

# Continue Learning with FirstHope

## Complete Notes on the FirstHope App

**Complete subject and semesters are available on FirstHope app only.**

- Get complete subject and semester notes in the FirstHope app.
- Available for B.Pharm, D.Pharm, M.Pharm and Pharm.D students.

**[Click here to get the FirstHope app](#)**

## Join the FirstHope Telegram Channel

Join FirstHope Notes and keep up with channel updates.

**[Click here to join Telegram](#)**

## Instagram

@firsthope.official

**[Click here to follow Instagram](#)**

## YouTube Channel

FirstHope-Pharmacy / Live streams

**[Click here to watch the YouTube channel](#)**

## WhatsApp Channel

Follow FirstHope on WhatsApp.

**[Click here to join the WhatsApp channel](#)**

## FirstHope Website

firsthopenotes.com

**[Click here to visit the website](#)**

## Semester 2 - Practical Notes

### Mental Well-Being Stress and Conflict Management

#### Complete Subject Manual

Elective option. Follow the course selected by your college. 15 practical files and activities. Use the PDF bookmarks to navigate. Page numbers restart within each practical; content page counts below exclude promotion pages.

#### Contents

| No. | Practical                                                | Content pages |
|-----|----------------------------------------------------------|---------------|
| 1   | Perceived Stress Scale - Self-Assessment                 | 2             |
| 2   | Seven-Day Emotional Diary                                | 2             |
| 3   | Mindful Breathing and Reflection                         | 2             |
| 4   | Guided Meditation and Feedback                           | 2             |
| 5   | Time Management Using the Eisenhower Matrix              | 2             |
| 6   | Workplace Conflict Resolution - Role-Play                | 2             |
| 7   | SWOT Analysis of Behaviour and Coping                    | 2             |
| 8   | Cognitive Restructuring Reflection Worksheet             | 2             |
| 9   | Group Discussion on Responses to Stress                  | 2             |
| 10  | Thomas-Kilmann Conflict Modes - Self-Assessment Activity | 2             |
| 11  | Comfortable Visualisation and Grounding                  | 2             |
| 12  | Progressive Muscle Relaxation Practice                   | 2             |
| 13  | Team Trust and Communication Activities                  | 2             |
| 14  | Five-Day Gratitude Reflection                            | 2             |
| 15  | Conflict Case Study in a Healthcare Setting              | 2             |

# Perceived Stress Scale - Self-Assessment

Experiment 1 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To complete and interpret the institution-provided Perceived Stress Scale appropriately.

## Principle

The PSS assesses how stressful a person perceives situations to have been during its stated recall period. It is a self-report measure, not a diagnosis. The version, official wording and scoring must match.

## Requirements

- The authorised PSS-10 supplied by the institution, with the required permission for its use.
- Private scoring sheet and optional qualified discussion/support arrangement.

## Procedure

### 1. Confirm version

Record that the form is PSS-10 and read its official instructions, including the past-month recall period. The questionnaire items are not reproduced in these notes.

### 2. Complete privately

Answer the official form honestly using its specified response choices. Do not let a peer choose answers or require disclosure of a score.

### 3. Check responses

Confirm that every required item has a valid response. Handle missing answers only according to the authorised scoring instructions.

### 4. Reverse score

For the standard PSS-10, reverse items 4, 5, 7 and 8 using 0↔4, 1↔3 and 2 unchanged.

### 5. Sum

Add all ten scored responses for a possible total of 0-40. Retain the exact version and date.

### 6. Reflect

Discuss perceived stress and practical support needs if desired. Do not apply unofficial low/medium/high cutoffs or label a disorder from the total.

**Mental Well-Being Stress and Conflict Management**

---

**Observations and Record**

| Record                           | Private entry |
|----------------------------------|---------------|
| Version / date / recall period   | _____         |
| Completed form / scoring checked | _____         |
| Optional total / reflection      | _____         |
| Chosen practical support step    | _____         |

**Worked Example**

The numbers below are illustrative; enter your own observations in the record.

- If a positively phrased item requiring reversal has a raw response of 1, its scored value is 3. A total of 18 is simply a PSS-10 total; it does not by itself diagnose a condition.

**Result**

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

**Precautions**

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.
- Obtain the official form through the institution's authorised process; this worksheet does not replace its wording or permission requirements.

**Viva Questions and Answers****1. What is the standard PSS-10 recall period?**

The past month.

**2. Which items are reversed?**

Items 4, 5, 7 and 8 in the standard PSS-10.

**3. Is a score a clinical diagnosis?**

No. Interpretation needs context and appropriate professional judgement.

# Seven-Day Emotional Diary

Experiment 2 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To observe daily situations, emotions and coping responses over seven days.

## Principle

A structured diary can help identify recurring patterns between situations, feelings and actions. A short personal rating is a reflection aid rather than a validated diagnostic measurement.

## Requirements

- Private diary or password-protected file and seven-day record sheet.
- A few minutes at a consistent time each day.

## Procedure

### 1. Set privacy

Choose a safe record location and decide what, if anything, you wish to share.

### 2. Describe event

Each day record one situation briefly using facts, with no unnecessary identifiers.

### 3. Name feeling

Use your own emotion words and, if helpful, a consistent 0-10 intensity rating. Define what the scale means for you.

### 4. Record response

Note thoughts, body sensations, actions and the coping step actually used.

### 5. Review effect

Write what happened after the action without forcing a positive interpretation.

### 6. Summarise week

Look for recurring triggers, helpful responses and one realistic adjustment for the following week.

**Mental Well-Being Stress and Conflict Management**

---

**Observations and Record**

| Day | Situation / emotion | Response / observation |
|-----|---------------------|------------------------|
| 1   | _____               | _____                  |
| 2   | _____               | _____                  |
| 3   | _____               | _____                  |
| 4   | _____               | _____                  |
| 5   | _____               | _____                  |
| 6   | _____               | _____                  |
| 7   | _____               | _____                  |

**Worked Example**

The numbers below are illustrative; enter your own observations in the record.

- A fictional entry: "Before a presentation I felt worried, 6/10. I rehearsed the opening with a friend and felt more prepared." This does not prove that rehearsal will help everyone.

**Result**

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

**Precautions**

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

**Viva Questions and Answers****1. Why record facts before interpretations?**

It helps distinguish the event from assumptions about it.

**2. Does a 0-10 diary rating diagnose illness?**

No. It is an informal personal reflection scale.

**3. What should the weekly summary contain?**

Patterns, observed effects and one practical next step.

# Mindful Breathing and Reflection

Experiment 3 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To practise brief attention to comfortable natural breathing.

## Principle

Attention can be gently redirected to a present sensation such as normal breathing. The aim is to notice distraction and return attention without judging success by a completely empty mind.

## Requirements

- Comfortable seated position, quiet space and a three-minute timer.
- Optional eyes-open alternative focusing on feet or ambient sounds.

## Procedure

### 1. Settle

Sit comfortably with supported feet. Keep eyes open or softly lowered according to comfort.

### 2. Notice

Observe the natural breath without deliberately forcing a deep breath or changing its rate.

### 3. Attend

Notice one comfortable sensation, such as air movement at the nose or gentle chest movement.

### 4. Return

When attention wanders, acknowledge that briefly and return to the chosen sensation without criticism.

### 5. Finish

After about three minutes, notice the room and return to normal activity slowly.

### 6. Reflect

Write one observation about attention or comfort. If breathing focus feels unpleasant, use an external grounding sensation instead.

## Mental Well-Being Stress and Conflict Management

---

### Observations and Record

| Record                            | Entry |
|-----------------------------------|-------|
| Duration / chosen attention point | _____ |
| Distraction noticed / response    | _____ |
| Comfort / alternative used        | _____ |
| Personal reflection               | _____ |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- Noticing “I was planning tomorrow, then returned to the breath” is a valid observation. Distraction is part of the exercise, not evidence of failure.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.
- Do not practise breath holding, hyperventilation or rigid counted breathing in this activity.

### Viva Questions and Answers

#### 1. Must the mind be blank?

No. The practice includes noticing and returning from distraction.

#### 2. Why avoid forced breathing?

Comfortable natural breathing is the purpose of this exercise.

#### 3. What is a suitable alternative?

Notice feet on the floor or neutral sounds with eyes open.

# Guided Meditation and Feedback

Experiment 4 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To follow an original brief attention exercise and provide descriptive feedback.

## Principle

Guided attention gives a simple sequence for noticing the present environment and sensations. Participants can adapt or stop it. Individual responses vary and a short class session is not a treatment assessment.

## Requirements

- A quiet area, comfortable chairs and a five-minute timer.
- The original guidance below and a voluntary feedback form.

## Procedure

### 1. Explain choice

Tell participants that they may keep their eyes open, change position or stop without explanation.

### 2. Begin

Read slowly: "Find a position that feels supported. Notice the chair and the floor. Let your breathing continue at its usual pace."

### 3. Guide attention

Read: "Notice one sound in the room. Then notice contact between your feet and the floor. If your mind moves elsewhere, gently return to what you can sense now."

### 4. Allow pauses

Leave short quiet pauses between statements. Do not impose vivid imagery or ask participants to recall distressing experiences.

### 5. Close

Read: "Look around the room. Notice where you are. Move your hands or feet gently and return when you are ready."

### 6. Collect feedback

Invite private comments about clarity, comfort and what should change. Do not require a report of relaxation.

## Mental Well-Being Stress and Conflict Management

---

### Observations and Record

| Feedback item                    | Optional entry |
|----------------------------------|----------------|
| Instructions clear? What helped? | _____          |
| Comfort / modification / pause   | _____          |
| Attention noticed                | _____          |
| Suggested change                 | _____          |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- Feedback such as “I preferred keeping my eyes open” identifies a useful accommodation. It is not a lower performance score.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Why give choices at the start?

They support comfort and voluntary participation.

#### 2. Should everyone report the same feeling afterward?

No. Responses differ.

#### 3. Why use descriptive feedback?

It helps improve the session without implying a validated clinical result.

# Time Management Using the Eisenhower Matrix

Experiment 5 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To sort tasks by urgency and importance and plan a realistic response.

## Principle

Urgency concerns time pressure; importance concerns contribution to essential responsibilities or goals. The matrix is a planning aid, not a rule that every task can be delegated or ignored.

## Requirements

- A list of six to ten real or fictional academic tasks.
- Four-quadrant worksheet and weekly calendar.

## Procedure

### 1. List

Write concrete tasks and their actual deadlines rather than vague themes.

### 2. Assess importance

Identify the obligation or goal each task serves.

### 3. Assess urgency

Check whether action is time-critical and whether the deadline is real or assumed.

### 4. Place

Sort into important/urgent, important/not urgent, not important/urgent and neither.

### 5. Plan

Do or address essential urgent work; schedule important future work; consider delegation only where permitted; limit low-value distractions.

### 6. Review

Allow time for rest and unforeseen work. Reclassify after new information rather than keeping a rigid plan.

**Mental Well-Being Stress and Conflict Management**

---

**Observations and Record**

| Quadrant               | Task / reason | Planned action |
|------------------------|---------------|----------------|
| Important + urgent     | _____         | _____          |
| Important + not urgent | _____         | _____          |
| Not important + urgent | _____         | _____          |
| Neither                | _____         | _____          |

**Worked Example**

The numbers below are illustrative; enter your own observations in the record.

- A report due tomorrow may be important and urgent; revision for a later assessment may be important but not yet urgent. Scheduling revision early can prevent it becoming a last-minute crisis.

**Result**

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

**Precautions**

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

**Viva Questions and Answers****1. Are urgency and importance identical?**

No. Some pressing tasks contribute little to essential goals.

**2. Can a student delegate every urgent task?**

No. Responsibility and permission determine what can be delegated.

**3. Why review the plan?**

Deadlines and priorities can change.

# Workplace Conflict Resolution - Role-Play

Experiment 6 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To practise a respectful discussion of a fictional workplace disagreement.

## Principle

Conflict discussion is more constructive when it separates facts, needs and proposals from personal accusations. A workable agreement specifies responsibility and follow-up.

## Requirements

- Fictional disagreement over a shared practical timetable or stock-record task.
- Two role cards, neutral observer and agreement sheet.

## Procedure

### 1. State facts

Describe what happened and when without guessing motives.

### 2. Hear perspectives

Each participant explains their concern without interruption; the listener summarises it.

### 3. Identify shared goal

Agree on the work outcome both need, such as accurate records or equitable access.

### 4. Develop options

Offer two or more feasible approaches and check constraints.

### 5. Agree action

Choose a clear next step, responsible person and review time. Seek supervisor help if the decision exceeds your role.

### 6. Reflect

Record what reduced tension and what remained unresolved. Do not treat agreement as proof that no further problem exists.

## Mental Well-Being Stress and Conflict Management

---

### Observations and Record

| Conflict element             | Record |
|------------------------------|--------|
| Facts / each concern         | _____  |
| Shared goal / options        | _____  |
| Action / owner / review time | _____  |
| Unresolved item / escalation | _____  |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- “The record was not updated by the agreed time” is a factual starting point. “You never care about work” is an accusation that may obstruct discussion.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others’ information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Why summarise the other view?

It checks understanding and makes assumptions visible.

#### 2. What makes an agreement reviewable?

A specific action, owner and time.

#### 3. When is a neutral supervisor useful?

When roles, safety or persistent disagreement prevent resolution.

# SWOT Analysis of Behaviour and Coping

Experiment 7 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To identify personal strengths, limitations, opportunities and external difficulties.

## Principle

SWOT distinguishes internal strengths/weaknesses from external opportunities/threats. It is a structured reflection aid; its usefulness depends on specific examples and realistic actions.

## Requirements

- Private reflection sheet or a fictional student case.
- Four-part matrix and action-plan worksheet.

## Procedure

### 1. Choose focus

Select one manageable context, such as examination preparation or teamwork.

### 2. Strengths

List helpful existing behaviours with examples, such as seeking clarification early.

### 3. Weaknesses

Describe changeable difficulties without self-insult, such as starting revision too late.

### 4. Opportunities

Identify external supports or openings, such as a study group or faculty consultation.

### 5. Threats

Identify external barriers, such as timetable clashes, while avoiding assumptions that cannot be checked.

### 6. Plan

Choose one strength to use and one practical change. Set a small action and review date.

## Observations and Record

| SWOT area   | Specific example | Possible action |
|-------------|------------------|-----------------|
| Strength    | _____            | _____           |
| Weakness    | _____            | _____           |
| Opportunity | _____            | _____           |
| Threat      | _____            | _____           |

## Mental Well-Being Stress and Conflict Management

---

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- “I start assignments late” is more actionable than “I am a failure.” A next step could be a 20-minute planning session two days before the next assignment.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. What is internal versus external in SWOT?

Behaviours/abilities are mainly internal; surrounding supports and obstacles are mainly external.

#### 2. Why use examples?

They make the reflection concrete.

#### 3. Does the matrix diagnose a personality type?

No. It is a planning worksheet.

# Cognitive Restructuring Reflection Worksheet

Experiment 8 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To examine a negative automatic thought and develop a balanced alternative.

## Principle

A thought can feel convincing without being a complete statement of the evidence. Structured reflection separates a situation, interpretation and supporting/contradicting facts. It does not replace professional psychological care.

## Requirements

- A mild everyday or fictional situation; no required disclosure of distressing experiences.
- Private worksheet and optional instructor-supported discussion.

## Procedure

### 1. Describe situation

Write a brief factual event, such as one missed answer during a presentation.

### 2. Name thought

Record the immediate interpretation and related feeling without judging yourself for having it.

### 3. Review evidence

List facts supporting the interpretation and facts that do not fit it. Distinguish facts from predictions.

### 4. Consider alternatives

Ask what other explanation fits the evidence or what you would say to a friend in the same situation.

### 5. Write balance

Create a realistic statement that acknowledges difficulty and remaining options, rather than an unrealistically positive claim.

### 6. Choose action

Identify one useful next step and note whether the exercise was comfortable; seek appropriate support when needed.

## Mental Well-Being Stress and Conflict Management

### Observations and Record

| Situation / automatic thought         | Evidence for and against | Balanced thought / action |
|---------------------------------------|--------------------------|---------------------------|
| _____                                 | _____                    | _____                     |
| Feeling / optional personal intensity | _____                    | _____                     |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- Automatic thought: "One wrong answer means I cannot present." Balanced alternative: "I missed one answer, but explained the main points. I can check that topic and practise responding to uncertainty."

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Is a balanced thought always positive?

No. It should be realistic and supported.

#### 2. Why separate thought from event?

It reveals interpretations that may go beyond the facts.

#### 3. What if the exercise increases distress?

Stop and use an appropriate support route rather than forcing completion.

# Group Discussion on Responses to Stress

Experiment 9 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To discuss coping approaches respectfully without requiring personal disclosure.

## Principle

Group discussion can exchange practical ideas and reduce misunderstandings. A respectful learning group avoids diagnosing participants, giving unsolicited treatment instructions or requiring trauma narratives.

## Requirements

- Prompt cards about academic workload, deadlines and teamwork.
- Facilitator, ground-rule sheet and anonymous idea collection if preferred.

## Procedure

### 1. Set rules

Agree on voluntary participation, respectful listening, confidentiality limits and no pressure to share personal experiences.

### 2. Use prompts

Discuss a fictional student facing overlapping deadlines and ask what practical supports might help.

### 3. Listen

Give each participant a fair opportunity to speak and allow a pass.

### 4. Sort ideas

Separate immediate practical actions, longer-term habits and situations requiring qualified support.

### 5. Evaluate

Discuss whether an idea is feasible, accessible and within the group's knowledge. Avoid claiming that one method suits everyone.

### 6. Close

Record two useful ideas and one question for a suitable support professional, without naming participants.

## Mental Well-Being Stress and Conflict Management

---

### Observations and Record

| Idea  | Possible benefit / limitation | Suitable next step |
|-------|-------------------------------|--------------------|
| _____ | _____                         | _____              |
| _____ | _____                         | _____              |
| _____ | _____                         | _____              |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- A group may suggest clarifying deadlines, making a manageable plan and asking for support. These are discussion options, not a treatment plan for a distressed classmate.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Why allow a pass?

It preserves voluntary participation.

#### 2. What should the group avoid?

Diagnosis, pressure to disclose and unsupported treatment claims.

#### 3. Why discuss limitations?

Resources and responses differ between people.

# Thomas-Kilmann Conflict Modes - Self-Assessment Activity

Experiment 10 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To use an authorised TKI report and reflect on suitable conflict approaches.

## Principle

The Thomas-Kilmann instrument describes preferences among five conflict modes along assertiveness and cooperativeness. A mode is an approach, not a fixed label or a universally best response.

## Requirements

- The licensed institution-provided Thomas-Kilmann instrument/report and its authorised scoring instructions.
- The original reflection worksheet in these notes and a fictional conflict scenario.

## Procedure

### 1. Obtain official material

Complete the authorised tool through the college's approved route. Its questionnaire items and proprietary scoring are not reproduced here.

### 2. Read report

Use the official report to understand the five mode descriptions and the limits of the result.

### 3. Identify context

Choose a fictional low-risk disagreement and identify urgency, relationship, stakes and available time.

### 4. Compare modes

Consider competing, collaborating, compromising, avoiding and accommodating as possible approaches.

### 5. Select approach

Explain why one or a sequence of modes fits the context. Distinguish a preference from the most appropriate behaviour in this situation.

### 6. Reflect

Record a behaviour to practise and one follow-up question. Do not invent a TKI score from this worksheet.

## Mental Well-Being Stress and Conflict Management

### Observations and Record

| Mode          | General emphasis                         | Context reflection |
|---------------|------------------------------------------|--------------------|
| Competing     | Assert own position                      | _____              |
| Collaborating | Seek a solution addressing both concerns | _____              |
| Compromising  | Exchange concessions                     | _____              |
| Avoiding      | Delay or step away from the issue        | _____              |
| Accommodating | Give priority to the other concern       | _____              |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- For an urgent safety concern, promptly raising the issue through the proper staff route may be appropriate. A timetable preference with enough discussion time may allow a collaborative solution. Context matters.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.
- Use the official licensed form for an instrument result. This original worksheet is a reflection activity and is not a replacement test.

### Viva Questions and Answers

#### 1. Is collaborating always possible immediately?

No. Time, safety and other constraints affect the choice.

#### 2. Does a preferred mode define the person permanently?

No. Behaviour can be adapted to context.

#### 3. Can these notes generate a valid TKI score?

No. That requires the authorised instrument and scoring process.

# Comfortable Visualisation and Grounding

Experiment 11 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To try a brief neutral imagery exercise or an eyes-open grounding alternative.

## Principle

A deliberately chosen comfortable image can provide an attention focus. Some people prefer present-environment grounding, and imagery should remain optional rather than requiring a particular emotional response.

## Requirements

- Quiet seated space, short timer and a private reflection sheet.
- Optional neutral image or an eyes-open observation alternative.

## Procedure

### 1. Choose

Select a comfortable ordinary setting, such as a shaded garden bench, or choose the grounding alternative.

### 2. Settle

Keep normal breathing and a supported position. Eyes may remain open.

### 3. Notice details

For one or two minutes, imagine neutral visual details, sounds and contact with the ground. Avoid intense memories or forced sensory content.

### 4. Alternative

Instead of imagery, name a few neutral objects in the room and notice feet on the floor.

### 5. Return

Look around, move gently and confirm the present place and activity.

### 6. Reflect

Record which option felt comfortable and whether it was useful. A neutral or unhelpful response is acceptable.

## Observations and Record

| Option used            | Observation | Preference for next time |
|------------------------|-------------|--------------------------|
| Imagery / grounding    | _____       | _____                    |
| Comfort / modification | _____       | _____                    |

## Mental Well-Being Stress and Conflict Management

---

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- A participant who prefers looking at the room can use grounding without completing the imagery. The chosen adaptation is part of the record.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Must the participant close their eyes?

No.

#### 2. Why avoid distressing memories?

The classroom activity is intended to be a comfortable voluntary focus.

#### 3. What if imagery is not helpful?

Use another appropriate attention or support approach.

# Progressive Muscle Relaxation Practice

Experiment 12 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To notice the difference between gentle muscle tension and release.

## Principle

Gentle voluntary tension followed by release can increase awareness of muscle sensations. Comfortable adaptation is essential; pain, breath holding or forceful strain are not part of this exercise.

## Requirements

- Supported chair, quiet space and instructor guidance.
- Optional release-only method for areas where tension is uncomfortable.

## Procedure

### 1. Prepare

Sit comfortably and identify any painful/injured area to exclude. Keep natural breathing.

### 2. Hands

Gently tense the hands for about 5 seconds without strain, then release for about 10 seconds and notice the difference.

### 3. Shoulders

Use only a mild comfortable movement, then release. Do not force the neck or create pain.

### 4. Legs/feet

Repeat gently for suitable muscle groups, skipping any area that is uncomfortable.

### 5. Release-only option

If tensing is unsuitable, notice support and allow the muscles to rest without contraction.

### 6. Finish and record

Return gradually to the room and record comfort, adaptations and one observed sensation; stop if dizziness or pain occurs.

## Mental Well-Being Stress and Conflict Management

---

### Observations and Record

| Muscle area             | Gentle tension / release or skipped | Observation |
|-------------------------|-------------------------------------|-------------|
| Hands                   | _____                               | _____       |
| Shoulders               | _____                               | _____       |
| Legs / feet             | _____                               | _____       |
| Release-only adaptation | _____                               | _____       |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- A student may note “hands felt less tight after release.” This describes one observation and does not establish a clinical benefit for every participant.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.
- No strong contraction, breath holding or pressure to work through pain.

### Viva Questions and Answers

#### 1. Why keep tension mild?

The activity should not produce strain or pain.

#### 2. What is release-only practice?

Noticing support and relaxing without deliberate contraction.

#### 3. Should an injured area be forced through the sequence?

No. Skip it and follow appropriate professional advice.

# Team Trust and Communication Activities

Experiment 13 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To build predictable, respectful teamwork through a low-risk cooperative task.

## Principle

Trust develops when people communicate clearly, follow agreed actions and respect boundaries. A team exercise should support inclusion rather than test courage or force physical dependence.

## Requirements

- A paper-based planning task, such as arranging an imaginary health-awareness stall.
- Role cards, limited-resource list, timer and team reflection form.

## Procedure

### 1. Agree rules

Allow participants to decline personal questions and avoid physical contact, blindfolds or forced disclosure.

### 2. Introduce strengths

Each participant offers a preferred task or a fictional strength if they prefer.

### 3. Assign roles

Agree who will plan content, materials, timing and checking. Keep responsibilities visible.

### 4. Complete task

Use a short timed planning challenge and share relevant information accurately.

### 5. Check agreement

Summarise decisions and ask every member to confirm their role or request a change.

### 6. Reflect

Identify a behaviour that made the team more reliable and one change for the next task.

## Mental Well-Being Stress and Conflict Management

---

### Observations and Record

| Team behaviour                  | Evidence | Improvement |
|---------------------------------|----------|-------------|
| Listening / information sharing | _____    | _____       |
| Role clarity / follow-through   | _____    | _____       |
| Inclusion / boundaries          | _____    | _____       |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- A team that confirms “A will check wording and B will check materials by 3 pm” has a clearer commitment than “Someone will handle it.”

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others’ information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Does trust require risky physical games?

No. Reliable communication and follow-through are enough for this activity.

#### 2. Why make roles visible?

It reduces duplicated or missed work.

#### 3. Why respect a declined question?

Participation should preserve privacy and comfort.

# Five-Day Gratitude Reflection

Experiment 14 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To observe whether noticing specific valued experiences is useful over five days.

## Principle

A gratitude record focuses on a specific experience or contribution that a person values. It should allow mixed emotions and real difficulties rather than requiring constant positivity.

## Requirements

- Private five-day record sheet.
- A brief daily reflection period and optional fictional entries.

## Procedure

### 1. Choose time

Select a convenient short daily period; keep the task manageable.

### 2. Record one detail

Write one specific event, support or opportunity you valued, if any.

### 3. Explain meaning

Note why it mattered rather than repeating a generic phrase.

### 4. Allow honesty

If the day was difficult or nothing comes to mind, record that without blame.

### 5. Review five days

Look for the kinds of experiences you noticed and whether the practice was helpful or neutral.

### 6. Plan

Decide whether to continue, adapt or choose another practical habit; do not infer that gratitude resolves serious distress.

**Mental Well-Being Stress and Conflict Management**

---

**Observations and Record**

| Day | Specific valued detail | Meaning / observation |
|-----|------------------------|-----------------------|
| 1   | _____                  | _____                 |
| 2   | _____                  | _____                 |
| 3   | _____                  | _____                 |
| 4   | _____                  | _____                 |
| 5   | _____                  | _____                 |

**Worked Example**

The numbers below are illustrative; enter your own observations in the record.

- “A friend helped me understand one calculation” identifies an actual valued contribution. It can coexist with feeling worried about the assessment.

**Result**

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

**Precautions**

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others' information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

**Viva Questions and Answers****1. Must every entry be positive?**

No. Honest reflection may include difficulty or a neutral response.

**2. Why use a specific detail?**

It is easier to examine than a vague slogan.

**3. Does this replace support for distress?**

No. It is an optional reflection activity.

# Conflict Case Study in a Healthcare Setting

Experiment 15 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To analyse a fictional medicine-record disagreement and propose a safe communication response.

## Principle

Healthcare conflict can involve both interpersonal disagreement and a work-process discrepancy. The factual issue must be clarified through the authorised care process before it becomes a personal argument.

## Requirements

- Fictional case: two staff members receive different handoff instructions for a medicine record.
- Case-analysis worksheet, role assignments and escalation map.

## Procedure

### 1. Separate issues

Identify the inconsistent information and the interpersonal disagreement as related but distinct matters.

### 2. Protect the work process

Seek the authorised verification route before completing an uncertain action. Do not improvise a dose or change patient treatment.

### 3. Gather facts

List the supplied records, times and roles. Identify what is missing and who can clarify it.

### 4. Communicate

Use a concise factual request and active listening. Avoid attributing the discrepancy to laziness or intent.

### 5. Agree follow-up

Assign the verification, documentation and review actions to the appropriate responsible roles.

### 6. Reflect

Consider how the handoff process could prevent recurrence and which conflict approach fits the urgency.

## Mental Well-Being Stress and Conflict Management

---

### Observations and Record

| Analysis element                   | Case response |
|------------------------------------|---------------|
| Factual discrepancy / unknowns     | _____         |
| Immediate authorised verification  | _____         |
| Communication / shared goal        | _____         |
| Action owner / review / prevention | _____         |

### Worked Example

The numbers below are illustrative; enter your own observations in the record.

- A suitable statement is “These two records differ; please verify the intended instruction through the responsible clinician/pharmacist.” A student should not choose one direction merely to end the disagreement.

### Result

Record completion, what you noticed and one practical next step. Personal reflections remain private unless you choose to share them; these classroom activities do not establish a diagnosis.

### Precautions

- Participation and sharing of personal experiences are voluntary. Use a fictional example when preferred and keep others’ information confidential.
- Stop or adapt an exercise that causes discomfort. Persistent or severe distress should be discussed with the appropriate qualified support service.
- Describe personal observations without claiming that one short exercise treats or cures a mental-health condition.

### Viva Questions and Answers

#### 1. Why separate interpersonal and factual issues?

A polite conversation alone does not correct an unsafe record discrepancy.

#### 2. Who decides a clinical instruction?

The authorised responsible professional through the appropriate process.

#### 3. What helps prevent recurrence?

Clear handoff responsibilities, verified records and documented follow-up.

# Continue Learning with FirstHope

## Complete Notes on the FirstHope App

**Complete subject and semesters are available on FirstHope app only.**

- Get complete subject and semester notes in the FirstHope app.
- Available for B.Pharm, D.Pharm, M.Pharm and Pharm.D students.

**[Click here to get the FirstHope app](#)**

## Join the FirstHope Telegram Channel

Join FirstHope Notes and keep up with channel updates.

**[Click here to join Telegram](#)**

## Instagram

@firsthope.official

**[Click here to follow Instagram](#)**

## YouTube Channel

FirstHope-Pharmacy / Live streams

**[Click here to watch the YouTube channel](#)**

## WhatsApp Channel

Follow FirstHope on WhatsApp.

**[Click here to join the WhatsApp channel](#)**

## FirstHope Website

firsthopenotes.com

**[Click here to visit the website](#)**