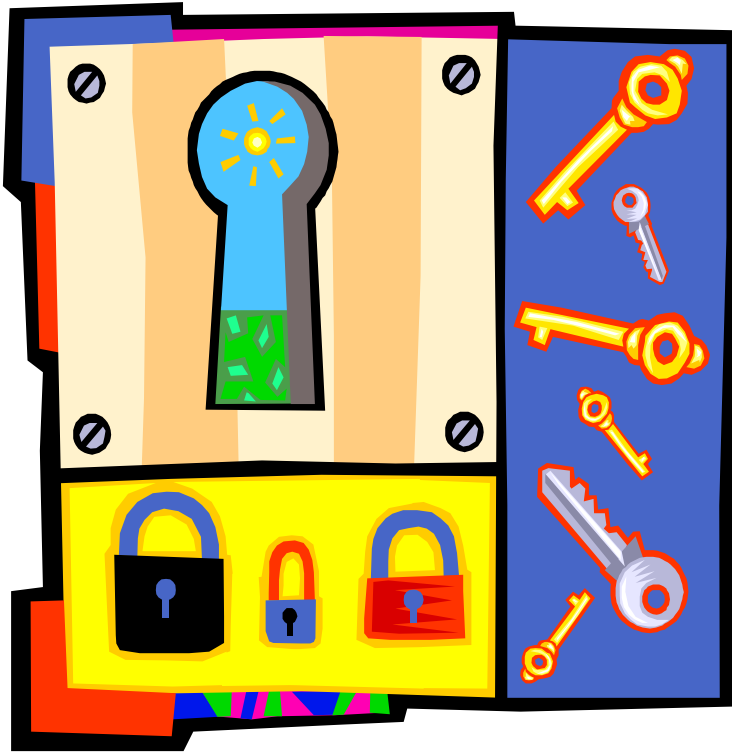


# compassion & criticism key points

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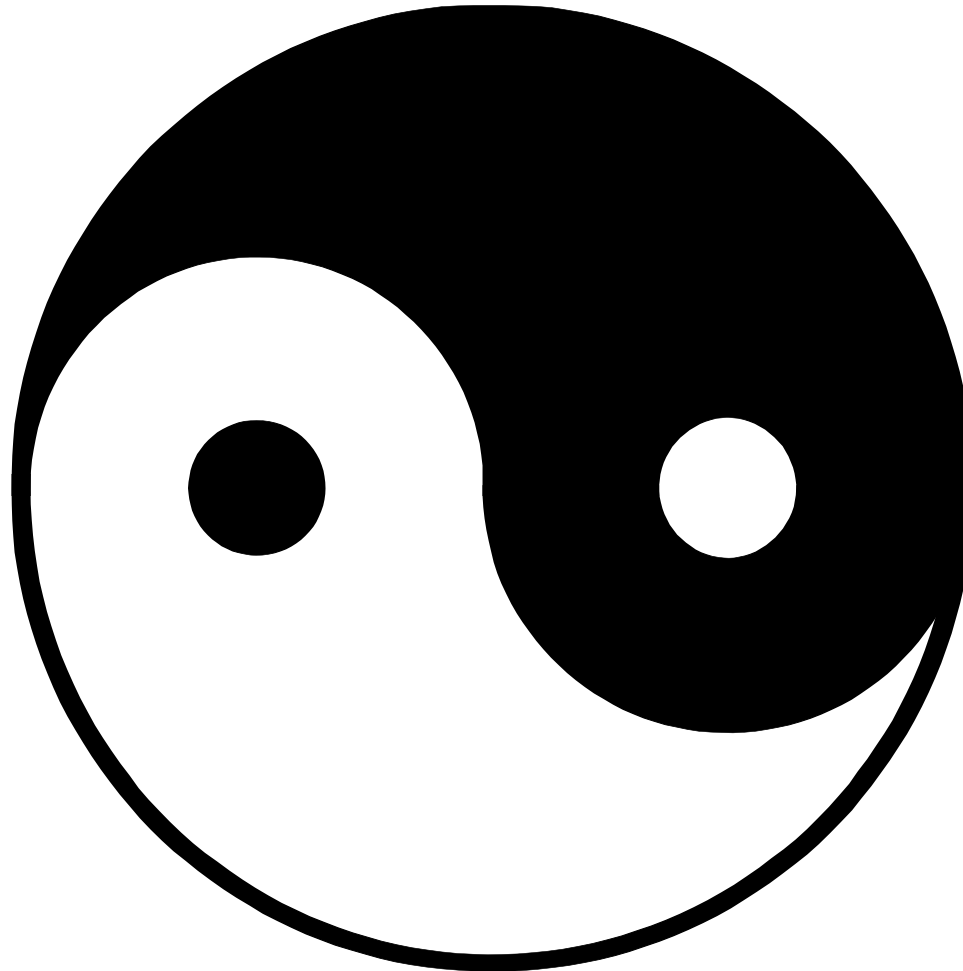
- to understand more clearly how important these areas are for our health & wellbeing
  - appreciate the mechanisms that lead to compassion or criticism
  - explore ways to assess personal relevance of these issues
  - look at how we can work to improve relationships both with ourselves & with others
-



# structure and quality

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*structure  
plans, long  
term goals*



*quality  
waking up,  
appreciation*

*the challenge is in achieving a balance*

# the bus driver metaphor



*for a fuller description  
see the 2 page handout*

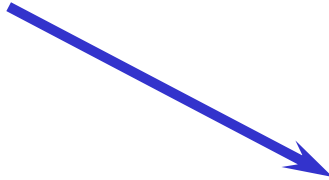
- ✧ the importance of values
- ✧ distinguishing values & goals
- ✧ values are about 'now'
- ✧ self-definition by values  
not by goal achievement
- ✧ mindfulness & passengers
- ✧ sometimes it's useful  
to 'listen and respond'



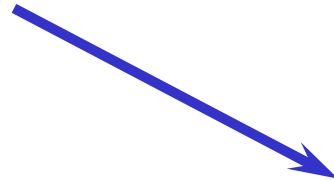
# taking control/making time

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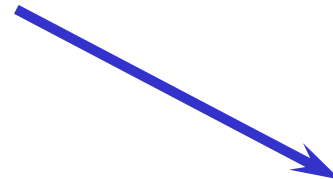
**roots**



**roles**

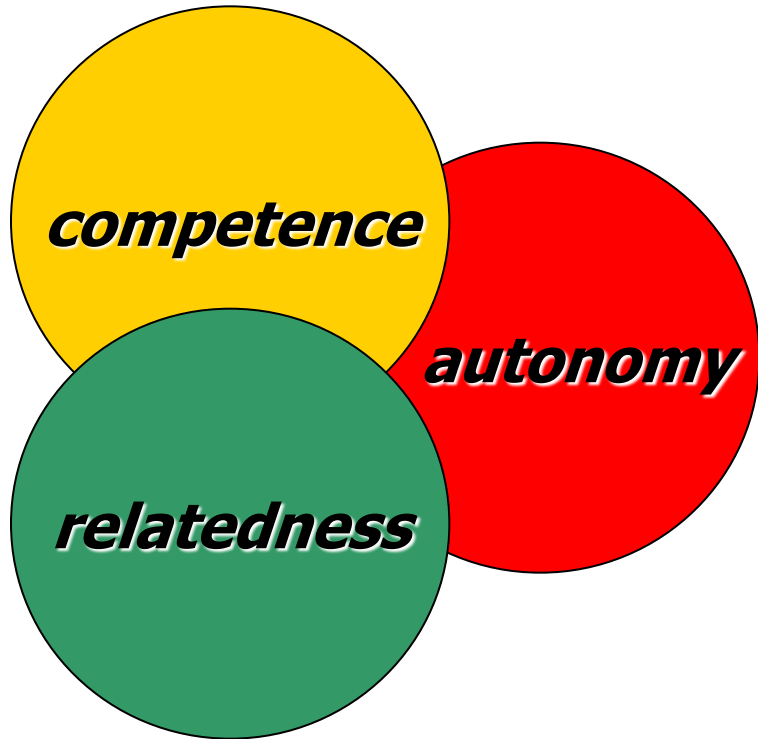


**goals**



**diary**

# three key psychological needs



- ❖ autonomy – personal choice not compulsion by outside forces
- ❖ competence – capable & effective not incompetent & inefficient
- ❖ relatedness – regular emotional intimacy & shared activities not isolation & loneliness

Reis, H. T., K. M. Sheldon, et al. (2000). *Daily well-being: the role of autonomy, competence, and relatedness*. *Pers Soc Psychol Bull* **26**(4): 419-435.

Sheldon, K. M., A. J. Elliot, et al. (2001). *What is satisfying about satisfying events? Testing 10 candidate psychological needs*. *J Pers Soc Psychol* **80**(2): 325-39.



# 1<sup>st</sup> eight sessions: progress so far

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*how have this first two months of the course gone – what's been most interesting & helpful?*

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*what's been most difficult – what can you learn from this; where 'let go' & where 'try harder'?*

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*over the next three weeks, what do you feel it would be most helpful for you to put as top priorities for both learning & consolidating the course*

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