

The Waccamaw Center for Mental Health

A Facility of the South Carolina Department of Mental Health

P. O. Drawer 1076 / 1804 N. Main St. / Conway, S. C. 29526 / (803) 248-7213

James W. Pearson, Ed.D., ACSW
Executive Director

August 3, 1982 ---

Clinics

Georgetown County
P. O. Box 718
(2710 Highmarket)
Georgetown, S. C. 29440
(803) 546-6107

Horry County

P. O. Box 2889
(608 19th Ave. N.)
Myrtle Beach, S. C. 29577
(803) 448-1431

Williamsburg County

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(310 E. Main St.)
Kingstree, S. C. 29556
(803) 354-6922

Outreach Programs

Friendship House
P. O. Box 1282
(600 Canal St.)
Myrtle Beach, S. C. 29577
(803) 626-7566

Smith-Jones Community Center

P. O. Box 1072
(Hwy. 378 & Grainger Rd.)
Conway, S. C. 29526
(803) 248-7211

Dear Sir or Madam:

Your application to present a program at the Southeastern Stress Management Symposium has been accepted. The committee evaluated a number of proposals for each time slot, and it was decided yours has been developed most thoroughly and fits well with the general theme of the Symposium.

Enclosed is the Program for the meeting, and a hotel reservation card for you to complete if you plan to stay at the Symposium site. There is also an extra registration form in case you know others who might like to attend. Since you are presenting, there is no registration fee.

By the time you receive this I hope to have talked with you to confirm your coming. If you have any questions or need special equipment, please let me know.

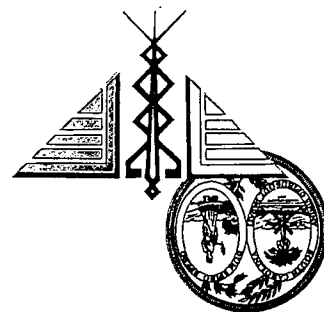
Thank you for participating. I'm looking forward to meeting you in September.

Cordially,

Murry G. Chesson
Symposium Coordinator

MGC/mlm

Enclosure



Antonio E. Puente
Department of Psychology
University of North Carolina at
Wilmington, North Carolina 28406

STRESS MANAGEMENT TECHNIQUE

AS A

TRANSCENDENTAL MEDITATION

I. Introduction

II. Science

A. Classical Perspectives

1. Definition (change demands)
2. Assessment (e.g., Taylor Manifest Anxiety Scale)
3. Treatment (e.g., behavior therapy)

B. Psychophysiological Perspectives

1. Definition (increase in physiological arousal)
2. Assessment (e.g., Type A Behavior Scale)
3. Treatment (e.g., Progressive Muscle Relaxation)

III. Meditation

A. Definition

1. Goal (e.g., mindfulness)
2. Effects (e.g., increase in awareness)
3. Process (e.g., concentration)

B. Types of Meditation

1. Concentrative (e.g., focus on mandala)
2. Non-concentrative (e.g., Zen)
3. Combination (e.g., Transcendental Meditation)

C. Individual Considerations

1. Normal (ok) vs. clinical (?) populations
2. Motivation (greater motivation increases chance of success)
3. Expectation (aligned expectations lead to success)
4. Dropout vs. continuation of method (healthy attitudes lead to continuation)

D. Instructor Considerations

1. Relationship with client (not stressed, but should)
2. Effectiveness (related to warmth and other therapist variables)

E. Practical Points

1. Discussion with client (place client in proper cognitive set)
2. Instruction (brief, understandable, and effective)
3. Location of practice (quiet, removed locale)
4. Posture (either yoga or normal sitting position is acceptable)
5. Yoga exercises (stretching prior to practice aids practice)
6. Breathing (either controlled or automatic; first step)
7. Attentional focus (either controlled or free-floating; basic step)
8. Time (15-20 minutes with clock)

F. Comparison with Other Techniques

- 1. Hypnosis (more self-directed)
- 2. Cognitive therapy (less 'cerebral'; different goals)
- 3. Progressive Muscle Relaxation (focus on complete physiology)

IV. Transcendental Meditation

A. Origins

- 1. Maharishi Mahesh Yogi (developer in western world)
- 2. Introduction to west (San Francisco in 1959; Beatles in 1965)

B. Definition

- 1. To date, none available
- 2. Effects and goals could be considered as alternative definition

C. Practice

- 1. Training technique (one week with trained instructor)
- 2. Practice twice daily; twenty minutes per time
- 3. Variations depending on amount of instruction

D. Effects

- 1. Non-physiological (intelligence, vocational, interpersonal, ...)
- 2. Physiological (breathing, brain wave, muscle tension, skin activity, others)

E. Problems with Empirical Data

- 1. Research techniques (methods, subject populations, variables)
- 2. Conclusions (generalizability, ability to refute, attitude)

V. Demonstration

A. Diaphragmatic Breathing

- 1. Preparation (comfortable position and relaxed attitude)
- 2. Instructions (inhale, exhale, relax, hold, repeat)

B. Stretching (Asanas) Postures

- 1. Preparation (as above, preferably on flat surface)
- 2. Instructions (arms up, legs down, breath, rest, bend forward, bend backward, bend sideways, breath, rest, repeat)

C. Meditation

- 1. Preparation (comfortable sitting position - for 15 to 20 minutes)
- 2. Instructions (cognitive set, breathing pattern, repetition of mantra, effortless approach to time and thought)

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Benson, H. The relaxation response. New York: William Morrow, 1975.

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Johnson, D., Domash, L., & Farrow, J. (Eds.) Scientific research on the transcendental meditation program. Switzerland: MIU Press, 1975.

Maharishi Mahesh Yogi. Transcendental meditation. New York: Signet, 1963.

Shapiro, D. H. Meditation: Self-regulation strategy and altered state of consciousness. New York: Aldine, 1980.

Shapiro, D. H., & Walsh, R. N. (Eds.) The science of meditation. New York: Aldine, in press.

Transcendental Meditation
Procedural Outline

Session I.

A. Lecture - "Introduction to Transcendental Meditation."

B. Discussion of lecture.

Session II.

A. Preparatory Lecture - "The Technique of Transcendental Meditation."

tion: Basic Principles."

B. Discussion of lecture.

Session III.

A. Personal Instruction - "The Technique of Transcendental Meditation."

tion."

B. Discussion.

Session IV.

A. Lecture - "Practical Considerations of Transcendental Meditation."

tion."

B. Discussion.

Session V.

A. Lecture - "The Mechanics of Stress Reduction."

B. Discussion.

Session VI.

A. Lecture - "The Development of Human Potential Through Transcendental Meditation."

B. Discussion.

Session VII.

- A. Checking procedure for correctness of the practice.
- B. Discussion of uses of treatment in post treatment assessment session.
- C. Completion of post treatment self report questionnaires.

Self Relaxation Therapy

Procedural Outline

Session I.

- A. Introduction and brief assessment of client's problems.
- B. Section I of Self-Relaxation Therapy Manual - explanation and rationale of Self-Relaxation Therapy (SRT).
- C. Twenty minutes of self-relaxation.
- D. Discussion of the experience of self-relaxation.
- E. Section II of therapy manual - application of SRT to client's problems.
- F. Discussion of homework - The importance of homework will be stressed and client will be instructed to practice twice daily and maintain records of their practice.

Session II.

- A. Discussion of time since last therapy session, homework and resolution of any problems with self-relaxation training.
- B. Continue with Section II of therapy manual.
- C. Twenty minutes of self-relaxation.
- D. Discussion of homework and record of practice.

Session III.

- A. Discussion of time since last therapy session and homework.
- B. Continue with Section II of manual.
- C. Twenty minutes of self-relaxation.
- D. Reminder of importance of homework.

Session IV.

A. Discussion of time since last therapy session and homework.

B. Continue with Session II of manual.

C. Twenty minutes of self-relaxation.

D. Reminder of importance of homework.

Session V.

A. Discussion of time since last therapy session and homework.

B. Continue with Session II of manual.

C. Twenty minutes of self-relaxation.

D. Reminder of importance of homework.

Session VI.

A. Discussion of time since last therapy session and homework.

B. Finish Section II of therapy manual.

C. Twenty minutes of self-relaxation.

D. Discussion of uses of treatment in post treatment assessment

session.

E. Completion of post treatment self report questionnaire.

(BENSON'S) RELAXATION RESPONSE

INSTRUCTOR'S MANUAL

I. Introduction to Relaxation Response

A. Nature of technique

1. easily learned

2. mental technique; not an exercise

3. not time consuming; only 10-20 minutes per session

B. Universal nature of technique

1. does not work on level of diet, beliefs, religion

2. works on common system; nervous system

3. allows to experience relaxation

C. General effects of technique

1. effects more significant than specific experience

- a. better than reading a book, hearing speaker, etc.

- b. helps individual recover from fatigue and stress

2. effects on nervous system

- a. nervous system is analogous to a machine which

- suffers wear and tear and requires rest

- b. sleep is the body's means of resting since wear

- and tear accumulates and causes damage of nervous system

- c. technique provides deep relaxation in order to

- eliminate stress and fatigue of day which can make

- us more alert

D. Specific effects of technique

1. mental potential

- a. mental ability is affected by way we feel; if we are

- more relaxed our minds may function better

- b. the more relaxed one is, the better quality of life

- he possesses

c. technique helps take mind into passive attitude

causing relaxation

d. when a person relaxes, he brings it out with him

2. health

a. rest is important to a person's body; it allows the

body to rejuvenate itself

b. technique also facilitates the settling down of body

c. several physiological signals change for the better

d. since a person feels more rested, he is able to

control and enjoy life more

3. social behavior

a. when people experience lots of stress they typically

do not socialize well

b. technique helps dissolve fatigue

c. when an individual personally feels better, he will

radiate those good feelings and all relationships will

improve

II. The Relaxation Response Technique

A. Mechanics of practice

1. technique's essential elements

a. quiet environment

b. mental device which helps one to tune out and listen

in

c. adoption of a passive, relaxed attitude

d. comfortable position with eyes closed

e. practice about 10-20 minutes

7. don't feel inhibited; ask questions

6. don't fall asleep

5. don't get nervous and try to please us

4. do ask question to clarify issues

3. do practice what you know best

2. do take a passive and relaxed attitude

1. best to do it sitting upright

A. Do's and don'ts of practice

IV. Review of Technique

to clarify any questions or ambiguities

2. ask them to elaborate on technique and help

1. ask individual how they relax

A. Instruction

III-B. Individual's Relaxation Response

breathing and repeating to yourself "one"

briefly prior to returning to being aware of your

5. if thoughts come to your head, attend to them

all it should be easy

4. remember that it should be passive, but most of

repeat the word "one" as you breath in and out

3. as you are thinking about breathing passively

2. breath through nose and remain aware of breathing

your way to the head by tensing and relaxing

1. relax all muscles; begin with feet, slowly work

A. Instruction

III-A. Benson's Relaxation Response Instruction

V. The Nature of Stress

A. Types of stress

1. emotional

2. environmental

3. physiological

B. Effects of stress

1. high blood pressure and other heart diseases

2. sweaty palms and feelings of nervousness

3. inappropriate thinking and irrational ideas

4. stress and fatigue

C. Effects of technique on stress

1. helps reduce stress and fatigue

2. improves mental ability, health, social behavior

VI. Life With Less Stress

A. Mental ability

1. more alert

2. more clear thinking

3. better able to deal with situations and to control them

B. Health

1. less risk of physiological diseases

2. less reaction to physiological stress

C. Social behavior

1. better able to deal with others, including superiors

2. get more reinforcement from others

TITLE: Transcendental Meditation as a Stress Management Technique

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ABSTRACT: In recent years, psychologists have shown increasing interest in the self-regulation of psychophysiological activity. Of special significance has been strategies emerging from the East, including meditation.

Transcendental meditation (TM) has been one of these techniques which has gained great public interest and generated considerable research. Indeed since its introduction to the West, over one million individuals have been instructed in the technique. Additionally, several hundred research articles have been published on the subject.

Of particular significance has been the claim of practitioners of TM of the value of this technique in reducing stress related symptoms. For example, early published reports by Wallace and Benson (in Science) indicated that during the practice of this technique, various physiological indices are lowered indicating a more relaxed state. Recent studies, however, (Luzette & Beiman, 1930) question the generalized validity of such claims.

The purpose of this presentation will be not only to review the stress-related literature but to provide for less generalized (thus, more specific) interpretations of the effects of TM on stress-related symptoms, with special emphasis on physiological (e.g., cardiovascular) activity. The effects of this technique will be compared to those achieved by other methods, such as Benson's Relaxation Response. The underlying mechanisms of these and related techniques which appear to reduce stress-related symptoms will be discussed. Presentation will end with audience participation of meditation procedures.

Time requested - two hours.

Transcendental Meditation

Therapist's Manual

Preparatory Lecture

Purpose of the Lecture: To give the knowledge necessary as a prepara-

tion to learning Transcendental Meditation.

I. Introduction (Refresh memory and lay logical foundation for

present talk)

A. Greeting and welcome

B. Review Introductory Talk

1. Natural tendency of life is to evolve, progress

2. Progress on steps of rest and activity - deep rest

basis for dynamic action

3. TM produces deep rest in mind and body (refer to scientific

research), releases stress, leads to powerful and clear

thinking, effective action and fulfillment

4. TM develops life as a whole by nourishing life at most

basic level (watering root analogy); establishes contact

with pure field of Creative Intelligence

II. The Practice (give necessary understanding of principles and

mechanics of TM)

A. Nature of Practice - What Happens

1. Mind contacts source of thought, pure field of CI, in

systematic, effortless manner.

2. Mind experiences unbounded pure awareness in a spontaneous,

easy natural way

B. Mechanics of Practice - How it Happens

1. More active state contains less active state
2. Through systematic refinement of thought, TM allows activity of thinking to come to rest while mind remains fully awake
3. This is restful alertness, pure unbounded awareness. In it, mind is prepared to spring into dynamic action (bow analogy)

C. Principles of Practice - Why it Happens

1. Natural tendency of life to grow toward more and more

knowledge, more satisfaction, and more power; is seen in the natural attraction of the mind toward something more interesting, more satisfying. (mind spontaneously will shift from watching a boring TV show to drifting off to listen to favorite show on radio in next room)

2. As mind experiences finer levels of thought, more

infinite, lesser developed states, it finds increased

potentiality available. As it reaches the source of thought,

an infinite reservoir of potentiality, it finds this

unbounded awareness (full consciousness) very satisfying

(like diving, you learn the correct angle of the bottom

of the pool)

3. The most fundamental principle is: TM utilizes the very

nature of the mind

D. Uniqueness of the Practice - How it Differs

1. Concentrating forces mind, goes against natural tendency.

Activity of effort prevents reduction of activity of

thinking.

2. Contemplation restricts mind to horizontal level of

meaning of thought.

E. Details of the Practice - How it is Done

1. TM dissociates the meaning, uses only sound of thought

(two aspects of thought - sound and meaning), to keep

mind lively in undirected way

2. TM thereby allows spontaneous refinement or reduction

of the sound by the mind.

3. Two things to learn:

a. The technique for experiencing refined values of

the sound by the mind.

b. The sound itself - called mantra, sound whose

effects are known; specifically selected to suit the

individual; has life supporting effects.

III. The Tradition: (give confidence in the teacher and in the

validity of the technique.)

A. Teachers of TM fully trained to select mantra and instruct

in proper use.

B. Knowledge comes from age and tradition of Vedic Masters.

C. Most recent custodian of this wisdom - Guru Dev - Maharishi's

Master (have Guru Rev's picture visible).

D. TM taught in name of this tradition to insure that purity

and effectiveness are maintained. Therefore, there is

performed a short ceremony of gratitude, an expression from

teacher to teacher which the student is asked only to witness

IV. The Course: (State practical aspects of the procedure of learning

TM.)

A. Time requirement - four meetings vital on consecutive days

(more knowledge is given on the basis of each days experience.)

B. Fifteen day drug abstinence - physiological consideration

for clear experiencing learning TM (review mind body corre-

lation briefly.)

C. Course fee - to be brought on day of Personal Instruction

(for this project, fee has been waived)

D. Things to bring

1. A few nice fresh flowers

2. Two sweet fruits

3. New white handkerchief

E. Leave plenty of time so as not to feel rushed; better to have

not eaten just before coming, but allow two to three hours

to digest a full meal; be fresh, clean, and rested.

Self Relaxation Therapy Manual

I. Introduction and Presentation of Rationale

In this section, the therapist gives a brief explanation of self-relaxation therapy (SRT) and the rationale for its use and effectiveness.

The following is the basic approach to be taken in the presentation of the rationale:

"The kind of therapy we are going to employ in order to help you reduce your unwanted tension and anxiety is called Self-Relaxation Therapy. As the name implies, this treatment involves the use of the self-relaxation skills we all possess. Almost without exception,

everyone is capable of relaxing themselves. The skills required to accomplish this goal are natural ones. As with many natural skills,

some people have developed their ability to relax more than others and consequently can relax with greater proficiency. The goal of

SRT is to aid you in realizing the full potential of your own natural relaxation abilities. Just like the mastering of any other skill, it will be necessary to practice self-relaxation. This is done twice daily.

At this point, I would like to briefly inform you of my background and qualifications. I am presently pursuing a Ph.D. in Clinical Psychology. I have been trained and extensively supervised by a Ph.D. level Clinical Psychologist and I have successfully employed these procedures with many individuals such as yourself.

such as a loud noise, may cause a far more detectable amount of tension

prone to other adverse consequences. For example, a mild stressor,

People with higher than necessary resting levels of tension are

plaints).

the principles elucidated thus far to the client's presenting com-

ment of the client's problems, the therapist should attempt to relate

Perhaps in your case... (using information gathered in the assess-

or "keyed up".

example of this phenomena would be a person who is constantly "upright"

resting level of tension which is much higher than it need be. An

result of these tension producing experiences, many people develop a

which tend to produce "wear and tear" on our nervous systems. As a

Throughout our lives, most of us face many stressful situations

level of tension and is necessary for the maintenance of posture.

your chair. This functional level of tension is called the resting

certain amount of tension is required for you to sit semi erect in

are awake) possesses a certain amount of tension in their muscles. A

At this point, it is important to note that everyone (while they

arousal.

concurrent physiological recordings demonstrating a lowered state of

these other treatments and their self reports are substantiated by

participants in SRT report becoming as relaxed as people receiving

therapy or highly technical procedures such as biofeedback. Research

will be discussing are just as effective as more sophisticated psycho-

this and other universities has demonstrated that the procedures we

rather naive or at least simple idea. However, recent research at

At first, the concept of self-relaxation may seem to you to be a

II. Application of Self-Relaxation Therapy to the Client's Problems.

Do you have any questions on what we have covered thus far?"

tension.

the more effective you will become in decreasing your resting level of whatever you wish to accomplish. Furthermore, the more you practice,

build up of tension and allowing you to become more effective in

relaxation, twice daily, an act as a rinse of your body removing the

the practice of self-relaxation can play an important role. Self-

effectively with your surroundings. It is also at this point where

frustrated. When this point is reached, you are no longer able to deal

a point where you are saturated and subsequently become fatigued or

given day, you can cope or deal with so much tension until you reach

pleting the task. Your body works in a similar way. During any

if you rinse out the cloth it will once again become useful for com-

becomes very soiled at which point it loses its effectiveness. However,

The washcloth will be effective in picking up the dirt until it

dirt on the table will represent the daily stresses you experience.

washcloth will represent your body (it's physiological system) and the

and you want to clean it with a wash cloth. In this analogy, the

explain this process. Let's assume that you have a very dirty table

tension levels to a more adaptive state. An analogy may help to

tion, to relax, cope with daily stresses and decrease their resting

the day and across the years, a person can learn, through self-relaxa-

Just as the resting level of an individual can increase during

those at lower resting levels of tension.

levels of tension are also more likely to become easily fatigued than

than the same event at a lower resting level. People with high resting

Having presented the rationale for self-relaxation therapy, the

therapist begins the instruction of the self-relaxation procedures

while focusing on the client's specific problems.

Establishment of two times of day at which the client can practice

relaxation. It is important for the client to set aside time to

practice self-relaxation skills. The therapist should help the client

establish two thirty minute periods for this purpose. Only twenty

minutes of this time will be necessary for the practice of self

relaxation. The extra ten minutes are allotted so as not to rush

the client through any one practice session.

Establishment of a place to practice. The therapist should work

with the client to secure an environment conducive to relaxation. This

place should be quiet, dimly lighted somewhat isolated (so client will

not be interrupted) and be maintained at a comfortable temperature.

A comfortable chair is also recommended for optimal results.

The therapist should stress the role the client's external environ-

ment can play in the achieving of a state of relaxation. He should

note that the preceding suggestions concerning the place of relaxation

practice are important in that they attempt to provide an optimal en-

vironment for relaxing. For contrast, the therapist could cite

examples of places not conducive to relaxation practice (i.e., bowling

alley, children's play room).

Discussion of the concepts of active versus passive relaxing. The

therapist should differentiate between actively and passively trying

to relax and expouse the benefits of using a passive strategy. The

client should be instructed to passively try to relax, attending only

to his body sensations. His thoughts should be allowed to come and

and go with no effort made to screen or block any thoughts. An

analogy can be drawn between passively trying to go to sleep noting

if one actively tries to fall asleep it is often futile.

As with the external environment, the therapist should stress the

importance of the client's internal environment as it functions

to facilitate or inhibit relaxation. Emphasis is placed on the client's

attending to his bodily sensations associated with deep relaxation

so the client will become more adept at differentiating states of

tension versus relaxation.

Discussion of daily benefits and future gains. The therapist

should discuss the potential benefits of being proficient at self-

relaxation. On a day to day basis, the skill can be used to help the

client deal more effectively with a stressful event by practicing

self-relaxation either before and/or after it occurs. Over a longer

period of time, the practice of self-relaxation will aid the client

in being generally more effective and less fatigued than if he did not

practice SR.

Discussion of Homework. The therapist should stress the import-

ance of homework. He should not that in order to receive the full

benefits of self-relaxation training, the client must practice the

technique. The client should also be instructed on how to use the

practice record sheet.

PROGRAM

Wednesday, September 29

5:30 - 7:30 p.m. Registration opens

Thursday, September 30

8:00 a.m. Registration continues

9:00 a.m. Introduction

9:15 a.m. Keynote Presentation - Dr. Gary L. Wood

1. Marketing and conducting Stress Management Training: An Overview
2. Nature and cause of stress.
3. ABC's of Stress Management.

Thursday, September 30, Afternoon

Series A

- (1) 2:00 p.m. Introduction to Relaxation Training - Murry G. Chesson - R. Russell Lewis
- (2) 3:00 p.m. Food, Nutrition and Stress - Evalyn K. Brindel
- (3) 4:00 p.m. Guided Imagery and Music - Ron Lackey
Marva Lackey

Series B

- (1) 2:00 p.m. Conducting Stress Management for Supervisory Personnel - Peter Neidig
- (2) 3:00 p.m. Personal and Social Skills Training for Chemical Abusers - Tien T. Lin
- (3) 4:00 p.m. Use of Imagery In Preparation for Surgery, for Maximum Body Cooperation During Surgery, and for Rapid Recovery After Surgery - Margaret T. Lawrence

6:00 - 7:30 p.m. CASH BAR

Friday, October 1

- (4) 9:00 a.m. Transcendental Meditation as A Stress Management Technique - Antonio Peunte
- (5) 10:30 a.m. Initiating Stress Management Programs in a Community Mental Health Center - George A. Blancke

- (4) 9:00 a.m. Biofeedback Training in Substance Abuse - C. Edgar Spencer
- (5) 10:30 a.m. Desinging Stress Management Programs - Peter Neidig

Noon Lunch

- (6) 2:00 p.m. Stress Management For Professionals - Joan Vincent
Ida Milan

- (6) 2:00 p.m. Miniority Groups and Stress - Evalyn Dunlap
(Enrollment limited)

4:00 p.m. Evaluation and Discussion of Symposium

This Symposium is an opportunity for all professionals, whether experienced in the application of stress management techniques or new to the area of stress management, to meet in a relaxing atmosphere and learn.

Dr. Gary Wood of Human Resource Associates, Tampa, Florida, will present the keynote presentation focused upon the marketing of stress management, including his theory on the cause and management of stress.

Other Stress Management professionals will offer a wide variety of seminars, from Relexation to Program Design. These programs are designed to accomodate the needs of professionals with varying levels of experience.

Program Series A consists of six seminars/workshops to provide basic training in the skills of managing stress. Series B focuses on the development and presentation of stress manangement programs. Each participant may register for programs in either or both Series.