Thesis Writing Starter Kit:
A Tool for Group and Individual Writing

2015 Edition

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Using This Starter Kit

Writing is, for many people, a singular activity. In fact only one person can ultimately generate the key strokes we call writing. However, the isolation of graduate students learning how to write a thesis or dissertation can be a huge impediment to the learning/writing process. This guide deals primarily with strategies based in groups, and specifically writing groups, and can help you to understand the benefits and potential pitfalls of using writing groups. The role of groups in supporting graduate students is not well understood in higher education. What makes some groups work while others don t is even more of a mystery. People who have had negative experiences in groups tend to blame themselves, other group members, or the person who forced them into the group formatA5 580.9 Tm 7at-4(y)70 1B4}>TJEf1 0

Benefits of Writing Groups

Writing groups are a venue for advanced graduate students to meet regularly with people who know them and their work.
the costs. The most obvious benefit will be continued, effective progress toward completion. There are also other less-obvious benefits:

The group can be a source of emotional support. Writing a thesis or dissertation is isolating and unstructured, but because everybody is going through a similar process the group can provide compassion, understanding, a space to vent, encouragement, accountability, and insight.

The group can help to keep you accountable for your progress goals. Fellow students are excellent procrastination detectors.

The group can become a source of community. People who meet for writing time sometimes end up taking breaks together, eating together, socializing together, and going to the gym together, thus supporting each other in making healthy choices along the way.

Peers can be great critics. By practicing with a group for a proposal or thesis defense or a conference presentation, you have the opportunity to iron out all the kinks, hear interested but less-informed questions about your work, and build your confidence by hearing what your group liked.

Groups can open up possibilities for research collaboration, grant opportunities, and work opportunities.

Group members can be resources for new sources of literature, perspectives, ideas, technology tips, and personal or work-related strategies.

Groups can help you identify and strengthen your own rhythm and pattern of writing/working effectiveness. This is one of the most important goals for every graduate student. In order to maximize effectiveness, graduate students have to question everything, develop new strategies for learning and working, and then use the ones that work. Groups can help you with all three of these tasks.

Possible Pitfalls

Groups *can* have negative aspects. Sometimes personalities clash, or expectations emerge that will need to be addressed. Sometimes a group member has needs beyond what the group can provide. It is important that

Groups from the same discipline/department can be competitive. Higher education is a system that breeds competition for jobs, attention from faculty, fellowships, scholarships, TA/RA work, office space, and opportunities. Acknowledging these issues and anxieties is essential to building trust. **Trust and safety are foundational to building a successful group.**

Conflicts about intellectual property rights are increasingly prevalent in higher education. If you are studying topics similar to others in the group, how will you acknowledge and cite each other?
discussions, who will retain the rights to those ideas?

Commitment to the group can differ from member to member. Issues can arise regarding who takes more than they

Booking Space on Campus

There are several places on campus that you can use for individual or group work. There are numerous study rooms in the McPherson Library and the Priestly Law Library, which can be booked one week in advance on the UVic libraries website (http://www.uvic.ca/library/) using your NetLink ID. There are also a few study rooms in the Curriculum Library and in the GSS Grad House, which can be booked in person on a reoccurring basis. (For more information, email gsscomm@uvic.ca or call 250-472-4543.)

Carrels are also a great option for individual work and can be found in all three libraries on campus. Within the McPherson Library, grad students can request a carrel rental for a maximum of one year at a time. If your request is granted (demand is high), you will be asked for a $10 key deposit and assigned a carrel in a quiet section of the library. This carrel can be used for independent work at your convenience and has locking drawers, which can be used to store and lock your belongings if you need to leave your workspace.

10 Things to Discuss When Starting a Thesis Writing Group

Successful thesis writing groups have negotiated a shared understanding about the answers to the following questions. There are no right answers, but all members need to agree. *The overall goal of a successful writing group is to help each member of the group keep moving forward and successfully finish the thesis, project, or dissertation*. Write down the agreed upon answers to these questions in the thesis writing group Ground Rules Agreement form.

1. **How often will the group meet, for how long, and where?** Once a week, twice a week, or every other week? Ninety minutes or four hours? Classroom, coffee shop, library, or lounge?

2. **How big will the group be?** Experience suggests that you start with a group of four or five members. This provides sufficient diversity, but (if you choose a feedback-for-writing format) allows each member to get feedback every two to three

keeper

Sample Forms to Help You Get Going

Writing Group Ground Rules Agreement
Group Name:

Agreed to on this date:
Participant Signatures:
Name Signature & Email

1. How often will the group meet, for how long, and where?

2. How big will the group be?

3. What are the rules for group membership?

4. What format will you follow at each meeting?

5. What are the formal roles and who will perform them?

6. What kinds of work will the group read?

7. When, how, and in what quantity will members submit work for feedback?

8. What kind of feedback is reasonable to expect (macro/micro)?

9. How will members respond to each other s writing?

10. What is the initial commitment? (one meeting, one month, one semester?)

We suggest you complete the next several forms before your first meeting.

Personal Goals

1. What are your goals as a writer? (This answer can include the kinds of writing you would like to do, the kinds of audiences you would like to reach, the writing skills you would like to master, etc.)

2. What is your main reason for joining a thesis writing group? (feedback, better writing progress, expanding network of resources, learning from others, more accountability, etc.)

3. How do you think you can help others in your writing group?

4. What, for you, would be the best possible outcome of your involvement with this writing group?

Writing Inventory

1. What is your biggest challenge or obstacle as a writer?

2. What kinds of critiques about your writing style have you received from professors, friends, or other readers?

3. What is your greatest strength as a writer? What do other people normally praise about your writing style?

4. What do you do before you write? What do you do to prepare to write? How do you get yourself mentally ready? Do you have a routine? How might you improve your preparation?

5. What do you do while you write? For instance, do you tend to write carefully, word by word? Or do you write everything out first, without thinking too much? How might you improve this stage of the writing process?

6. What do you do after you write? What do you do to reflect back on and revise the writing you ve done? How might you make this final stage of the writing process more efficient?

Schedule

Mark ts that you regularly have (class, work, the gym, etc.).

Thesis Writing Group Log
Date:
Meeting Time:

Feedback/discussion during group meeting:

Plans for your writing:

Activities for Writing Groups

Touching Base

Mutual support can be one of the most important functions of a writing group. Sometimes encouragement and the knowledge that others are interested in and committed to your work and your progress as a writer can be just as helpful as feedback. To that end, your writing group may want to reserve some time in each session to touch base or check in with each other.

During this time, you could

Describe your writing activities since the last group meeting in terms of pages written, parts of a project completed, or hurdles overcome.
Talk about the kinds of pre-writing activities you have undertaken (research, reading, editing previous work, meeting with a professor or advisor, etc.) if you haven t written much since the last meeting.
Talk about the obstacles to writing that have hindered your progress (writer

Asking for, Giving, and Receiving Feedback

Feedback is the core of what thesis writing groups do. It is often cited as one of the main reasons why people join thesis writing groups in the first place. Feedback is a way for people to learn how their writing effectively communicates ideas, but feedback itself is a communicative art. When feedback is vaguely worded, people who ask for feedback may not get the specific answers they need. When feedback is harshly phrased, it is often difficult to take, and the constructive elements of the feedback may not be heard. When unwilling or unprepared to listen to

Revision Strategies

What is revision to you? What are all the things you do when you revise? How do you revise? What is your process of revising?

Macro-revision and Micro-revision

Individual Writing Strategies

Even when writing in a group, you are still performing the act of writing individually. To do so, you need to know the rules of academic writing and strategies to put your writing into the framework of those rules. These strategies are mainly concentrated around three important stages of writing: planning, writing, and revising. This section provides an overview of these three stages and makes some suggestions about the strategies you can use to plan, write, and revise your writing accurately and effectively. You may already have strategies and practices that work for you, and this information is intended only as a guideline to support you as a developing writer.

In *Academic Writing Essentials*, Doyle and Waye (2011) suggest a time scheme for completing a piece of writing. Any academic writing has three distinct stages: planning, writing, and revising. What they propose is that writers should only spend 20% of the total completion time on writing, and the remaining 80% should be divided between planning and revising. This model, known as the 40-20-40 model, helps writers separate the different stages of completing their research, and thereby avoid the conflicts and overlaps that make writing the that many dread. By planning very carefully and thoroughly *before* starting to write and by taking care of all editorial revisions only *after* finishing a first draft, writers will be able to get going with the writing stage much faster and with greater ease. This can be particularly important and useful for thesis and dissertation writers, as the writing process can become a tedious and confusing stage for those who are writing longer and more complex documents.

To be able to write a first draft of your thesis or dissertation efficiently and with relative ease, you need to have planned your writing structure in advance carefully and in great detail. It is very hard to make progress during the writing stage if you don t have a bigger picture of your writing and a map of the trajectory of your ideas. With proper and adequate planning, writing a first draft of your research should be the easiest and shortest task of finishing your project.

The best way to write a first draft quickly and with no interruptions is to have a detailed outline that breaks down the writing task into the smallest writing unit, the paragraph. But to create such a detailed outline, you need to have accomplished some important planning steps first.

To make a mind map you can use unlined paper, flip chart paper, or software that allows you to develop a digital mind map. For information on wa .

Defining the Scope of Your Thesis/Dissertation

After creating your mind map (probably a series of mind maps in the case of longer research, like theses and dissertations), you can define the scope of your project more easily, as now you can see what ideas are closer to the centre of the mind map (thus being more relevant and important). The further you move toward the periphery of the mind map, the more you will notice that the ideas are connected with more and more nodes to the centre. This is a good lead if you need to narrow down your scope, as you can start pruning from the outside, getting rid of those ideas that (

Developing Paragraphs

When developing a paragraph, it is important to keep your focus on the main idea and try to support it as strongly as you can. If you manage to stay focused on the main idea and provide enough information to support it, you are guaranteed a good paragraph structure. However, it is important to think about the order in which your supporting sentences appear and the way they are connected. It is also important to highlight these connections for the reader by making clear transitions within and between your paragraphs. This will help with the clarity of your writing, and allow readers to follow the logical flow of your ideas.

Transitions within Paragraphs

Since all the sentences in a paragraph should connect to and support the *main idea*, there should be both *logical* and *linguistic* connections among them, creating *internal flow*.

Logical Connections: Make sure each sentence is logically connected to the ones before it. Every sentence should be built on the points established in the previous sentences. The most evident examples are cause and effect sentences. One sentence explains a situation, and the next one states what results from that situation. However, there are other, more delicate, logical connections between sentences. Sometimes, just the presence of a shared idea within two consecutive sentences creates that logical connection between them.

In the following example,

clever animals. They can easily **learn tricks** and remember them later. For example, some can be **trained to paint**

End of paragraph: All in all, it is very clear that human **anatomy** is not the most ideal for hunting and **meat** consumption.

Beginning of the next paragraph: **However**, the same **anatomy** has evolved through millennia so that it best functions with **meat** protein.

Notice that s of human *anatomy* and *meat* consumption.

For thesis and dissertation writers, sometimes it will be necessary to make longer and more elaborate transitions, as the text they are working with has many more sections and subsections. It is not uncommon that, in such cases, the writer dedicates a whole paragraph to making a transition between the main sections of their chapters. After all, the chapters (and the sections within those chapters) in a thesis or dissertation are like mini essays and need their own introductions and conclusions. It w

Different Stages of Editing

If you are going to spend 40% of the total time it takes you to finish your thesis or dissertation editing and revising, the process should be a thorough and multi-stage one. Each revision should focus on one issue to ensure maximum accuracy and efficiency. Worrying about formatting and spelling while you are still unsure about your organization is useless. Not only does this divert your attention away from the more important issues, but you also might end up spending too much time on the format of a section that you will eventually delete.

Revise Your Argument

The first few times that you revise your draft, you should look for the clarity of your thesis and make sure all your sections are relevant to that thesis and sufficiently support it. You should do the same for each individual chapter, and even the sections within those chapters, to make sure they have the same coherence on a smaller scale.

Revise Your Paragraph Structure

Once you are happy with your overall argument, and its path, sequence, and the logical connections within it, you can start working on your paragraphs. This time you will revise to make sure every paragraph has only one main idea, and that it clear, fully developed, and supported by the other sentences in the paragraph. You can eliminate every sentence that you feel is not supporting your main idea or break up the paragraphs that seem to have more than one main idea. You should look for the transition between your paragraphs, and you might want to change the order of the supporting sentences within the paragraphs to make sure they flow.

Edit Your Sentences

After revising your writing at the level of paragraphs, you should start paying attention to individual sentences for things like grammar, word choice, and punctuation. Many students find this hard and are concerned that they might not be able to spot all their errors. EAL students in particular might think they have more problems and sometimes they might even be told by their supervisors that they need to have someone edit their thesis or dissertation. While there are editorial services outside the university that can do this for you (albeit for a price), you should know that there are resources to help you self-edit your thesis or dissertation.

It is true that the Centre for Academic Communication cannot edit your writing (how many pages can the tutors edit for you, after all?), but they can still help you become independent in doing this yourself. If you know what to look for in your writing and how to identify typical errors, you can take the editing into your own hands. This is a stage where you need to act strategically, try to learn a few rules, and determine the most typical editorial mistakes that you tend to make. A writing tutor at the CAC can go over a few paragraphs of your thesis or dissertation with you and help you discover the patterns of your editorial errors. In this section, we review some of the most general rules for writing strong sentences. By knowing these rules, you will have a lead on what to look for when revising your thesis or dissertation at the sentence level.

Pay Attention to Your Subjects and Verbs

The core of any sentence is its subject and verb. The verb is the action in the sentence, and the subject is the agent of that action. Many weak sentences are weak because there is something wrong with their subject-verb pair.

Missing Subject or Verb

Review your sentences to make sure they are not fragments (missing a subject or verb).

Example: An issue requiring the immediate action of not only the governments but the NGOs and the general public.

the subject of the sentence. To fix this, we need to ask ourselves what we want to say. What should be done and who is the agent responsible for doing it?

Edited: Not only the governments, but also the NGOs and the general public, need to take immediate action to solve this issue.

Connection and Clarity of Subject and Verb

When editing your sentences, always look for the subject and verb. Ask yourself what is happening in the sentence and who is responsible for doing it. Is the subject of the sentence really the one that takes the action of the verb? Sometimes this is not the case and, therefore, you might need to change the structure of your sentence.

Example: This interpretation can easily refute, as there is much evidence against it.
In this sentence, the subject is not the doer of the verb, as the interpretation does not refute itself. Instead, it *is refuted*

create a passive voice construction and show that the real subject is absent.

Edited: One can easily refute this interpretation, as there is much evidence against it. OR This interpretation can easily be refuted, as there is much evidence against it.

Avoid Wordy Sentences

When reviewing, always ask yourself if you could convey the same idea in fewer words, sentences, or even paragraphs. In academic writing, brevity is almost always preferred. This is why you should always double-check to make sure everything you have written is absolutely necessary. This checking ritual can happen on different levels (words, phrases, sentences, paragraphs, or even sections). The only criterion you have is to see if you can communicate the same message with fewer words, phrases, etc.

Example: Obviously, there are so many contributing factors that affect this issue and the first one is the way water resources are heavily exploited by the local farming population.
Pay attention to the words that are underlined. How much do they contribute to the ultimate message the sentence conveys? Can you find a way to rewrite the sentence without those words?

You should not limit yourself to working on the sentence you already have by trying to delete some words in it. You can also eliminate wordiness by completely changing the way you write a sentence.

*Edited***:** The way water resources are heavily exploited by the local farming population is one of many factors that affect this issue.

Awkward

Difficulties Writers Face

There are several different problems that can make progressing with your writing harder. In this section, we will talk about some of the most common difficulties that writers (especially thesis and dissertation writers) face, and discuss some strategies for overcoming these problems.

Procrastination

Procrastination is described by Pychyl (2014) as a complex, pervasive problem that can have serious life-impacting consequences. For graduate students, there are several factors that seem to contribute to the behaviour.
Perfectionism, or the belief that every task mD-3(e)-3(l)9(i)9(u)] TJAttached [/Bottom]/TypeT1 0 0 1 0 0 1 m, le316.73 669.94 Tm[(c)-6(J

Another fear that makes us postpone writing is the fear of the sheer volume of the writing we need to generate while writing a thesis or dissertation. A good outline gives you an efficient way to divide your writing into smaller parts. It is harder to put off writing only a section of your thesis. Using techniques like the Pomodoro© technique can help you break down those tasks into small units of focused writing time, making it easier
time.

If you find that you are procrastinating to the point where you are avoiding your supervisor, your writing group, and your friends, don t suffer alone. Chronic procrastination can be linked to other mental health concerns. Contact Counselling Services to get help understanding and working through your avoidance.

Perfectionism

Another common reason why graduate students struggle with the writing process is perfectionism. One common side effect of perfectionism is struggling with the length of your writing. Perfectionist writers find it harder to keep the scope of their theses or dissertations to a reasonable size. They tend to do a lot of reading, take thousands of notes, and may find it hard not to include all these notes in their research. Getting rid of sections or even paragraphs might be harder for such writers. Does this sound like you?

As with procrastination, the solution to this problem can also be found in the planning stage. Pruning ideas and sections of your thesis or dissertation is much easier on an outline or a mind map. Narrowing down your argument and cutting down some sections of your thesis or dissertation must be done with your thesis statement and main research question as the criteria. You can clearly see on a mind map the proximity and relevance of your ideas to your thesis statement. The further your ideas stand from the centre of the mind map, and the more nodes necessary to connect them to the thesis, the more justified the decision to delete them. You can clearly see that the bubbles o-6(s)-8(t)11(a)-3(te)7

Imposter Syndrome

Advice for EAL Graduate Students

Before everything, be aware that having English as an additional language is only one (and maybe a small one) of the factors influencing the successful completion of your thesis and dissertation.

Things like research methods and rigour in critical thinking come before the writing process when writing a research and dissertation.

Even in the writing process, your ability in English comes after your abilities in organizing your ideas, creating logical connections, and following valid ways of developing your ideas. However, there might be some areas that you can improve to have a smoother writing experience in a language that is not your first.

Strategic

Do more planning before writing.

Take note of the trajectories of other writers arguments.

Reflect on the road map of your own argument during revision.

Linguistic

Learn more written English vocabulary.

Learn about the rhetorical strategies that native English-speaking writers use to communicate their messages.

Try to minimize interferences from your first language (i.e., never translate from your mother tongue into English; instead, try to start writing in English from the beginning)

The Last Word

This starter kit is full of information, tips, and resources to help you get started writing and keep writing, revising, and editing your thesis or dissertation. It doesn t, however, contain everything that is related of the process of completing a thesis or dissertation. For example, it doesn t tell you how to handle difficult supervisory relationships, or how to understand the rules governing intellectual property within your discipline. There will be much learning for you in your graduate student experience,

Annotated Bibliography of Recommended Readings

Dissertations and Theses

American Psychological Association. (2010). *Publication manual of the American psychological association.* Washington, DC: American Psychological Association.

Manual for APA style, used by writers in psychology, sociology, business, and economics.

Becker, H. S., & Richards, P. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.). Chicago: University Of Chicago Press.

Rather than focusing on writing per se, this book has useful chapters on Editing by Ear, Risk, and Getting it Out the Door.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis.* New York: Henry Holt and Company.

suggests!). Lots of sensible advice.

Booth, W. C., Colomb, G. G., Williams, J. M., Turabian, K. L., & University of Chicago. (2013). *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers.*(8th ed.). Chicago: University Of Chicago Press.

A classic on style.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks: Sage Publications.

Particularly aimed at social science and education audiences, this text explains different methodologies clearly and gives examples of each one.

Cook, C. K., & Modern Language Association of America. (1985). *Line by line: How to edit your own writing*. Boston: Houghton Mifflin.

This book is considered a classic writer s guide. Although written in the mid-eighties, it is still widely used in all disciplines.

Galvan, J. L. (2015). *Writing literature reviews: A guide for students of the social and beha. M0-3( )1(of)-4(R)-10(e)-3(c) use9ce*

This spiral bound workbook helps graduate students map out their thesis or dissertation in order to understand what they need to do, when, and how, by applying eight project management concepts to the process of academic writing. Practical and useful.

Academic Writing

Boice, R. (1990). *Professors as writers*. Stillwater: New Forums Press.

Written by a well-known researcher on faculty careers, this book has a lot of good advice applicable to graduate students.

Boice, R. (2000). *Advice for new faculty members*. Boston: Pearson.

A nice book based on years of research on advice to new faculty members. The subtitle, everything in moderation,

References

Clance, R. & Imes, S. (1978). The impostor phenomenon in high achieving women: Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research and Practice*, *15(3),* 241-247.

Doyle, S. &

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Appendix

Technology Tips

This section is *not* intended to provide a definitive list of technologies/software necessary to writing a thesis. It is the case, however, that in recent years technology has taken on a much larger role in the effective management of research and in writing a thesis/dissertation. This technology tips section is a selected list of currently available technologies that graduate students have reported very useful in the past five years. Be aware that each person has to do the research and become informed in order to make good decisions about what will work best for him or her. what to use, and then learn how to use it. Also remember that technologies change rapidly. This document could be out of date very quickly.

Refworks

and even sound files) on one half of a split screen while you compose on the other. In this way, you can look at your reference files while quoting, paraphrasing, and summarizing them. There are different modes you can work in, including clutter- and distraction-free composition. In the background, Scrivener can track project statistics and writing targets.

one section to another, rather than scrolling through pages of text. You can arrange text into larger or smaller pieces, allowing you to focus on specific details or sections without being distracted by the whole (sometimes imposing) document. Much of thesis writing is about getting things in the right order, and Scrivener makes it easy to step back,

your work as you go, making it easy to return to an earlier version if you make a mistake or experiment with changes in structure. It can also automatically back up to Dropbox.

Scrivener works well with bibliographic software such as Zotero (http://thedigitalresearcher.com/how-to-use-zotero-with-scrivener/). While Scrivener has formatting capability, many find it easiest to export the Scrivener document to MS Word when they are ready to compile and format of the entire manuscript. The program is very affordable, works on multiple platforms, and is incredibly stable and reliable. Scrivener has a bit of a learning curve, but spending a few hours learning this intuitive program may save you days or weeks over the duration of your research.

Evernote

Evernote is another great tool fo
documents, Evernote is particularly useful for keeping track of smaller thoughts and ideas: notes, drawings, images, sounds, and any files that you want to create or upload. You can think of it as a combination of cloud storage services and a note-taking platform. It also has strong searching and organizing features, making it a convenient tool for organizing your thesis and dissertation notes on the go. You can categorize your notes into notebooks and add tags to them, thereby making them very easy to find and connect.

A great feature of Evernote is the ability to let you upload files (MS Word files, for example) by dragging and dropping them into a note, and then open these

complex full sentences with citations, since Dragon can recognize editing commands such as period comma enter and open/close quotations.

Lifestyle Apps

Taking short breaks and shifting your focus to your body, your breath, your thoughts, and your feelings in a noticing, non-judgmental way, can help you make more effective progress in your writing and help keep you healthier in the process. There are many apps available that offer support in mindfulness, relaxation, and meditation. They are available for your desktop, your tablet, and your phone. Some are free and some are for purchase. The brief list here is offered as a very small sample of free apps that have all been recommended by students and helping professionals who use them. These apps work particularly well in combination with pomodoros.

F.lux

This free download program adjusts the colour and brightness of your computer monitor to correspond with the solar cycle and your sleep patterns. (So it dims and yellows when the sun goes down or a couple of hours before an inputted bedtime.) It has been known for some time that graduate students are vulnerable to sleep disruptions. By working on a computer monitor you could be contributing to your own sleep problems through overlong exposure to the blue light of the monitor. The f.lux app helps to ease eye strain and the sleep disruption that the blue light from monitors is known to cause.

UP Coffee

If you are relying on caffeine to keep you working, you might want to try this app. UP Coffee allows you to input every cup of coffee you drink and records your daily intake of caffeine, as well as alerting you to the possibility of sleep disruption. While it does rely on self-regulation (and, therefore, has the problems usually associated with such methods), some graduate students report that it can be a good reminder to dial it back a bit. (There is, perhaps, no better incentive than a little notice telling you that you consumed 783 mg of caffeine yesterday to make you reevaluate and go for green tea instead.)

Calm

Calm is both a website and a downloadable app. You can choose meditation breaks from 2 to 20 minutes and you can modify the scenery and the sounds.

Meditation Oasis

This website includes many resources relating to meditation, including an online course, blog postings, podcasts, and meditations of varying types and lengths. There are also cds available and smartphone apps.

Breathe2Relax

Breathe2Relax is a portable stress management tool. It is also a hands-on diaphragmatic breathing exercise. Breathing exercises have been documented to decrease the body s fight-or-flight (stress) response, and help with mood stabilization, anger control, and anxiety management.