passions, and hobbies)

#### **Step 2**

**With who:** Your Community

**Holistic model:** Emotional, Cognitive, Spiritual, Social, Physical

**Tone:** Feminine

**Stage of change:** 5th, Maintenance

**Who -** Any age male or female

**What -** Find volunteering opportunities within your community AT LEAST ONCE A MONTH.

**Why -**

4. Volunteering helps you connect with others (make new friends and contacts and increase your social and relationship skills)
5. Volunteering is good for your mind and body (studies show helping others increases your happiness, boosts your self-confidence by giving a sense of accomplishment, combats depression, and helps keep you physically healthy)
6. Volunteering brings fun and fulfillment to your life (it is a fun and easy way to explore your interest, passions, and hobbies)

Volunteering at least once a month helps you maintain all these positive effects

# APPENDICES

## Appendix T

### **Module 16: Exercise with Dad for Lonely Adolescent Male**

**Core Value:** Health and peace

#### **Step 1**

**With who:** Father (Or any male authority figure)

**Holistic model:** Cognitive, Spiritual, Social, Physical, emotional

**Tone:** Masculine

**Stage of change:** 4th, Action

**Who -** Lonely adolescent male

**What -** Push-up workout with dad (3 sets and as many pushups you can do).

**Why -** Exercise promotes physical, mental, social, and emotional well-being. It also allows for bonding time.

#### **Step 2**

**With who:** Father (Or any male authority figure)

**Holistic model:** Cognitive, Spiritual, Social, Physical, emotional

**Tone:** Masculine

**Stage of change:** 4th, Action

**Who -** Lonely adolescent male

**What -** Pull-up workout with dad (3 sets and as many pushups you can do) (if you do not have a pull-up bar you can walk to a local park and use the monkey bars).

**Why -** Exercise promotes physical, mental, social, and emotional well-being. It also allows for bonding time.

#### **Step 3**

**With who:** Father (Or any male authority figure)

**Holistic model:** Cognitive, Spiritual, Social, Physical, emotional

**Tone:** Masculine

**Stage of change:** 4th, Action

**Who -** Lonely adolescent male

**What -** Take a 20 minute walk dad and talk about future ambitions and get his advice (or just anything that is one your mind).

**Why -** Exercise promotes physical, mental, social, and emotional well-being. It also allows for bonding time.

#### **Step 4**

**With who:** Father (Or any male authority figure)

**Holistic model:** Cognitive, Spiritual, Social, Physical, emotional

**Tone:** Masculine

**Stage of change:** 5th, Maintenance

**Who -** Lonely adolescent male

**What -** Repeat steps 1 through 3 twice a week.

**Why -** Exercise promotes physical, mental, social, and emotional well-being. It also allows for bonding time.

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## Appendix U

**Module 17:** Teaching Generosity To Teens and Children

**Core Value:** Service and community

### Step 1

**With who:** Mother (Or any female authority figure) and Neighbors

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** 4th, Action

Who - Male or female teen or child

What - Give something you made with mom to your neighbor. This can be a baked pie, picked flowers, harvested plants, etc.

Why - This teaches generosity and social skills. It also allows the child/teen to bond with the mother.

### Step 2

**With who:** Mother (Or any female authority figure) and Neighbors

**Holistic model:** Cognitive, Spiritual, Social, Physical, emotional

**Tone:** Female

**Stage of change:** 5th, Maintenance

Who - Male or female teen or child

What - Repeat the last step once a month.

Why - This teaches generosity and social skills. It also allows the child/teen to bond with the mother.



# APPENDICES

## Appendix V

### **Module 18: Increasing Happiness By Spending Time With Animals**

**Core Value:** Happiness and Peace

#### **Step 1**

**With who:** Animals

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** 4th, Action

**Who** - Lonely, depressed, and/or anxious person (any age and gender)

**What** - Spend at least 15 minutes with an animal. This can be a dog, cat, bunny, hamster, horse, turtle, etc. Walking, cuddling, or feeding an animal is shown to have many benefits. If you do not have access to an animal, even just watching videos of an animal is shown to have some of these positive benefits.

**Why** - Physically, spending time with animals can increase immune functioning, lower heart rate and blood pressure, decrease feelings of loneliness, increase happiness, calm anxiety, ease social discomfort, and reduce emotional pain. A study from Washington State University found that petting a dog or cat for just 10 minutes significantly reduced cortisol (your body's stress hormone).

#### **Step 2**

**With who:** Animals

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** 5th, Maintenance

**Who** - Lonely, depressed, and/or anxious person (any age and gender)

**What** - Repeat the last step at least once a week.

**Why** - Physically, spending time with animals can increase immune functioning, lower heart rate and blood pressure, decrease feelings of loneliness, increase happiness, calm anxiety, ease social discomfort, and reduce emotional pain. A study from Washington State University found that petting a dog or cat for just 10 minutes significantly reduced cortisol (your body's stress hormone).

<https://blogs.webmd.com/relationships/20190724/stressed-spending-time-with-animals-might-help>

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## Appendix W

### **Module 19:** Daily Practices to Improve Mood

**Core value:** Stability

#### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 2, Precontemplation

Who - Male

What - Think about 2-3 daily practices.

Why - Setting daily practices will help create structure and consistency, improving mood.

#### **Step 2**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 3, Preparation

Who - Male

What - Now make the daily practices an important part of your day.

Why - Doing the practices will give a sense of accomplishment.

#### **Step 3**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 4, change

Who - Male

What - Do the daily habit without thinking about it.

Why - Having structure and stability improves mood.

# APPENDICES

## Appendix X

**Module 20:** Reducing Anger  
**Core value:** Peace and Calmness

### Step 1

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 2, Precontemplation

**Who -** Anybody any age or gender

**What -** Understand that anger increases headaches, digestion problems, insomnia, anxiety, depression, blood pressure, risk of heart attacks, skin problems (such as eczema), and strokes. It is also bad socially. Anger is an ineffective way to communicate and can ruin relationships.

**Why -** Understanding that anger is bad for your health and can ruin relationships will motivate the subject to want to fix their problem and control their emotions.

### Step 2

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual, Social, Physical

**Tone:** Feminine

**Stage of change:** Stage 3, Preparation

**Who -** Anybody any age or gender

**What -** Monitor/track the anger for two weeks. Everytime you feel frustration, impatience, or pure rage, write it down (this can be done in your phone notes, paper and pencil, etc). You may be surprised at your results. Write down what made you angry, the intensity of your anger (1-7), thoughts and images that occurred in your mind during the event, and what you physically did/how you reacted.

**Why -** This will allow you to examine your thoughts and actions from an observer standpoint. This will allow you to gain a better perspective of how you think, feel, and react.

### Step 3

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 4, action

**Who -** Anybody any age or gender

**What -** Feel the anger mentally, but do not act out on it physically. Sit on that angry text for a day or two, walk away from that fight, etc.

**Why -** Oftentimes after sitting on the problem for a day or two, you are in a calmer state and you will not want to carry out the action. Patience is key.

### Step 4 below

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## **Step 4**

**With who:** Anybody

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 4, action

Who - Anybody any age or gender

What - Be less judgemental.

Why - Especially when getting angry or irritated at other people, realize that in this big world there are an infinite amount of ways people were raised and how they operate. This will reduce getting angry or irritated at others.

## **Step 5**

**With who:** Anybody

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 5, Maintenance

Who - Anybody any age or gender

What - Have empathy for others. Try to see others actions from their point of view or by "living in their skin." Really try to understand where they are coming from. You can also have empathy for yourself and try to figure out the cause of where you are coming from.

Why - It is much more difficult to get angry when you understand where the other person (or yourself) is coming from. We often get angry because we misinterpret others' behavior and have a lack of information. Again, try to understand where the other person is coming from. This will leave you with an overall happier life.

<https://www.psychologytoday.com/us/blog/chill-pill/201501/10-tips-reducing-anger>

# APPENDICES

## Appendix Y

### **Module 21: Finding joy and appreciation in your day**

**Core Value:** Happiness

#### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 2, Precontemplation

Who - Male

What - Think about 2-3 daily practices that you would like to perform each day.

Why - Participating in daily activities begins to formulate a pattern in your brain that you are doing something that you enjoy each day. This is the beginning stage towards creating a space in your day that you will enjoy.

#### **Step 2**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Masculine

**Stage of change:** Stage 3, Preparation

Who - Male

What - Be adamant about engaging with these practices daily.

Why - In order to start transforming these practices to something you enjoy, it is important to make it a habit and something that is natural.

#### **Step 3**

**With who:** Alone

**Holistic model:** Emotional, Physical, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 4, Change

Who - Male

What - As you perform these activities daily, make it a space where you strongly enjoy the activity and lose yourself in it. Really start to infuse passion and positive feelings into these activities.

Why - Now that these practices are second nature, the next step to create significant change is to add more value to these daily practices. Make sure when you are doing these practices you focus on the moment and the happiness you are receiving. It's important that these practices turn into something that brings you much happiness.

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## Appendix Z

### **Module 22: Finding your dream**

**Core Value:** Happiness

#### **Step 1**

**With who:** Alone

**Holistic model:** Cognitive, Spiritual, Emotional

**Tone:** Masculine

**Stage of change:** 2nd, Contemplation

**Who -** Anyone

**What -** Sit down and make a list about what you want to do and what you are good at. Similarly take into account what you would want from your job and what work environment would best suit you.

**Why -** People often feel pressured by society and their family to pursue a future that they deem as the correct path in life. Taking the first step to find your own happiness is creating a plan that you know is a direction you would enjoy. It's also important to know your strengths and weaknesses because this often reveals which futures would be a good fit.

#### **Step 2**

**With who:** Someone close

**Holistic model:** Cognitive, Emotional, Social

**Tone:** Feminine

**Stage of change:** 2nd, Contemplation

**Who -** Anyone

**What -** Ask someone to give you feedback about what they think you would enjoy or be good at.

**Why -** Sometimes other people know us better than ourselves and that can be useful information to know more about yourself you never knew. This opens your mind to new things that you might not have considered but others see fits your personality. Similarly, other people can often have different knowledge about different paths in life or how certain jobs work that you might not have known about.

#### **Step 3**

**With who:** Alone

**Holistic model:** Cognitive, Emotional

**Tone:** Masculine

**Stage of change:** 3rd, Preparation

**Who -** Anyone

**What -** Research future paths that align with the list you created in step 1.

**Why -** It is important to weigh out your options for the future. Similarly, researching realistic paths gives you a more solid plan and can help you narrow the options. Also doing research can

#### **Step 4**

**With who:** Alone

**Holistic model:** Cognitive, Emotional, Social,

**Tone:** Masculine

**Stage of change:** 4 th, Change

**Who -** Anyone

**What -** Take classes, attend a workshop, watch youtube, and read about the career you want.

**Why -** Now that you have pressed on what you might like, it is time to experiment with these options. It is important to devote yourself and learn as much as you can so that you can get a realistic view of what this path might be like.



# APPENDICES

## Appendix AA

### **Module 23: Handling Grief**

**Core Value:** Optimism

#### **Step 1**

**With who:** Alone

**Holistic model:** Cognitive, Emotional

**Tone:** Feminine

**Stage of change:** 2nd, Contemplation

Who - Anyone

What - Write down what you are grieving about/ anything you feel you have lost in life.

Why - Writing down your grievances will improve your mood and make the grievances concrete.

#### **Step 2**

**With who:** Alone

**Holistic model:** Cognitive, Emotional

**Tone:** Feminine

**Stage of change:** 3rd, Preparation For Change

Who - Anyone

What - Write down ways to make the most of the situation or what you are grateful for.

Why - Having ways to make the situation better will make you realize that the situation is not hopeless.

#### **Step 3**

**With who:** Alone

**Holistic model:** Cognitive, Emotional

**Tone:** Feminine

**Stage of change:** 4th, Change

Who - Anyone

What - Do the things written down in step 2.

Why - Improving the situation will give you more optimism in future situations as well as a sense of accomplishment.

Source

<https://www.healthline.com/health/mental-health/how-to-not-feel-lonely#distract-yourself>

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## Appendix AB

### **Module 24: Nighttime Routine**

**Core value:** Peace and balance

#### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual

**Tone:** Feminine

**Stage of change:** Stage 5, maintenance

Who - Male

What - Do a recollection at the end of the day before bed.

Why - By knowing what you did not do in the day, you can address that in the following day.

Source

<https://www.healthline.com/health/mental-health/how-to-not-feel-lonely#distract-yourself>



# APPENDICES

## Appendix AC

**Module 25:** Developing empathy

**Core value:** Caring

### **Step 1**

**With who:** Alone

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 2, precontemplation

Who - Anybody any age or gender

What - Understand that studies show that people with more empathy live happier lives with reduced stress and anger. Having less empathy literally makes your life less enjoyable and more miserable.

Why - Understanding the benefits of having more empathy will encourage the subject to want to develop more empathy.

### **Step 2**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social, Physical

**Tone:** Feminine

**Stage of change:** Stage 4, action

Who - Anybody any age or gender

What - Prioritize listening to others and have the true intention to understand them. This looks like asking follow-up questions, good eye-contact, not interrupting, listening without judging, not imposing your opinions, not planning what you're going to say next and truly focusing.

Why - Empathy starts by listening and understanding others.

### **Step 3**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 4, action

Who - Anybody any age or gender

What - Feel their feelings. After listening, do not think about how you would react. Instead, understand what they are feeling and get in touch with that emotion.

Why - Empathy is not listening to others and examining how you would react. It is stepping outside of yourself, putting yourself in their shoes, and temporarily adopting their emotions.

**Step 4 next page**

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## **Step 4**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 4, action

Who - Anybody any age or gender

What - Be vulnerable. After you take in the other's emotions, you can share experiences of your own challenging emotions.

Why - Being vulnerable can strengthen relations, enhance connection, and allow others to emphasize with you.

## **Step 5**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 4, action

Who - Anybody any age or gender

What - Offer help. Step 3 (feeling their feelings), allows you to offer the right kind of help and not just help that you would need in that situation.

Why - Feeling their pain then offering them help allows you to guide them to the right help FOR THAT PERSON (and not help you would need in that situation) because you feel from their perspective.

## **Step 6**

**With who:** Anybody

**Holistic model:** Emotional, Cognitive, Spiritual, Social

**Tone:** Feminine

**Stage of change:** Stage 5, maintenance

Who - Anybody any age or gender

What - Talk to other people, examine body language, focus on listening, and take action.

Why - Empathy allows you to build deeper and more meaningful relationships, and can give you the motivation needed to make a difference in someone's life. Also, people with high empathy are shown to live happier lives.

<https://www.verywellmind.com/how-to-develop-empathy-in-relationships-1717547>