

Volume 4 • Issue 1 • Fall 2009

# wellnessworks

UNIVERSITY OF MINNESOTA



## FACING CHANGES

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Face of Change page 4

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and Activity page 18

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Dear Readers:

Whether it is adjusting to an incoming class of students, facing the realities of economic hardship, or even digging out the sweaters to arm ourselves against Midwestern winter elements, change is happening around us at all times. While change has stepped into the limelight, facing change is more than a political mantra: it can be fueled with emotion, it can provide both loss and opportunity in the same circumstance, and it often results in a drastic shift in our normal way of being, our expectations, and even our dreams.

In choosing the theme of “Facing Changes” for this fall edition of Wellness Works, some tough subjects are addressed. The hard truth is that people have lost their jobs, and need to find ways to set themselves apart in a competitive job market. It’s also true that sometimes the colleagues left behind have a lot to manage, albeit fortunate, also have many issues to confront. Two articles, “Becoming resilient in the Face of Change” (page 4), and “Rolling with the Punches at Work” (page 8), tackle these two issues head-on.

Facing changes forces many of us to step back and do an inventory of our lives—what we value most, and what should be our top priorities. Taking care of ourselves and our health (sometimes so we can care for others), is gradually moving to the top of many individual’s lists. “It’s Never Too Late” (page 12), addresses activity and aging...reminding us there really aren’t any excuses in taking steps to better health through physical activity.

Finally, Wellness Works has undergone a few subtle changes, based on feedback from a randomized campus survey administered this summer. The editors were pleased to learn that the majority of readers would like to continue to receive the magazine in print form, and many of you offered suggestions for future topics. The goal of this publication has always been about promoting the well-being of the University community—however you individually define wellbeing. That’s a change we can all embrace.

Lisa Lemler

*Assistant Director for Programs  
Department of Recreational Sports*



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# SIX DIMENSIONS *of wellness*

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## **occupational**wellness

Finding satisfaction in rewarding and meaningful work that utilizes unique personal skills and talents and enhances lifestyle. Expressing values and commitment through paid or volunteer work that contributes to overall well-being.

## **emotional**wellness

Being emotionally self-aware by accepting, managing and expressing feelings. Seeking out and nurturing trusting, committed and mutually-respectful relationships. Having a positive outlook and recognizing challenge, risk and conflict as opportunities for emotional growth.



## **physical**wellness

Making health a priority by being regularly physically active, and making proper nutrition choices. Being aware of how our body best functions, how we feel, and how we manage stress. Creating balance by making positive health choices and seeking appropriate medical care.

## **spiritual**wellness

Realizing the importance of questioning the meaning and purpose of life and the lives of others. Appreciating that not everything can be understood. Becoming tolerant of other viewpoints while still holding fast to personal values, goals and purpose. Developing a sense of unity and wholeness, and turning thoughts into action.



## **intellectual**wellness

A simple commitment to life-long learning and personal development. Seeking out opportunities beyond "book knowledge" that include creativity, critical thinking, and being intuitive and expressive.

## **social**wellness

Understanding and valuing the interconnectedness between human beings. Respecting family and community through effective communication. Recognizing the importance of a healthy living environment and respect for the natural world. Striving for positive, interdependent relationships to foster harmonious living.

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*wellness:*

*An active process of becoming more aware of, and making choices toward, a more successful existence through a multi-dimensional approach to health*

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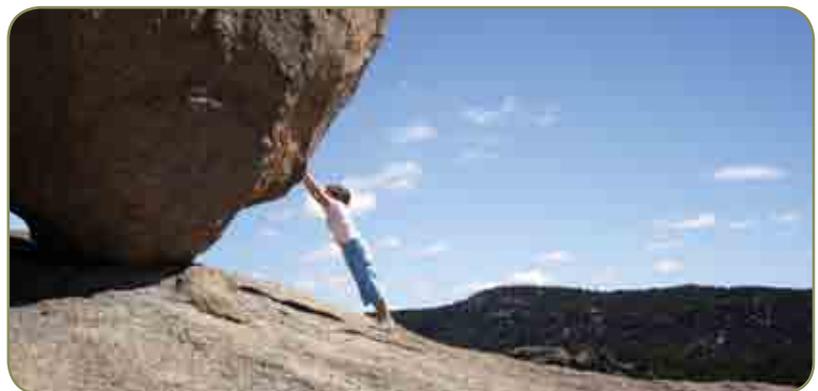
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# BECOMING *resilient* IN THE FACE OF CHANGE

*Dee Anne Bonebright—consultant, organizational effectiveness division of the Office of Human Resources*

It's no secret that we are living in a time of significant change. Some people are dealing with major changes to work roles or even the loss of a job. Others no longer feel confident about their job security and ability to perform tasks that are expected of them. In many cases, these work challenges are compounded by significant changes in home lives as well. How we approach these changes makes a significant difference to health and wellbeing.

What makes the difference between people who can face uncertainty with a sense of control and competence and those who become stuck and feel helpless? According to Donna Bennett, a consultant in the Organizational Effectiveness division of Human Resources, part of the difference is in a person's resiliency. Resilience is the process of adapting well in the face of adversity, trauma, or even significant stress. It can be thought of as the

ability to "bounce back" from difficult circumstances.

Bennett says resilience is a common trait. "We've all experienced resiliency unless we've chosen to stay in bed with the covers pulled over our heads," she says, "It involves thoughts and actions that can be developed in anyone." She recommends that when we begin to feel overwhelmed by change, it is useful to stop and think back to times when we have handled change successfully. Reflecting on strengths that have helped in the past can help us identify ways to address the future. Finding ways to take action can be the first step toward taking charge and feeling back in control.

## Understanding Transitions

Another helpful strategy in dealing with change is to recognize the predictable process that people experience when dealing with change. William Bridges has been writing about this topic since the 1980s. He says that change

is about a new situation—for example, moving to a new house, finding a new job, getting laid off, or getting married. Transition, on the other hand, is the psychological process of coming to terms with the change and managing the details of the new situation. Understanding the three-phase transition process can be very helpful for building resiliency.



## Phase 1: Endings

Bridges observed a simple, but very important, rule: every transition begins with an ending. The heart of the transition process is the ability to recognize and deal



with the things that are going away. This phase is clear when the change is sudden and unwelcome, such as death or job loss. It is less clear when the change is welcome and positive. Too often, we attempt to move forward into the change without first acknowledging the things that are ending and letting them go.

### **Phase 2: Neutral Zone**

In this phase, the old way is gone but the new way has not been established. This is a time of uncertainty and confusion. People need to reestablish a sense of control, gather information to understand what is happening, and develop support networks. The neutral zone is also a place of creative possibility. It provides opportunities to experiment with new ways of doing things and to find new solutions.

### **Phase 3: New Beginnings**

In the final phase, people develop a new identity. Possibilities from the neutral zone are developed into goals. New energy and a new sense of purpose make the change work.

An example of a transition many of us are familiar with is graduation from college. This is a welcome and desired change, but the phases of transition still apply. First, new graduates need to address many significant endings - they are no longer students, no longer living on campus, no longer working in the academic environment. The University helps the transition by providing rituals and ceremonies to mark these endings. In the neutral zone, graduates seek a new identity. They may explore job opportunities, find new living arrangements, and take other

steps to create a new, non-student life. Finally, the graduate creates a new beginning by starting a new job, moving to a new city, and developing new life goals.

Most transitions are not as clearly defined. Resilient people are able to identify and seek out resources they need to move through each phase. Like the new graduate, they create celebrations and rituals to acknowledge the endings. They use the neutral zone for exploring options and creating new identities. Even in difficult and traumatic situations, they are able to move through the transition and emerge into new beginnings as stronger people.

### **Transition Stories**

Barbara Laporte is the Director of Career Services for the School of Public Health. She experienced

*Continued on next page*



a significant transition when her supervisor, the director of the department, left the University after 15 years. The position was not replaced, the department was reorganized, and everything changed. Barbara says that her initial reactions focused on the losses. She experienced shock, sadness, and anger about the situation. At first she was very busy, as she and others in the department took on a heavier workload. Then, she moved into the second phase. In the neutral zone, she found herself tapping into her creativity, learning new ways to help the department become more visible and valuable to students. Eventually she experienced a new beginning as director. Barbara said that the experience...“cemented the idea that each person has to be willing to be flexible, and prepared at any point in time to deal with change.”

Jennifer Engler also experienced a recent transition when she moved from her position as Senior Psychologist at University Counseling and Consulting Services within the Office of Student Affairs to Associate Director of Undergraduate Student Services in the College of Education and Human Development. Jennifer has a strong belief in using positive psychology to develop and supervise others. Positive psychology is described as the practice of uncovering people’s strengths and capitalizing on what people do well versus focusing on remedying deficits. To facilitate her own transition to collegiate student services and to successfully manage a sizeable staff, many of whom had been experiencing significant transitions as a result of strategic positioning reorganization, Jennifer helped

her staff identify their individual talents and strengths. That way, when redefining their roles and responsibilities they could focus the majority of their workday efforts on those tasks that they excelled at, and from which they gained energy. Jennifer helped the team apply their individual talents to their new roles in order to best address the changing needs of an ever-evolving student body they were charged with serving. Jennifer drew upon some of her own talents of strategic communication and relationship building to help build a culture of trust, integrity and respect within the new team of student services colleagues.

### **10 ways to build resilience**

Excerpted from the American Psychological Association, *The Road to Resilience* (<http://www.apahelpcenter.org>)

- 1. Make connections.** Support from close family members, friends, or others strengthens resilience. Being active in civic groups, faith-based organizations or other local groups, or helping others can help with reclaiming hope.
- 2. Avoid seeing crises as insurmountable problems.** You can’t stop highly stressful events from happening, but you can change your response to them. Try looking to how future circumstances might be better. Note any subtle ways you might already feel better as you deal with difficult situations.
- 3. Accept change as part of liv-**

*Continued on next page*

**ing.** Certain goals may no longer be attainable because of adverse situations. Accepting unchangeable circumstances can help you focus on those you can change.

**4. Move toward your goals.** Develop some realistic goals. Do something regularly—even if it seems small—that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask, “What’s one thing I can accomplish today that helps me move in the direction I want to go?”

**5. Take decisive actions.** Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wish-

ing they would just go away.

**6. Look for opportunities for self-discovery.** People often learn something about themselves and may find that they have grown as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater personal strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.

**7. Nurture a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

**8. Keep things in perspective.** Even when facing very painful events, try to consider them in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

**9. Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

**10. Take care of yourself.** Pay attention to your own needs and feelings. Engage in activities you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.


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# ROLLING WITH THE PUNCHES AT WORK

## How to Embrace Occupational Change

*Heidi Grange—human resources director, West, a Thomson business*

### faces of wellness



#### Jill Thielen

wellness program coordinator, Office of Human Resources

It is important to keep a clear head during an occupational transition. Finding ways to manage stress—staying active and watching my diet—keeps me balanced. Uncertainty—not knowing what an end result should or will be—presents the greatest challenge. While in a job transition I try to look for the opportunities: a chance to learn, or a way to leverage my skills to enhance my contribution. Also, learning to rely on the people I work with has helped me form some strong relationships and led to a better team overall.

Change is all around us all the time. Whether it is change in seasons, change in political offices, or change in the latest concept of a ‘reality’ television show, one constant is that there will always be change. Over the past year, the economic environment has inflicted more change and transition on workers, both in the United States and globally, than experienced since the Great Depression. Dealing with occupational change and transition has become a daily headline. But just because it has suddenly become commonplace doesn’t make it any easier when it happens to you. Once such a change has happened, be it a job loss, a move into a newer job or new office environment, where do you go? What do you do next?

#### Address Emotions

First, recognize that when you are dealing with an occupational change, it is perfectly normal to have feelings of loss or grief. After a job reduction in your office,



for example, you may grieve for the loss of co-workers with whom you are used to catching up over coffee each Monday morning. Or you may be increasingly stressed each day when you leave the office because you now have more work than ever and have fewer hours in the day in which to complete it. This is a perfectly acceptable initial reaction to change. But like



any other life change, you need to be cognizant and wary of staying in one emotional place for too long. Give yourself time to experience the emotions associated with the surprise of a layoff, then quickly initiate a plan to deal with this change.

#### Initiate a Plan

Talk with others about how you are feeling and what your plan is. Ask what they perceive your strengths and assets to be and what they feel you excel in doing. By understanding this better, you will be able to target positions and companies where you best fit in.

Be flexible. As you search for a new position, take on additional work or a role change. Be open and receptive to getting something that may not be expected. Look at this as an opportunity to broaden your skills and experience, which ultimately makes you more marketable.

Have a positive attitude and focus

on your work. Don't get in a rut of focusing on what has happened or what may happen if there are further reductions or job changes. Focus on doing the best you can with your current workload and adding value to your organization. When times are tough, employees who can demonstrate the value they add somehow always land on their feet.

Network and maintain professional relationships. Now is the time to reach out to former colleagues, professional associations, alumni, neighbors, church, etc. You never know who is connected to whom and you need to leverage your pool of connections to raise awareness of your skills and experience.

Finally, remember that this too shall pass. Yes, unemployment is hovering close to 10%, but several years ago it ranged between 5-6%. While you may feel short-term pain with a job loss or change, the likelihood is that you will perhaps even land a better job or career

## Career Development Help

Employee Career Services career consultants at the University of Minnesota offer personalized, in-depth career development as a free and confidential service. Contact Employee Career Services if you are facing any of the following:

- You don't know where to start your career development or you feel "stuck" in your career;
- Your career situation is especially complicated or unique;
- You want to discuss specific career plans or ideas with a career professional; or
- You are interested in doing a career assessment and developing strategies for future growth.

Employee Career Services also offers several nominally priced assessment tools designed to enhance your understanding of your personality type, values, and interests.

For more information, email [orgeff@umn.edu](mailto:orgeff@umn.edu) or call 612-626-0774.

than expected. This recession will likely be memorable, but focus on the possibility that you will think back on it as a pivotal time in which you made a positive change.

# COMMUNICATING UNDER PRESSURE

Why Discussing Finances with your Family is Important

## faces of wellness



### Sarah Janel Jackson

doctoral candidate and instructor,  
School of Journalism and  
Mass Communication

I try to balance physical, emotional, social, intellectual and professional wellbeing. I used to spend much more energy on social and intellectual aspects, but when I started graduate school I discovered that I slept better and thought faster if I was exercising regularly. Ultimately it benefits me more to take a break from my work or my life to exercise than to push through -- I come back invigorated. When I go for a run or do yoga, it is necessary to be right in the moment and this provides a detachment from my other responsibilities that is invaluable to my psychological health. Involving friends, family, and other loved ones in my life is the best way to ward off emotional distress -- they make me feel loved and connected.

Sharon M. Danes—professor, department of family social science

Almost everyone has been affected in one way or another by the challenging financial times. Some are experiencing a drop in income, and others an increase in expenses. Some people try to hide financial concerns from themselves or family members. But not facing financial problems can be more destructive than the financial problem itself. It's important to look realistically at your situation and actively seek solutions to your problems, despite the discomfort. Besides, your children's security comes from parental cues, and when parents are tense, upset and inattentive, children feel lost and confused. Here are a few things to do to manage in a productive way in these challenging financial times:

#### Involve the entire family in spending plan adjustments.

Because spending decisions affect the whole family, talk with your family about the situation. Let them know the family needs to

change its spending patterns. Involve everyone in deciding spending priorities. If family members understand the tough choices that must be made and have a voice in making the decisions, they will be more willing to accept the decisions. Have each member commit to reducing spending in one way.





## Managing the Stress of Challenging Financial Times

How we talk and listen is always important, but even more essential when we are under pressure. When stressed, misunderstandings happen easily, resulting in even more stress. So in tough financial times, it is helpful to examine how we communicate. There are three principles for effective communication when under pressure: speaking carefully, listening effectively and responding accurately. Here are specific ways to minimize misunderstanding:

- **Speak Carefully.** Be specific, stay focused, and say less
- **Listen Effectively.** Listen with empathy, listen without interrupting, and accept what is said without giving advice.
- **Respond Accurately.** Get all the facts, check your interpretations, and be honest.

Place the commitment in writing on the refrigerator. Parents as well as children need to share how they will reduce spending; otherwise children think they are the only ones changing.

**A spending plan in challenging economic times is your friend.** A spending plan is always an effective tool to help you get the most for your money. It is even more important when you have a change in your income or expenses. A spending plan helps you to: (a) make decisions about how to spend your money, (b) provide for needs before wants, (c) match spending to current income, and (d) prevent family arguments over money.

**Talk to creditors early.** When your bills are more than you can pay, contact the people to whom you owe money (your creditors) and explain your situation. Creditors are usually willing

to work with you if you contact them before you get behind in your payments.

**Gather information to talk to creditors.** Before you and your creditors agree on a reduced payment, determine how much money you have with which to pay off your debts. Figure out how much income you can count on each month and how much you need to pay for your essential monthly living expenses. You'll need to know who you owe, how much you owe, and how you plan to pay. Most creditors would prefer to receive smaller payments on a regular basis than to begin expensive collection procedures.

A helpful website to review, <http://www.extension.umn.edu/ResourceManagement/toughtimes.html> contains seventeen short *Getting Through Tough Times* publications on the following topics: figuring out how

to do more with less; financial decisions with less; dealing with stress, children and tough times; and getting help.

# IT'S NEVER TOO LATE

## Aging and Vigorous Physical Activity

### faces of wellness



### Chris Frazier

Policy & Planning Analyst  
Office of Planning and Analysis

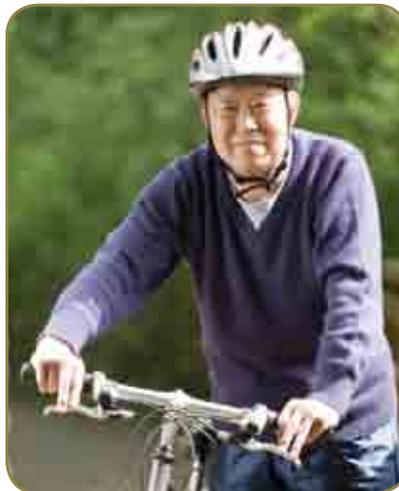
I am mindful that I need to be physically active to balance my life. Being well is more than the exercise for me—it's about motivation, stamina, and energy. Staying focused and other tactics I use to get through a challenging workout have helped in daily life—I work full-time, am pursuing my PhD, and have a family. I fit in my workout daily—and it is what it is—sometimes it's 20 minutes to clear my head, sometimes longer. Staying fit and healthy takes commitment, but helps me feel good about myself and what I am capable of doing.

*Stacy J. Ingraham, Ph.D - exercise physiologist, College of Education & Human Development, School of Kinesiology*

We see fit seniors in the pool doing water aerobics at 6:30 am, or in jogging suits quickly walking mall concourses. We sometimes even see them crossing the finish line at marathons. We could be dismissive and say these aging Americans are the exceptions, that it is easier for them to exercise because they are retired and have excess time, or that they've probably always been healthy and active. In reality, choosing to be healthy and active

is just as conscious and committed a decision for these seniors as it is for the rest of us. And it's never too late to start.

Incorporating regular physical activity and exercise into daily life is not only possible but imperative as you age. For most, once physical growth ends, metabolism slows dramatically, along with the tendency to decrease regular daily physical activity due to sheer "busy-ness". The collision of these events can expedite the aging process.



There is a perception that older adults risk injury when exercising, are not able to "keep up" or compete, or even that it is unhealthy for them to exercise vigorously with age. In reality, an inactive lifestyle and weight gain are the real barriers to remaining or becoming physically well. The real culprit is added weight on the joints, leading to foot, ankle, knee, hip or back injuries or ailments. Aging in itself is not a barrier to

being physically active, well, or even competitive.

Gradual progression in physical activity is the key to preventing injury for everyone choosing to become more physically fit, including those who carry extra weight.

“A progressive approach to exercise is essential. Not only is it wise, it is very attainable,” says Eric Statt, PhD student, exercise physiology, department of kinesiology, “The body was meant to move—not doing so is the greatest risk we all face.”

### Sweat Equity

As many of us age, we often choose to avoid “challenging” and “vigorous” activities. But vigorous physical activity—which for some may be a brisk walk—is our best opportunity for healthier body weight, improved fitness, reduced cardiovascular risks, and improved bone density, muscle strength and emotional health.

“The body naturally produces hormones with vigorous exercise that increase one’s sense of well being and self confidence,” says Statt. “Once a person commits to exercise beyond the mundane, a whole world of movement opportunity opens. It is liberating to be able to climb stairs again or enjoy recreational activities that were previously thought not possible.”

For optimum health, “sweat equity” needs to be the model. If, for example, you can read the newspaper while on the stationary bike, it probably isn’t enough

effort to improve fitness. Becoming a more active, healthier person takes commitment and radical action. A brisk walking program (a minimum of 3-5 days per week in 20-60 minute bouts) can progress into intervals of easy jogging. Changing the type or intensity of activity every three to four weeks will result in continued health benefits and improved function in everyday living.

### Modifying Activities

With age, there are of course valid concerns and realities associated with certain activities. Not everyone can complete a marathon at age 80—but that doesn’t necessarily mean an 80 year-old shouldn’t adopt a running program for physical activity. Modifying the impact—not necessarily the intensity—is always an option so you can continue to participate in the activities you enjoy.

Eric Statt offers these ideas for modifying activities as we age:

- Get a release from a physician., then form a plan with a certified exercise professional with whom you are compatible.
- Seek the right kind of exercise for you. For some, balance becomes an issue later in life. Classes that stress balance and coordination, such as Tai Chi, are a great solution.
- If you were a walker/runner but now have joint pain, try swimming or water-based classes as a great option for anyone with balance or joint discomfort.

“We are all unique; one’s approach to increasing movement should also be unique,” says Statt. “The momentum that comes with committed, consistent movement makes it easier every time and the body will adapt.”

## Making Radical Changes

**Step 1. Make Daily Lifestyle Changes.** Take the stairs; eliminate junk foods; commit to a regular exercise program:

- 3-5 days/ week: 20-60 minute cardiovascular exercise with continuous average heart rate (HR) above 150 bpm for most individuals.

**Step 2. Ramp it up.** Making changes every 3-4 weeks in intensity, frequency or type of activity is important to achieving health goals. Some options include the following:

- Increase cardio workouts to 4-6 times per week.
- Include one long (i.e. 60 minutes) of continuous cardio activity.
- Consider increasing intensity 1-2 days: maintaining an elevated HR for 30-40 minutes
- Try interval workouts for 1-2 days. One option is to reach a maintained HR for 8-10 minutes; follow with bouts of “work” at a higher intensity for a minute, and “recovery”—closer to a regular workout’s pace.

# MAKING IT THROUGH LOSS AND GRIEF

How Newfound Spirituality Helped a Family Survive

## faces of wellness



### Sarah Routman

Executive Director - Hillel Jewish Student Center

As a child I was aware of my connection with others—especially on holidays—being raised in the Jewish culture. I continue to be grateful for the complex relationships I feel with my heritage, my culture, to the energy of other people, to nature. I struggle with the intricacies of my belief in, or feelings about, G-d. Relationships help me find balance and remind me of the value of my work. On campus, it's important to create safe places for students to explore their faith and spirituality, to find ways to address the 'stuff' going on in their lives. Delving into what things mean and creating a sense of community are part of our spiritual journey.

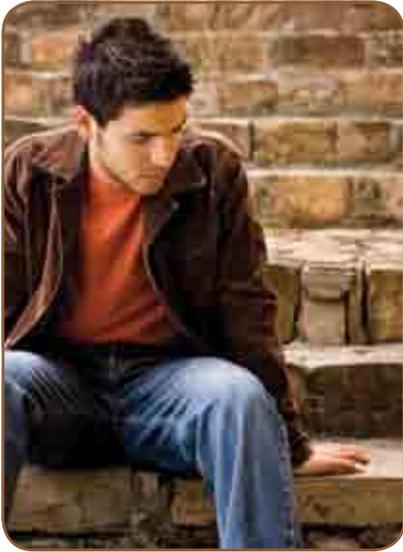
*Sarah Routman—executive director, Hillel Jewish Student Center*

I think of myself as a very spiritual person, yet not that religious. When my youngest daughter was gravely ill, I found myself turning more towards my religion. I'm not sure what it was that drew me to those religious roots, but clearly, the Jewish rituals concerned with death and dying brought me much comfort. Even for those of us who don't think of ourselves as particularly religious or spiritual, an intense desire to seek more spiritual

connection can sometimes overcome us without warning. This may be triggered by a deep feeling of gratitude at having overcome a significant challenge, or the intense emotions experienced when trying to grasp the meaning of the death of a loved one. Immersion in a different culture can spark a spiritual experience as well.

No matter the trigger, it can be challenging to describe this change in spiritual feeling to





others. Because spirituality is deeply personal, and even people in the same family going through the same experience, may not feel it at the same level, or even at all, trying to explain or share it can be challenging or isolating.

I was fortunate that my family shared, or at least understood, my longing to connect spiritually and religiously when my daughter died. Yet, in the year after her death, I still felt things that were hard for me to express. I spent that year digging in the garden, planting things. It was one of the only ways I could feel connected to my daughter. The texture of the dirt in my hands, the scent of the fresh, unturned dirt, helped me to feel the energy and cyclical nature of all of life. I cannot explain it. Yet I know that for me it was a very spiritual experience I sought out day after day. And it made me feel better.

I discovered that having had a specific experience that lead me to a more spiritual place made me more

sympathetic and more deeply connected to others who have had a similar experience. I had no real comprehension of what challenges a person or family faces during a serious illness until I experienced it myself. Now, I am much more compassionate, have some knowledge of how to be helpful, and have a genuine and frequent desire to help others. This, too, feels a lot like a spiritual experience.

Knowing that spirituality is a deeply personal thing, that it can be hard to define, and remembering that even people in the same family going through the same experience often respond differently to it, may help keep you from becoming frustrated.

My recommendation is to seek comfort and support from others who have shared your experience and/or your reaction to similar situations. Also, keeping the lines of communication open among family members is crucial.

Many families separate after dealing with the death of a child. Though my husband I grieved differently, coped differently, and found comfort differently, we always listened to each other, and this has helped us support one another no matter what. Realize that whatever journey you are on, you do not have to travel it alone. There are always people and resources to support you.



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Where The University Community Meets

# LEARNING AS A LIFE FORCE?

It's Just a Change in Perception

## faces of wellness



### John Carlis

Professor, department of computer science and engineering; Associate Director of graduate studies

Being well for me is a matter of energy. I try to keep my energy level high; not just in work, but in day-to-day living; in work, in play and exercise, socially and even in learning. It's important to be curious, to regularly dive into new things—it's been art for me recently. Rather than just doing what I am good at, I willingly become a novice, embracing being confused and ignorant and then enjoying "aha" moments. A side benefit is that I understand better how novices feel when I teach them.

*Andrea Gilats—director, LearningLife - College of Continuing Education*

It's easy to associate learning with school environments—being in a classroom taking in new concepts, online with classmates contributing to a team project, or researching a person or place we may not have even known existed a few minutes earlier. But what if we changed our perception and looked at learning as a force that permeates our lives no matter where we are or what we're doing?

We might find that learning comes from both the outside in and the inside out. We might also

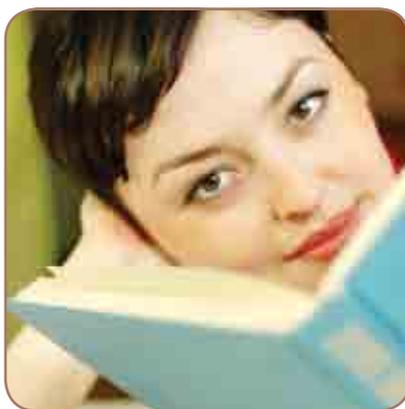
find that while some learning relies on recall and reminder, most relies on absorption and imprint. Our most important lessons make an impression on us—our lives are stamped with them.

We might find that learning is a workhorse, transforming abilities into skills, skills into knowledge, and knowledge into wisdom. And we might discover that learning is practice, whether that means studying, repeating something with an eye toward mastery, or cultivating greater awareness of situations that offer learning opportunities.

And there's more. When seen as a life force, learning encompasses five interdependent qualities that are accessible to all of us as we move through our personal learning journeys.

#### Openness

We are all endowed with infinite room to learn, but we must be receptive. Life is constantly offer-





ing us deeper insights and clearer paths to wisdom if we keep our inner eyes open. Recognizing a teachable moment while we're in it, or teaching someone else to do the same, is a gratifying and powerful form of learning.

### Skills

All skills, from how to tie our shoes to how to conduct an orchestra, are learned. Skills are defined by "how to," and can be acquired in many ways, including self-teaching. Learning new skills, no matter how challenging, promotes well being by enhancing our ability to master new things throughout our lives.

### Intellectual Growth

Everything we learn contributes to our ability to generate new thoughts. Learning keeps our brains renewing and our synapses firing, strengthens our resilience, and enlightens our approach to everything in life. Growing and maintaining our intellects is as important as growing and maintaining healthy bones.

### Knowledge

Knowledge helps us set our personal path toward wisdom. It

leads to understanding, allows us to make considered decisions, and helps us put things in perspective. How we know is as important as what we know. Some items in our knowledge store come from outside sources, but we also have a body of knowledge that originates within ourselves—gut reactions, hunches, instincts, and intuition. Our intuitive knowledge is every bit as valid and reliable as the knowledge we acquire from external sources.

### Wisdom

Wisdom is the fruit of all we learn. Life holds nothing new if we think there is nothing new to know, so wisdom also means we've learned that we don't know everything. We become wiser only as long as we are humble, which brings us full circle back to that sense of openness where we began.

Being in an amazing school environment like the University of Minnesota, whether as a student, a teacher, staff member, alumnus, or supporter, puts us in a perfect position to embrace learning as a life force. All it takes is a change in perception!

## Never Stop Learning

Keeping our minds active is essential to overall wellness. Try these tips to keep you sharp:

- **Try something new, master a new skill.** Make your birthday a yearly reminder to try something new—study a language; take up gardening; learn to play golf.
- **Engage your creative mind.** Creativity can be active or passive: enroll in a pottery class or stroll through an art museum.
- **When curious about something, pursue it.** Embrace your inner child: if you find yourself asking "why", seek out the answer.
- **Don't surround yourself with only like-minded people.** Building consensus doesn't always stretch our brains—stray out of your circle of friends or colleagues occasionally.
- **Seek out alternative viewpoints or perspectives.** Consider actively listening to a speaker, a radio show, or even a friend whose viewpoint or values differ significantly from yours. Explore their views even if you don't share them.

*Andrea (Andy) Gilats works with LearningLife, a new lifelong learning initiative in the U of M's College of Continuing Education.*

For more information, visit [www.learninglife.umn.edu](http://www.learninglife.umn.edu)

# BREAKING THE SILENCE

## Initiating Family Conversations About Financing Long-Term Care

Marlene S. Stum, Ph.D.—Family Social Science with Molly Kelash—editor, *Wellness Works*

Everyone seems to agree that family members need to talk about potential changes in health and independence, including long term care, before there is a crisis or someone is not able to communicate. But more often than not, spouses, aging parents/in-laws, siblings, and adult children fail to initiate these important conversations in advance. Communicating and planning ahead can reduce feelings of burden,

guilt and conflict family members often experience when they are put in the position of making decisions for others.

### So Why Don't We Talk?

Talking about human losses or changes in health and independence can be filled with emotional and legal and financial complexities many find overwhelming. Few family members want to give the impression or admit that a family member might need long

term care someday. In some cases, a family history of conflict among parents, in-laws, and siblings will influence if and how family members can communicate about this issue. There are many other reasons family members avoid critical conversations about long term care, which might include:

- We might make the wrong decision
- We don't know how to begin
- We don't talk about money
- We won't have any choices anyway
- Family members will never agree
- It is disrespectful to raise the issue

### Talking

Financing long term care is complex and involves multiple decisions that will need to be made over a period of time. Many people feel overwhelmed and do not know how to get started talking, planning, and taking action.





There are many strategies that can help family members talk about issues that they normally do not want to address—or sometimes even acknowledge. Here are a few to get you started.

### **Clarity**

First, be clear about your own motives for raising the issue of long term care. What are your concerns, what do you want to have happen and why? Overall, don't try to tackle too many issues in the beginning. In the meantime, you need to respect the fact that others may not be ready or able to face talking about changes in health and independence, or the need for long term care. If others refuse to talk you can't force them to communicate. Acknowledge their feelings and share your reasons for concern. While you may need to wait and reintroduce the topic again at a later time, you may choose to proceed to make plans for yourself without their assistance. If other family members try to initiate conversations, be willing to listen and talk with

them—listening is the part of communication we too often forget. Always try to stay focused on the topic and avoid bringing up other issues. If the other person gets side-tracked and brings up other topics, gently but firmly return to the original issue.

Recognize that family members will have feelings and opinions that are different from yours and listen for the meaning behind their statements. Focus on discovering where those involved agree and disagree. Ask the other person to clarify statements you don't understand. "I don't understand what you meant by that. Can you tell me more about what you are thinking?" Be prepared to clarify statements you make also.

### **Timing**

Often the best time to talk about anything important happens organically. Look for natural opportunities to talk. When a neighbor is dealing with long-term care issues, when a former co-worker needs home health care, or when

## Why Plan Now for Financing Long Term Care

Denial and avoidance are financially and emotionally risky. Managing financial risk, talking about long term care polarizes the realities of financing long term care.

- No age group is exempt from the risk of needing long term care. It is impossible to predict when any one individual might experience the need for long term care
- Peace of mind for yourself and others; reducing fear and worry
- Managing risks is an important part of every financial planning process.
- Reduces potential misunderstandings and conflicts with a spouse/partner and/or adult children

something pertinent in the news comes up, use the situation to introduce a discussion. Some good questions to ask at this point are:

"What would you have done if you were in that situation?", "What would you want to happen if you needed help to live here such as bathing or dressing?", "Last night on 'Dateline' the show was about the cost of caring for someone in their own home" A way to open the conversation might be with concerns you have about long term care decisions that you are facing.

*Continued on next page*

“I heard on the radio yesterday that the cost of nursing home care can be over \$6000 a month. Wow! I’m not sure I will have enough money to pay for it if I ever need it. What plans have you made.” Use “I” statements to describe how you feel and what the issue is. “I’m concerned about the costs of staying independent in my own home. Can you help me go through my finances to determine what I can do now in case that happens to me?”

While there are no “magic” or “right” answers, there are some key conversations to have with family members and professionals. Remember, making these decisions is a complex process and

critical conversations will take time. Conversations and information gathering about financing long term care should include the following:

*Recognizing the risks* – discussions about what long term care needs can involve, you or your loved one’s health outlook and kind of care other family members have needed.

*Understanding the costs* – current and expected costs of long term care in different settings. Sorting out your goals and expectations—importance of self-sufficiency, privacy, control, utilizing public assistance; plans for leaving an inheritance; or financial security

for a spouse/partner and plans to make that happen.

*Understanding financing alternatives and consequences* – types of assets available to pay for care (income, savings, investments, home equity) and how much care they might cover; whether long-term care insurance should or has been purchased; local or state financing options, including eligibility criteria for Medicaid (the public safety net for those with very low income and assets).

For additional planning tools, articles and other resources, visit [www.financinglongtermcare.umn.edu](http://www.financinglongtermcare.umn.edu).

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## Walking the Mississippi

*Dan Kearney—benefits specialist, University of Minnesota Physicians*



A raindrop falling into Lake Itasca would arrive at the Gulf of Mexico in about 90 days. Can your team beat the rain drop? This past summer, University of Minnesota Physicians posed this question when they introduced Walking the Mississippi to our employees across the Twin Cities metro, a 10 x 10 x 10 walking campaign. A fun and motivating way to work together towards an imagined destination, the ten-week walking program challenged teams of 6 to 8 walkers to take ten-thousand steps each day through the ten

states along which the 2,320-mile Mississippi River runs. From its head in Lake Itasca to the Head of Passes in the Gulf of Mexico, participants walked, hiked or ran “along the Mississippi” finding ways to incorporate more steps into their day. With a 91% completion rate, employees learned little facts along the way about our nation’s second longest river and river bank cities.

For more information, see <http://www.experiencemississippi.com/river-facts.cfm>

## Wellness Advocates

*Jill Thielen—wellness program coordinator, Office of Human Resources*

The pursuit of wellness is much more fun—and more successful—when it’s shared with friends. Armed with that philosophy, this winter the Wellness Program will not only offer traditional financial rewards for participation in a number of health improvement programs, they will also seek Wellness Advocates from departments and colleges across campus. As Advocates, these employees will be tasked with boosting their colleagues’ commitments to health action programs; providing

them with updates about wellness activities, events and resources around campus; and generally encouraging a culture of wellness within their college or department. The commitment is a small

amount of time each month.

If you or someone you know in your department or college might be interested in becoming a Wellness Advocate, contact [well@umn.edu](mailto:well@umn.edu) or call (612) 626-4161.



# RESISTANCE BANDS

*Annette Biggs—fitness director, Department of Recreational Sports*

Resistance bands offer a variety of options to strengthen and rehabilitate muscles, and almost every exercise performed in a fitness center can be duplicated with a resistance band. Anyone from the beginner exerciser to the elite athlete can use them. Resistance bands are inexpensive, lightweight, and a perfect addition to your suitcase when traveling—no need to search for a hotel with a fitness center.

Resistance bands are sold in a variety of colors representing the amount of resistance they provide.

Each manufacturer has its own color-coding system, but generally yellow is very light resistance; green, light; red, medium; and blue, heavy. Choose a color that best suits your fitness level. If you're a beginner, start with the lightest and go from there. Resistance bands are available at your local sports retailer, often for under \$10.

The exercises below will feel different than dumbbell exercises because the resistance contracting the muscles targeted, and core (abdominals and lower back) stays consistent through the whole

movement. Stabilizer muscles help execute the movement, perhaps initiating the response: "I didn't know I had muscles there!" Perform 2-3 sets of 6-8 repetitions per exercise, 3 times per week. As little as 20-30 minutes per day with resistance bands will strengthen muscles, relieve stress and refocus energy.

For each exercise, you should feel adequate resistance throughout the movement, and remember to breathe comfortably. Always consult a physician prior to starting any exercise program.

## EXERCISE 1: Triceps Kickback

MUSCLE FOCUS: TRICEPS

1. Secure resistance band around door handle; grasp tightly in palms.
2. Facing the door, step away just far enough to feel resistance.
3. With heel to toe, position shoulders over hips; slightly bend knees.
4. Straighten spine; grasp handles with a 90 degree bend in elbow joint.
5. Push backward, elbow tucked into side and stationary until elbow straightens. Do not lock elbow. Return to starting position.





## EXERCISE 2: Row

MUSCLE FOCUS: BACK

1. Secure resistance band around door handle; grasp tightly in palms.
2. Facing the door, step away just far enough to feel resistance.
3. With feet shoulder width apart, bend knees slightly while extending arms.
4. Straighten spine, lift chest and pull handles toward chest.
5. Squeeze shoulder blades together; return to starting position.

## EXERCISE 3 : Chest Press

MUSCLE FOCUS: CHEST *(Do not perform this exercise if you have chronic shoulder pain)*

1. Secure resistance band around door handle; grasp tightly in palms
2. Align resistance band handles next to chest; slowly step away from the door
3. Facing away from the door, step away just far enough to feel resistance
4. With heel to toe, position shoulders over hips and slightly bend knees
5. Straighten spine, lift chest, look ahead and press forward
6. Return to starting position; squeeze shoulder blades together



## EXERCISE 4: Biceps Curl

MUSCLE FOCUS: BICEPS

1. Secure resistance band under ball of foot.
2. With heel to toe, position shoulders over hips and slightly bend knees.
3. Straighten spine and grasp handles with a 90 degree bend in elbow joint.
4. Curl toward the chest, then return to starting position.
5. If you do not feel resistance throughout the movement, alter distance between foot and hand.



# MAKING CHANGES THAT *last*

## A Resource for Self-Change

Mark Groberski, Ph.D., L.P.—University Counseling and Consulting Services

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**S**elf-initiated change, or self-change, is challenging. We have all had the experience of vowing to develop new, positive, healthy behaviors (such as weight loss, increased exercise, quitting smoking, improved nutrition, or cutting alcohol down—or out—only to find ourselves either unable to make or maintain the change.

While challenging, self-change is not impossible. Many people successfully change what they consider to be a problem behavior and maintain that change. For most, self-change typically comes about after several attempts. The downside to going through several cycles of success followed by relapse is the potential for abandoning self-change efforts due to frustration. And while many people eventually try again, they may not have learned what they should or should not do in subsequent attempts.

But there are strategies that people can employ to help them make lasting changes. The Stages of Change (SOC) model of self-change, developed by psychologists James Prochaska, John Norcross, and Carlo DiClemente, focuses on the use of the SOC by people who are self-initiating change on their own. It is not a magic method of easily achieving lasting self-change! Self-change requires a great deal of work, time, and energy. Since the SOC model focuses on behaviors that have led other self-changers to successful outcomes, it may offer a more efficient way for people to take themselves through the change process.

According to Prochaska, Norcross, and DiClemente in their 1994 book, *Changing for Good*, making a change unfolds in the same way across different problem behaviors. For example, someone trying to lose weight and someone trying to quit

smoking go through the same stages and change processes, even though they are focusing on different behaviors. The SOC model describes what successful self-changers do in each stage that helps them move through to the next stage. If people are not engaged in tasks appropriate for the stage they are in, they may become stuck in that stage or relapse. It is also important not to skip stages, since change builds on what is developed in the previous stages. Thus, the SOC model can teach self-changers how and where to concentrate their change efforts in each stage.

### **The Stages of Change**

According to *Changing for Good* the Stages of Change are:

#### **Stage 1: Pre-contemplation**

You are usually not open to change, are unaware of your behavior as a problem, and therefore do not intend to change. If family or friends bring it up, you likely deny that



it is a problem and instead want others to change their perception of the behavior.

### **Stage 2: Contemplation**

You start to acknowledge the behavior as a problem that may need to be changed and try to understand the problem, how it started, and how to possibly change it or its effects. Plans for action are usually vague and thought of as occurring within the next six months. But thinking about change does not mean you are ready to commit to change. You often feel very ambivalent. On the one hand, you feel drawn to change and on the other, you do not fully want it either. This stage can last a long time and sometimes people become stuck here. Readiness to shift to Stage three is marked by focusing on solutions (not the problem) and the future (not the past).

### **Stage 3: Preparation**

You intend to take action within a month and you are planning what

you need to do before initiating change. You may be committed to action, but still feel ambivalent about it. It can be helpful to make a public declaration of your intention to change and when it will occur. You also work on a detailed plan of action that will include the change processes (see below) needed to achieve success in the next stage.

### **Stage 4: Action**

You put your action plan into effect. This stage has the most activity directed towards changing the behavior and the environment. As such, Stage four calls for the greatest commitment of time and energy. Changes are visible to others. The risk here is thinking that action is the same as change. Although behavior change is occurring, there are also shifts in awareness, emotions, self-image, ways of thinking, etc., many of which began in earlier stages. Remember that action is not the last stage of change.

### **Stage 5: Maintenance**

This stage is focused on consolidating gains you made in earlier stages and using them to prevent lapses and relapse. Change is not over in the Action stage. Maintenance may run anywhere from six months to the rest of a person's life. You must make a strong commitment to maintenance of your gains or risk relapse to a prior stage. Because of the continued risk for relapse, you need to refine prevention skills or learn to effectively respond to new situations not previously encountered or anticipated.

### **Stage 6: Termination**

This stage is considered the eventual goal for any type of self-change. In Termination, you leave the SOC because there are no more risks to consider; new behavior has replaced the old, and you are confident you will never relapse. A new lifestyle has been formed that is not compatible with the old problem behavior. However, there are differing opinions regarding Termination. Many people remain in the Maintenance stage and always need to exercise some degree of caution regarding the problem behavior, although this may vary with the specific problem behavior (e.g., some people quit smoking with no further temptations while others may continue to experience cravings).

### **Processes of Change**

According to *Changing For Good*, nine processes of change are used in different combinations and at different times throughout

*Continued on next page*

the SOC. It is important not to confuse them with the many techniques or strategies that can be used to apply them. The processes of change and examples of techniques to apply to them are:

### Consciousness-Raising

#### Stages 1 and 2

Educating yourself about the problem behavior, its causes, and its consequences.

*Examples:* Reading about the behavior; TV; self-exploration; increasing your awareness of the frequency and occurrence of the problem behavior by tracking it; paying attention to input from others.

### Social Liberation

#### Stages 1-4

Seeking alternatives in the external environment to help you start or continue to change the problem behavior.

*Examples:* No-smoking areas; low-fat options on menus; self-help groups.

### Emotional Arousal

#### Stages 2-3

Generating a strong emotional response related to the problem behavior that helps you to become aware of the ways you defend against change.

*Examples:* Movies; thinking about the eventual consequences of the problem behavior; listening to others' personal stories of what they went through.

### Self-Reevaluation

#### Stages 2-3

Thoughtfully reviewing your problem behavior, how it fits with

your values, and what you want your life to look like. This process can help you to feel the need for change is a deeply personal way.

*Examples:* Decisional balance process, i.e., looking at the pros and cons of changing vs. not changing; cost-benefits analysis; self-reflection; journaling.

### Commitment

#### Stages 3-5

Deciding to change and accepting responsibility for that change. It is also known as "Self-Liberation". This is usually done privately to yourself, then stated publicly to help further your resolve.

*Examples:* Clarifying important values; drawing connections between your behaviors and their consequences; imagining a new life for yourself.

### Countering

#### Stages 4-5

Adopting a new, positive behavior that is incompatible with the problem behavior.

*Examples:* Taking a walk when upset; talking to others when feeling down; thinking of enjoyable activities you can do when you have unstructured time; hobbies.

### Environmental Control

#### Stages 4-5

Restructuring your environment to decrease the likelihood of encountering cues to engage in problem behavior.

*Examples:* Avoiding locations or people associated with the problem behavior; taking a different route home; parking farther away from work; not allowing certain items in the house.

### Rewards

#### Stages 4-5

Rewarding yourself for engaging in the desired behavior. Rewarding yourself is more effective than punishing yourself, since punishment tends to suppress behavior only temporarily and does not build lasting change.

*Example:* Praising yourself; buying yourself a present; soliciting praise from family or friends.

### Helping Relationships

#### Stages 4-5

Using the care, support, and acceptance from the significant people in your life.

*Examples:* Request support; ask people to do or refrain from certain behaviors; express your preferences to others; talk about your experiences as you progress through the Stages.

### Lapse and Relapse

Most people have lapses (or slips) as they work on self-change. The fact that a lapse or slip occurs is not as important as what you do in response to it. You need to acknowledge that it occurred but not punish yourself about it.

Instead, a lapse presents an opportunity to shore up, or modify your plan and enables you to come out stronger than before. Paying attention to a lapse as a problem



Continued on next page

to be solved rather than a personal failing will also help to prevent a full-blown relapse. Maintaining perspective is important.

Prochaska, Norcross, and DiClemente listed the following “Ten lessons from relapse”:

- Few changers terminate the first time around
- Trial and error is inefficient
- Change costs more than you budgeted
- Using the wrong process at the wrong time
  - Becoming misinformed
  - Misusing willpower
  - Substituting one bad behavior for another
- Be prepared for complications
- The path to change is rarely a straight one

- A lapse is not a relapse
- Mini-decisions lead to maxi-decisions
- Distress precipitates relapse
- Learning translates into action

### On-Campus Resources

University employees have access to resources through their insurance, as well as many Employee Assistance Program (EAP) resources, to assist them with making changes. For the Twin Cities campus, EAP resources include the following:

### Civil Service & Bargaining Unit Employees

The Sand Creek Group, Ltd.  
612-625-2820, 800-632-7643  
eap@umn.edu

### Faculty and Academic Staff

Jim Meland, Ph.D., L.P.  
612-625-4073  
melan001@umn.edu

Employees on other campuses may also use the Twin Cities EAP, as well as these more local resources:

*Crookston:* Northwestern Mental Health Center, 218-281-3940; *Duluth:* St. Luke’s Employee Assistance Program, 218-249-7077; *Morris:* Stevens Community Medical Center, 320-589-7625; *Rochester:* Contact the Twin Cities EAP services



## Q & A with Andrea Johnson, Health and Wellness Coordinator, UDS

Andrea Johnson, RD, LD has recently joined University Dining Services as the Health & Wellness Coordinator. Contact Andrea with university dining related health & wellness questions at (612) 626-8977 or [joh07900@umn.edu](mailto:joh07900@umn.edu).

### 1 What made you decide to become a dietitian?

I grew up in a family that enjoyed cooking and was very health conscious. Becoming a dietitian has enabled me to teach others about all the benefits that come from a healthy diet.

### 2 Are you a U of M graduate?

Yes. I am proud to say that I graduated from the School of Public Health in 2007 with a Master’s Degree in Public Health Administration and Policy. My Bachelor’s Degree is from the University of Pittsburgh in Clinical Dietetics and Nutrition.

### 3 What other positions have you held prior to UDS?

I have worked as a dietitian in a variety of settings including outpatient counseling, food service management and the food industry.

### 4 What are your goals as the Health and Wellness Coordinator?

My overarching goal is to provide nutrition care to students. To meet this goal, I will be assisting with menu planning and product selections for residence dining, provide nutrition information on menu items, and assist students who have special dietary needs.

### 5 What are the best changes to make for a healthy diet?

My first suggestion is to always eat more fruits and vegetables. Often when we think about making changes to our diet, we want to avoid eating certain types of foods. It is important to think first about the foods you may be missing. Only 24 percent of Americans meet the daily recommendation of five or more servings per day. Take advantage of the endless end of summer options.

# motivation to change

## meet the dietician:



Christine Twait

Christine Twait received her Master's degree in nutrition from the University of Minnesota and is a registered and licensed dietitian. She works for Boynton Health Service as a nutrition counselor for students, health coach for staff and faculty and a health promotion specialist within the clinic and the University community.

*Questions for the dietician?*  
Contact Christine at 612.624.4663  
or at [ctwait@bhs.umn.edu](mailto:ctwait@bhs.umn.edu).

**I know I should be eating more fruits and vegetables, but I'm a picky eater. How can I learn to love them?** Many people reflexively avoid vegetables because of negative past experiences. Your parents may have forced them: "You'll sit here until you eat those brussel sprouts!" or given up "You can have a sandwich instead". Humans need to try a food at least a dozen times before it is familiar and enjoyable. With this in mind, shift your at-



titude to one of adventure and open-mindedness. Pick a vegetable then prepare it using a variety of methods and in many recipes while being creative with spices. This way, you can coax yourself into loving vegetables.

**I'm crunched for time, money and energy but I want to eat healthier. Where do I start?** The best place to start is a weekly meal plan. Don't get too focused on nutritional details instead use the "half-plate rule". Make half your plate fruits and/or vegetables and split the remaining half between a grain and a protein source. If your cooking time is limited, choose simple meals and cook in quantities that allow leftovers. Search for simple recipes online or try bookstores or libraries for appropriate cookbooks. Meal planning should take less than 15 minutes and save you

time and money while improving your nutrition.

**I've heard a lot of buzz lately about unprocessed and whole foods. What do those terms mean? Why are they important?** The simplest definition of a whole food is an item substantially unchanged from its natural form. There is no legal definition for "whole food" or "natural". Whole foods are important because our bodies are designed to thrive on them; it is well established that people who eat more fruits and vegetables have lower rates of disease. We've spent many years and millions of dollars trying to identify exactly which component of whole foods is protective and are still at a loss. Ultimately, the key probably lies in a complex array of components and their interactions that food science simply cannot replicate.

**I exercise regularly and have hit a plateau. Help!** Inspect your current habits – monitor your intensity by listening and feeling your breath midway, and at the end of your exercise session. If you can have a comfortable conversation during exercise, you’re probably exercising at a low intensity. When breathing is somewhat labored to the point that you can only have a broken conversation, you’re most likely working at a moderate intensity. Listening to music? Try exercising without it. You may be pleasantly surprised.

Add a new concept: complement your current exercise with a group fitness class (cardio, strength, yoga/Pilates, indoor cycling), incorporate heart rate training into your current cardio-

vascular sessions, or try interval training (see next question for “how to”)

Add new equipment – stability balls, resistance tubes, foam rollers and BOSU® balls can all increase muscular strength, core strength and flexibility. Feel the difference as your stabilizer muscles are incorporated into every single exercise with these equipment pieces! Are you adhering to the current activity guidelines recommended? If you’re not sure, visit: <http://www.health.gov/paguidelines/guidelines/summary.aspx>

**I just had a baby and am ready to exercise again. How do I get started?** Physicians typically recommend waiting six weeks before starting any exercise following

childbirth. Once committed to exercising regularly again, prepare mentally for what is ahead. Many physical, emotional and lifestyle changes have occurred since you found out you were having a baby, and returning to previous health and fitness levels may seem daunting, and perhaps even unrealistic. Start slowly—you’re literally retraining your body as if you’ve never exercised before.

### meet the personal trainer:



## Annette Biggs

Annette Biggs, fitness director for the Department of Recreational Sports, is an ACSM-certified Health Fitness Specialist. She supervises fitness center operations, as well as the group fitness and personal training programs. Biggs received her Master’s degree in exercise science from Wichita State University.

Questions for the personal trainer? Contact Annette at 612.626.3407 or [biggs010@umn.edu](mailto:biggs010@umn.edu).



*Continued on next page*

Balance cardiovascular exercise with a well-balanced strength training program and flexibility exercises 2-3 times per week for approximately 20-30 minutes a day. Cardiovascular options include the treadmill, bike and elliptical trainer. Strength training exercises include the major muscles of the upper and lower body. See how you feel after two weeks then increase to 25-40 minutes a day. Following another two weeks of regular exercise, increase to 30-50 minutes per day. Revisit your exercise sessions per week (frequency) after six to eight weeks of regular exercise.

Work closely with your physician following the birth of your baby and obtain permission prior to starting any exercise program.

Stop exercising immediately and contact your physician if you feel faint, dizzy, experience chest pain or are bleeding.

**How do I incorporate interval training into my current exercise program?** Interval training allows the exerciser to alternate between different intensities during a specified time-period, and can improve both cardiovascular fitness and strength. Due to the intensity and exertion levels often reached, interval training should be done for short amounts of time. For the examples below, try 2-3 repetitions if you are new to interval training. Complete 4-5 if you are an experienced exerciser.

*Treadmill or outside:* Walk 3 minutes at a comfortable pace, then

walk briskly while exaggerating the use of the arms for 15 seconds if you are a beginner. Increase the speed of the treadmill accordingly. If you are an experienced runner, jog for 3 minutes, followed by a 15 second full effort sprint.

*Elliptical:* Find a comfortable yet challenging stride on the elliptical for 3 minutes, then increase the resistance to a level that causes labored breathing. Climb through this resistance for 15 seconds, maintaining proper form.

*Bike:* maintain a comfortable cadence for 3 minutes, then accelerate through the next 45 seconds. Think of the acceleration as a 15-second walk, 15-second jog, and 15-second sprint. Maintain proper riding form here as well. Let your quadriceps do the work!

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# 10 QUOTES FOR CHANGE

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1 Life has got a habit of not standing hitched. You got to ride it like you find it. You got to change with it. If a day goes by that don't change some of your old notions for new ones, that is just about like trying to milk a dead cow.  
*Woody Guthrie*

2 Only I can change my life. No one can do it for me.  
*Carol Burnett*

3 Not everything that is faced can be changed, but nothing can be changed until it is faced.  
*James A. Baldwin*

4 Everyone thinks of changing the world, but no one thinks of changing himself.  
*Count Leo Tolstoy*

5 Life is change. Growth is optional. Choose wisely.  
*Karen Kaiser Clark*

6 All changes, even the most longed for, have their melancholy; for what we leave behind us is a part of ourselves; we must die to one life before we can enter another.  
*Anatole France*

7 For changes to be of any true value, they've got to be lasting and consistent.  
*Anthony Robbins*

8 Notice that the stiffest tree is most easily cracked, while the bamboo or willow survives by bending with the wind.  
*Bruce Lee*

9 The main dangers in this life are the people who want to change everything or nothing.  
*Lady Nancy Astor*

10 To improve is to change; to be perfect is to change often.  
*Winston Churchill*



# WHAT IS THE WELLNESS COLLABORATIVE?

The Wellness Collaborative is comprised of representatives from across campus with an active interest in the well-being of the University of Minnesota–Twin Cities community. The group, which

first met in 2005, has a vision to make wellness a core value of the university community. Through informal meetings, the Wellness Collaborative works to fulfill its mission of enhancing the culture

of wellness on campus through collaborative efforts.

*If you would like more information, please contact Wellness Collaborative chair, Lisa Lemler, at 612.625.8822 or [lemler@umn.edu](mailto:lemler@umn.edu).*

## Academic Health Center

Phone: 612.625.4119

Website: [www.ahc.umn.edu](http://www.ahc.umn.edu)

## Aurora Center for Advocacy and Education

Phone: 612.626.2929

Email: [aurora.center@umn.edu](mailto:aurora.center@umn.edu)

Website: [www.umn.edu/aurora](http://www.umn.edu/aurora)

## Boynton Health Service

Phone: 612.625.8400

Website: [www.bhs.umn.edu](http://www.bhs.umn.edu)

## Campus Club

Phone: 612.625.1442

Email: [platt@umn.edu](mailto:platt@umn.edu)

Website: [www.umn.edu/club](http://www.umn.edu/club)

## Center for Spirituality & Healing

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Website: [www.csh.umn.edu](http://www.csh.umn.edu)

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Website: [www.ds.umn.edu](http://www.ds.umn.edu)

## Employee Wellness Program

Phone: 612.626.WELL (9355)

Email: [well@umn.edu](mailto:well@umn.edu)

Website: [www.umn.edu/ohr/well](http://www.umn.edu/ohr/well)

## Hillel: The Jewish Student Center

Phone: 612.379.4026

Email: [Hillel@umn.edu](mailto:Hillel@umn.edu)

Website: [www.ujews.com](http://www.ujews.com)

## Housing & Residential Life

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Website: [www.housing.umn.edu](http://www.housing.umn.edu)

## Interfaith Campus Coalition

Website: [www.iccmn.org](http://www.iccmn.org)

## School of Kinesiology

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Email: [kin@umn.edu](mailto:kin@umn.edu)

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## University Counseling & Consulting Services

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Website: [www.uccs.umn.edu](http://www.uccs.umn.edu)

## University Dining Services

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Email: [dining@umn.edu](mailto:dining@umn.edu)

Website: [www.umn.edu/dining](http://www.umn.edu/dining)

## University of Minnesota Physicians

Phone: 612.884.0600

Email: [tmestad@umphysicians.umn.edu](mailto:tmestad@umphysicians.umn.edu)

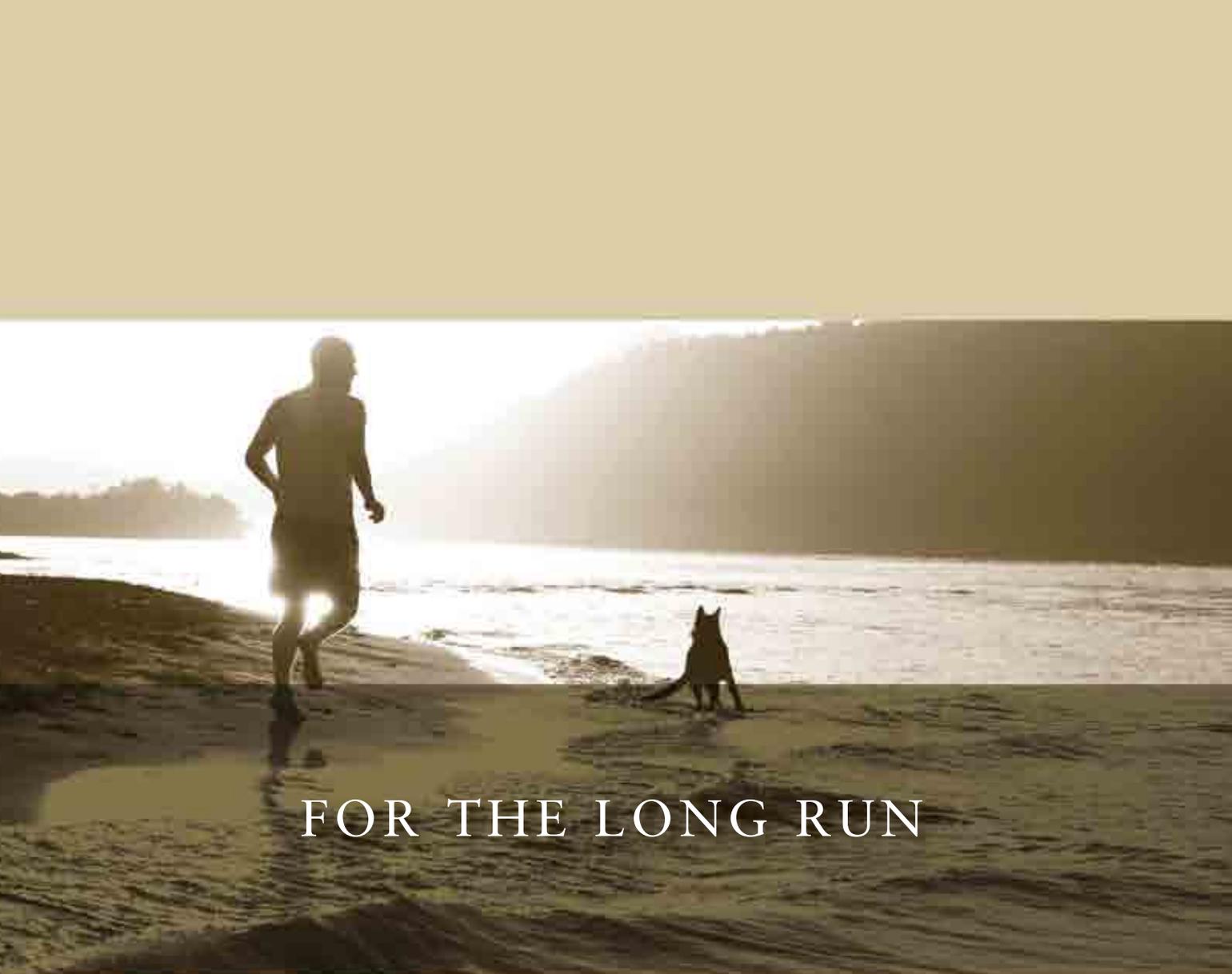
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