Abstract

The overview of this research was to look at the relationship between mental health (more specifically, anxiety) & methodical (also known as chronic) training. The focus is on the effects of the performance of the individual through feeling confident and less worry/stress, and/or improving their cognitive abilities in performing over time. The question asked in this paper is whether a weekly or monthly training schedule pattern be utilized in the environments of work or study, to get similar results as to what chronic training schedule does for marathon training.

Introduction

Background

Research indicates that Canadian millennials today are some of the most anxious people in the world. This pattern is not just experienced by Canadian millennials, but it is actually a global experience of young people around the globe [15][16]. Researchers have hypothesized that this worrisome and anxiety is mainly due to financial factors – as in declining opportunities in housing and income – as compared to previous generations. On the other hand, patterns of chronic training are on the rise [15][16] in the same ages group, such as marathon training, triathlon training, and yoga. These types of training are all very similar in that they mostly follow a pattern of chronic training (Allen, Hunter; Andrew Coggan, 2006). These types of training along with other forms such as (CBT) Cognitive Behavior Therapy have been shown in research to be linked to improvement in dealing with stress coming from the surrounding environment [6]. Meanwhile, as any parent and they can tell you about the benefits of putting their children through methodical training programs at young age (such as swimming, gymnastics, hockey, piano, etc.) and the effects that has on their children and their chances of success in the future [1][2]. Could all these aspects be linked back and attributed to the pattern of chronic training and the planning of it? And furthermore, can this training pattern be brought over in how we organize and plan our work and study lives?

What is chronic training?

Chronic training load (CTL) is defined as the cumulative training dose that builds up over a long period of time [Allen, Hunter; Andrew Coggan, 2006]. In other words, chronic training is a type of training that lasts over several weeks [Appendix A], for example a marathon training is typically 18-24 weeks (depending on the end goal). Furthermore, chronic training (especially in sports) tends to take place almost every day of the week. However, the intensity of the tasks is never the same day to day. Training intensity typically ranges between:

Recovery or Rest let your body rebuild
Endurance or Aerobic long session medium heart intensity
High Intensity short session high heart intensity
Strength/Weights strengthen muscle and technique

There are many metrics on which these intensity ranges are judges based on in sports. Chronic training typically tends to take into account advanced metrics such as:

HRV: also known as Heart Rate Variability. Which is the time between each heart beat
Resting Heart Rate: heart rate while the body is resting/not-moving
Breathing Pattern: used more during the training to improve oxygen intake
VO2 max: the max amount of oxygen in your body during an activity
Power Output: the power output with each rotation (watts) used in cycling
Pace: how fast an individual runs/cycles

Literature Review

Recently, there has been growing evidence showed that acute aerobic exercise, defined as a single bout of exercise, relates to improved cognitive functions. With regard to the psychological beneficial effects related to PE [Physical Exercise], research has evidenced that major benefits in reduction of anxiety and depression are determined by **longer training program (several months), as compared to shorter ones (some days)** for training session lasting over 30 min [2].

For example, in a series of studies, 9 out of 10 studies being acute studies, reported at least one parameter showing a significant effect of exercise in improving [Cognitive Functions] and [Academic Performance]. Academic performance demonstrated a significant improvement with exercise in one of two acute studies and the **only chronic study [1].** On the other hand, [Physical Exercise] which is "a sub classification of [Physical Activity] and is **planned, structured, repetitive, and has been shown to have as a final or an intermediate objective** the improvement or maintenance of one or more components of physical fitness". The researchers indicated that these results should lead to reflect on beneficial effects of PE and to promote its use as a modifiable factor for prevention, to improve cognitive abilities and to enhance mood [2].

Moreover, chronic exercise seems to prime the central nervous system for acute, intensive bouts of exercise. The findings indicate a **possible relationship between cognitive performance** in high-demand tasks **and retinal vasculature** and support the idea of a neuroplastic effect of exercise [3]. Overall, in agreement with the existing literature (e.g., Bandura, 1994), medium-term improvements in perceived fitness, self-efficacy and motivation were **associated with improvements (decreases) in anxiety** … Interestingly, the increase in somatic anxiety during the last assessment happened in absence of a significant increase in cognitive anxiety (worries) [4]. However, it is worth noting that current research **is not in agreement** on the exact mode, frequency, duration, or intensity that is needed to show positive results for the effect of exercise on anxiety [6]. In fact, the state of worry and anxiety has been linked to having a direct impact on not only the performance of athletes (Appendix A - Figures 5.2, 5.8, 5.6) but also measurable cognitive abilities such as vision, memory and mood [5]. This relationship wasn't just observed, but can be modeled and to an extend be controlled in sports.

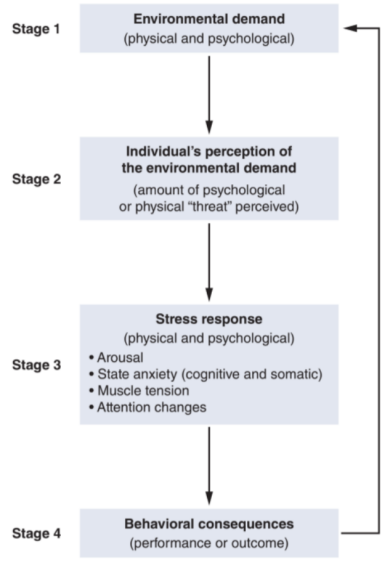

FIGURE 5.3 The four-stage stress process.

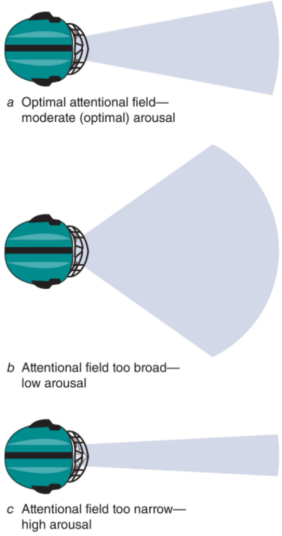

FIGURE 5.8 Attentional narrowing under conditions of high arousal.

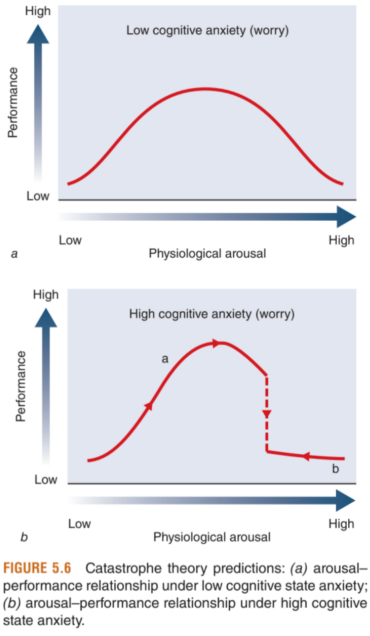

FIGURE 5.6 Catastrophe theory predictions: *(a)* arousal–performance relationship under low cognitive state anxiety; *(b)* arousal–performance relationship under high cognitive state anxiety.

And so, looking at a comparison between work/study planning, and chronic training, we can draw a few parallels

Work	Marathon Training
- Schedule tends to be **reactive** (to deadlines), **not-planned** (monthly), **doesn't build up** to anything, and is the **fixed intensity** most of the time (Appendix C)	- Chronic (always builds up) - Planned for months, and divided by week - Timeline is reverse-engineered based on goal - Goals is quantitively defined - 40-50% of training tends to be physiological, and the rest is psychological in nature (Appendix A) - A big portion of training is mentally and emotionally.
Goals are not exactly set - It is more about "clocking-in clocking-out" (for example, a 9-5 work day, or "going to classes") - Planned based on daily hours, monthly, or quarterly (or semester) [11] [12] - Planned based on deadlines (reactive) [12] - No specific goals. More about keeping up productivity as far as possible - Closest thing we have is techniques such as the Pomodoro technique or 4-hour week [13][14]. However, these techniques simply limit the rate of work in order to avoid burn-outs. They do not go in the depth of tracking and building up towards a goal like chronic training. Instead - Goals could be defined based on pay. A freelancer or plumber or graphic design could plan by making less money than more than more until achieve avg pay. - Could be fixed pay similar to fixed pace	Goal examples could be: - Could be finish a marathon (so, run or walk a 42 km. Pace is not restricted here). - Could be run a marathon at certain time (which could be engineered or planned by running slower + faster + faster. Until you achieve avg pace - Could be running fixed pace (endurance)

This paper hypothesizes that a chronic training pattern can be followed in a work or study setting, in order to improve productivity and [reduce] anxiety and stress, and as a result improves cognitive abilities (such as attention).

The cognitive methods this study is interested in looking at as metrics are:

- Situational Awareness (SA) Oriented Analysis: attention, pattern recognition, workload
- Macro cognitive methods
- Interfacing & user experience

Methods

The studies' participants were chosen as:

a. Someone with a goal in 4-6, or 12 months (mostly were for school work as other graduate students, and full-time employees although the goal was set loosely)
b. Willing to adjust and experiment with their schedule for 1-2 weeks.
c. Willing to be coached.

The study

Before the study, an interview that lasted 10-15 mins to explain the participants:

- Explanation of difference between training loads and schedule planning
- Explanation of what's recovery and what is medium and what is high

The first part of the study (usually done the day after, asynchronously):

- input your current schedule for the next 7 days
- input the way you schedule your tasks currently
- ask you some questions on how you feel about your schedule, and tasks

- Rank your tasks in terms of: high, medium, low/recovery
- Replan your schedule mimicking a training plan
- Go about your week following that plan

The second part of the study, done after 7 days from the first part:

- How committed were you following the plan?
- Ask you some questions on how you feel about your schedule, and tasks
- Any additional notes

The study(s) questions were as follows:

Study 1:

1. What is the way(s) you schedule your weekly tasks currently? (If you have a screenshot, feel free to paste the link to it below
2. What is your current scheduled/planned tasks for the next 7 days?
3. How do you feel about the week/tasks ahead?
    a. I feel tense (Choose one: Not at all, somewhat, moderately so, or very much so)
    b. I worry that I will do a bad job (Choose one: Not at all, somewhat, moderately so, or very much so)
    c. I cannot think clearly during working/studying (Choose one: Not at all, somewhat, moderately so, or very much so)
    d. My stomach feels upset (Choose one: Not at all, somewhat, moderately so, or very much so)
    e. It is hard to concentrate on the work/study (Choose one: Not at all, somewhat, moderately so, or very much so)
    f. I worry that I will let others down (Choose one: Not at all, somewhat, moderately so, or very much so)
    g. I will be able to recognize patterns (Choose one: Not at all, somewhat, moderately so, or very much so)
    h. I feel confident taking on more workloads (Choose one: Not at all, somewhat, moderately so, or very much so)
4. Rank your tasks in terms of: high, medium, low/recovery *You are ranking them in terms of intensity/effort (it could be physical, or emotional, or cognitive, or all). **Recovery or rest are be things you feel charged by (for example, some marathon trainers find that resting by sitting

watching TV makes them anxious, so instead they spend their "rest" day by lightly working out in the gym. That gives them the rest their body needs and makes them feel recharged)

5. Replan your schedule mimicking the following marathon training plan Monday (Easy run), Tuesday (Hard run), Wednesday (Rest or Recovery), Thursday (Easy run), Friday (Easy run), Saturday (Medium long run), Sunday (Rest or Recovery)
6. Any additional notes you would like to add

Study 2:

1. There was a difference between how you normally go about your schedules, and last week
2. If you indicated there was a difference, how was last week different?
3. Let's say you were to continue (with the new way you scheduled, mimicking chronic training) for the next week, how would you feel about the week/tasks (for next week)?
    a. I feel tense (Choose one: Not at all, somewhat, moderately so, or very much so)
    b. I worry that I will do a bad job (Choose one: Not at all, somewhat, moderately so, or very much so)
    c. I cannot think clearly during working/studying (Choose one: Not at all, somewhat, moderately so, or very much so)
    d. My stomach feels upset (Choose one: Not at all, somewhat, moderately so, or very much so)
    e. It is hard to concentrate on the work/study (Choose one: Not at all, somewhat, moderately so, or very much so)
    f. I worry that I will let others down (Choose one: Not at all, somewhat, moderately so, or very much so)
    g. I will be able to recognize patterns (Choose one: Not at all, somewhat, moderately so, or very much so)
    h. I feel confident taking on more workloads (Choose one: Not at all, somewhat, moderately so, or very much so)
4. Any additional notes you would like to add

Results & Analysis

Overall, the participants' answers show a slight improvement in overall anxiety and stress [reduction].

The two studies attracted a total of 6 participants. However, it should be noted that one of the participants could only complete the first study and not the second one. Bringing the results to 6 participants for the first study, and 5 for the second part.

While not statistically significant answers (due to the qualitative nature of some of the questions, and the small sample size, discussed more in the next section) the participants' answers indicate that there is possibly a link between anxiety and stress reduction and following a chronic training schedule for their work or studies.

Quantitative Results

Looking at the results of the study. The first question in the second part (after the 7 days trial) was to ask the participants to indicate whether or not they felt there was a difference(s) between how they scheduled their week or tasks as part of the study, and how they normally go about it. 3 out of 5 partitipants indicated that they "somewhat agreed" indicating that they thought or felt there was some difference, while 2 out of the 5 indicated they "somewhat disagree" (Figure 1).

It is also worth noting that all participants' indicated that they "somewhat" agreed or disagreed, where no one chose the "strongly agree or disagree" and no one felt there was no difference. This could indicate that all participants indeed experienced or felt a difference as a result of the study (as discussed in more details in the Qualitative Results).

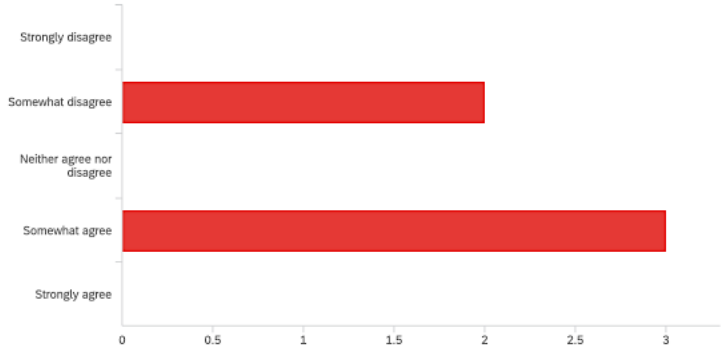

Figure 1 – The second part of the study. When asked on whether or not the participants thought there was a difference on how they went about their schedule compared to how they normally go about it, 3 out of 5 indicated they "somewhat agreed".

Diving deeper into the results, the participants seemed to indicate that they did indeed feel less worried and tense, and/or more confident and concentrated in their planned week/tasks following the study (Figure 2). Looking at the responses that got 3 or more responses, which is the median of the number of participants (highlighted in orange in Figure 2), participants indicated that they felt *less tense* in the second part of the study (#1 in Figure 2 - 3 indicated "somewhat") than the previous part (3 indicated "very much so"). Similarly, the responses for *worrying about doing a bad job* were less (#2 in Figure 2 - 3 responses of "somewhat" in the second part, compared to 3 responses of "very much so" in the first part); *cannot think clearly* also less (#3 in Figure 2 - all responses of "somewhat" in the second part), and *stomach feels upset* also lower (#4 in Figure 2 - 4 responses of "not at all" in the second part).

On the other hand, metrics of confidence and concentration seemed to be slightly higher. More specifically, responses for *hard to concentrate* were lower (#5 in Figure 2 - all responses of "somewhat" in the second part); and *feeling confident taking more workload* were slightly higher (#8 in Figure 2)

It is worth noting that the metric of *recognizing patterns* seems to be similar in both parts of the study (#7 in Figure 2), especially considering that the second part of the study received one less response than the first part. This is may suggest that the cognitive abilities of the participants may not have seen a big change or affect as part of the study. For example, perhaps the results indicate that the majority of the effects tend to be emotional (feeling of anxiety, worry, confidence) and less so cognitive (such as situational awareness, memory, or pattern recognition).

#	Field	Not at all	Somewhat	Moderately so	Very much so	Total
1	I feel tense	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6
2	I worry that I will do a bad job	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6
3	I cannot think clearly during working/studying	16.67% 1	33.33% 2	33.33% 2	16.67% 1	6
4	My stomach feels upset	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6
5	It is hard to concentrate on the work/study	16.67% 1	16.67% 1	33.33% 2	33.33% 2	6
6	I worry that I will let others down	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6
7	I will be able to recognize patterns	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6
8	I feel confident taking on more workload	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6

#	Field	Not at all	Somewhat	Moderately so	Very much so	Total
1	I feel tense	0.00% 0	60.00% 3	20.00% 1	20.00% 1	5
2	I worry that I will do a bad job	0.00% 0	60.00% 3	40.00% 2	0.00% 0	5
3	I cannot think clearly during working/studying	0.00% 0	100.00% 5	0.00% 0	0.00% 0	5
4	My stomach feels upset	80.00% 4	0.00% 0	20.00% 1	0.00% 0	5
5	It is hard to concentrate on the work/study	0.00% 0	100.00% 5	0.00% 0	0.00% 0	5
6	I worry that I will let others down	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5
7	I will be able to recognize patterns	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5
8	I feel confident taking on more workload	40.00% 2	40.00% 2	20.00% 1	0.00% 0	5

Figure 2 – Comparing the participants' thoughts on how they felt in the two parts of the study (more specifically, looking at answers that got more than the median of 3 responses, highlighted by orange), in the first part (left) more participants reported feeling more tense and worried than in the second part (right). Similarly, participants seemed to indicated they felt more confident and concentrated following the study, as compared to before the study.

Qualitative Results

The questions of the study were divided between quantitative and qualitative. On the qualitative part, open ended questions using "what" and "how" were asked (which were inspired by user-research interviewing and data collection) in order to get the participants to help the researcher understand:

a. How did the participants normally plan their schedule (compared to the suggested chronic training in the study)
b. And indicating in their own words what difference(s) if any the participants they felt between their way of planning and the suggested way in the study.

In the first question (question #1 from the first part of the study, Appendix E), participants were asked to share how they currently plan their own schedule/tasks for the week. The responses included words such as using *to-do lists for daily or weekly*, plan using *deadlines on a monthly calendar*, writing down *on sheets of paper*, indicating and ranking *priority of task*, ranking by *urgency*, an *on-going list*.

In the second question (question #2 from the second part of the study, Appendix F), participants that indicated there was a difference between how their weeks went compared to before the study were asked to share what the difference(s) was. The responses included *on the planned off day there was no more feeling of guilt*, laying out tasks and pacing *increased confidence and reduced overwhelming feeling*, being part of a study *helped stay on track*, being *aware of task intensity but still prioritising based on time urgency*, and finally not being sure if the changes felt were the result of the study or the study falling on the end of term/exams schedule.

Conclusions and Limitations

What does this mean?

There are a couple of things that can be indicated from this study. Firstly, although the evidence may not be strong statistically to generalize, there does seem to be enough evidence in the results that suggest a connection between chronic training and reduction in stress and anxiety, and/or improvement of the performance of the individual at task. This latter one was not very as strongly indicated however, as the

improvement in performance could be a placebo effect, or could simply be as a result of reduction in stress and anxiety, rather than an actual direct improvement in cognition of the individuals (similar to the relationship between stress and performance in sport psychology [5]).

This paper was initially interested in looking at metrics such as:

- Situational Awareness (SA) Oriented Analysis: attention, pattern recognition, workload
- Macro cognitive methods
- Interfacing & user experience

Although the study has covered the hypothesis and the majority of the areas it intended to, not all of these metrics were in fact tested. As a result of that, the evidence presented in this paper lean more on the qualitative nature, more than quantitative. For example, there is a healthy amount of user experience evidence collected, as opposed to a clinical lab study typical of psychological studies.

On the other hand, there are some shortcomings that this paper can improve on or build on in future studies. Perhaps the easiest and simplest shortcoming to point to in this paper, and the study associated with it, is the statistical insignificance of the results which mainly comes from the small sample size used. Ideally, a sample size of 20-40 participants would have been ideal. However, this study only had access to 6 participants, and thus the results cannot be broadly generalized. Moreover, the questions asked to the participants mainly relied on the participants' self-reporting. It can be easily pointed at as a fault of this paper. However, the researcher felt that it made more sense to have participants' self-reporting as it was inspired by how marathon and other chronic training assessment is usually done. When starting a marathon or chronic training [Appendix A, figures A1, A2 and A3] the athlete or individual is asked to choose a level that they can start with, and that's what the training is later based on. A more accurate method to conduct this part of the study would be to test different aspects of the cognition of each individual (similar to a fitness test) before and after the study to accompany the questionnaire used here.

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Appendix A – Examples of Marathon Training Plans

Marathon

IMPACT MAGAZINE

BY **SANDRA YAWORSKI** – Endurance & Life Coach, Master's Athlete in Calgary, AB

SANDRAYAWORSKITRAINING · SANDRAYAWORSKI · SANDRAYAWORSKITRAINING

22 WEEK TRAINING PLAN

WEEK	MON	TUES	WED	THUR	FRI	SAT	SUN
1	Off or Easy 20-30 min	3x (2x 600 m / 400 m) 3 km pace w/2 min recovery between all	Easy 45-60 min / 6 strides	45 min build to threshold	Off	Easy 45-60 min / 6 strides	20-22 km easy
2	Off or Easy 20-30 min	6x (800 m at 3 km pace / 2 min recovery)	Easy 45-60 min / 6 strides	45 min build to threshold	Off	Easy 45-60 min / 6 strides	20-22 km easy
3	Off or Easy 20-30 min	3x (1,600 m / 400 m) 5 km / 3 km pace w/3 min recovery between all	Easy 45-60 min / 6 strides	45 min build to threshold	Off	Easy 45-60 min / 6 strides	22 km easy
4	Off or Easy 20-30 min	Easy 45 min / 6 strides	Easy 45-60 min / 6 strides	15 min tempo, 3 min easy, 4x 1 min hills at 5 km pace w/jog down	Off	Easy 45-60 min / 6 strides	22 km easy
5	Off or Easy 20-30 min	3x 400 m / 4x 1 km / 3x 400 m at 3 km / 5 km / 3 km pace w/3 min recovery between all	Easy 45-60 min / 6 strides	Tempo 10/6/4 min w/1.5 min between all	Off	Easy 45-60 min / 6 strides	22 km easy
6	Off or Easy 20-30 min	6x (1,000 m at 5 km pace / 2 min easy)	Easy 45-60 min / 6 strides	Tempo 10/8/6 min w/1.5 min between all	Off	Easy 45-60 min / 6 strides	25 km easy
7	Off or Easy 20-30 min	3x 1 min hills at 5 km pace w/jog down, 3 min easy, 15 min tempo, 3 min easy, 3x 1 min hills	Easy 13-15 km	2 km at 10 km pace, 3 min easy, 6x (400 at 3 km pace / 1 min recovery), 3 min easy, 2 km at 10 km pace	Off	Easy 45-60 min / 6 strides	25 km easy
8	Off or Easy 20-30 min	20 min tempo, 3 min easy, 5 min faster	Easy 13-15 km	Alternate 500 m threshold / 1 km MP less 5 secs for 7.5 km	Off	Easy 45-60 min / 6 strides	28 km easy
9	Off or Easy 20-30 min	10 min tempo, 3 min easy, 3x (2 min at 10 km pace / 1.5 min easy), 3 min easy, 10 min tempo	Easy 13-15 km	3x (1 mile at 10 km pace / 3 min recovery, 2x 400 m at 3 km pace w/1 min recovery), 3 min between sets	Off	Easy 45-60 min / 6 strides	30 km easy
10	Off or Easy 20-30 min	Easy 45 to 60 min / 6 strides	Alternate 1 km tempo / 1 km MP less 5 sec for 8-10 km	Easy 13-15 km	Off	Easy 45-60 min / 6 strides	10 km easy, 5x (1 km pace at threshold / 5 min easy), 5-8 km easy
11	Off or Easy 20-30 min	Easy 45 to 60 min / 6 strides	2x 800 m / 3x mile / 2x 800 m, 5-10 km pace w/2-3 min between all	Easy 13-15 km	Off	Easy 45-60 min / 6 strides	8 km easy, 2x (8 km MP / 1 km easy), 3 km easy
12	Off or Easy 20-30 min	Easy 45 to 60 min / 6 strides	Alternate 1 km tempo/1 km MP less 5 sec for 8-10 km	Easy 13-15 km	Off	Easy 45-60 min / 6 strides	30 km easy

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Half-Marathon 12-Week Training Plan

IMPACT MAGAZINE

BY **JEREMY DEERE** – 8 x World Cross Country Championships competitor, World Half Marathon Championships competitor, coach, owner of Strides Running Store in Calgary, AB · STRIDESRUNNING · STRIDESRUNNING · STRIDESRUNNINGSTORE

	MON	TUE	WED	THU	FRI	SAT	SUN
		Intervals	Rest or Cross Train	Tempo			Long Run
W1	5k easy, 4 strides	5x 600m w/ 2 min jog rest, 2k WU & CD, 4x 100m strides after WU	6k easy	5k tempo at HMP, 10-15 min WU & CD	OFF	7k easy, 4 strides	12k
W2	5k easy, 4 strides	4x 1000m w/ 2 min jog rest, 3k WU & CD, 4x 100m strides after WU	7k easy	6k tempo at HMP, 10-15 min WU & CD	OFF	8k easy, 4 strides	14k w/ last 2k at HMP
W3	5k easy, 4 strides	6x 300m hills w/ easy jog down hill rest, 3k WU & CD, 4x 100m strides after WU	5k easy	5k tempo at HMP, 10-15 min WU & CD	OFF	6k easy, 4 strides	16k
W4	6k easy, 4 strides	6x 800m w/ 2 min jog rest, 3k WU & CD, 4x 100m strides after WU	7k easy	6k tempo at HMP, 10-15 min WU & CD	OFF	8k easy, 4 strides	16k
W5	7k easy, 4 strides	5x 1200m w/ 2 min jog rest, 3k WU & CD, 4x 100m strides after WU	7k easy	7k tempo at HMP, 10-15 min WU & CD	OFF	10k easy, 4 strides	18k w/ last 3k at HMP
W6	6k easy, 4 strides	8x 300m hills w/ easy jog down hill rest, 3km WU & CD, 4x 100m strides after WU	6k easy	6k tempo at HMP, 10-15 min WU & CD	OFF	8k easy, 4 strides	16k or 10k Race
W7	7k easy, 4 strides	6x 600m, 4x200m w/ 2 min jog rest, 3km WU & CD, 4x 100m strides after WU	7k easy	8k tempo at HMP, 10-15 min WU & CD	OFF	10k easy, 4 strides	18k
W8	8k easy, 4 strides	6x 1000m w/ 2 min jog rest, 3k WU & CD, 4x 100m strides after WU	8k easy	9k tempo at HMP, 10-15 min WU & CD	OFF	10k easy, 4 strides	20k w/ last 3k at HMP
W9	6k easy, 4 strides	8x 300m hills w/ easy jog down hill rest, 3k WU & CD, 4x 100m strides after WU	6k easy	7k tempo at HMP, 10-15 min WU & CD	OFF	8k easy, 4 strides	18k
W10	8k easy, 4 strides	6x 800m, 4x200m w/ 2 min jog rest, 3k WU & CD, 4x 100m strides after WU	8k easy	10k tempo at HMP, 10-15 min WU & CD	OFF	10k easy, 4 strides	22-24k w/ last 3k at HMP
W11	8k easy, 4 strides	10x 400m w/ 2 min jog rest, 2k WU & CD, 4x 100m strides after WU	8k easy	8k tempo at HMP, 10-15 min WU & CD	OFF	8k easy, 4 strides	16k
W12	5k easy, 4 strides	4-6x 2 min (10k pace), 3k WU & CD, 4x 100m strides after WU	6k easy	Easy 30min + 4 strides, 10-15 min WU & CD	OFF	15 min easy, 4 strides	**RACE DAY** Good luck!

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
1	Easy 5	6 miles hills + strides	Rest or XT	Easy 5	Easy 4	10	Rest	30
2	Easy 5	7 miles hills + strides	Rest or XT	Easy 5	Easy 4	12	Rest	33
3	Easy 5	8 miles hills + strides	Rest or XT	Easy 6	Easy 3	14	Rest	36
4	Easy 6	5 miles straights/ curves + drills	Rest or XT	Up-tempo 6	Easy 5	10	Rest	32
5	Easy 6	400s: 8 × 400 metres (7 miles total)	Rest or XT	Easy 6	Easy 5	14	Rest	38
6	Easy 6	Yasso 800s: 6 × 800 metres (7 miles total)	Rest or XT	Easy 6	Easy 4	16 with up-tempo last 6 miles	Rest	39
7	Easy 4	400s: 10 × 400 metres (8 miles total)	Rest or XT	Easy 7	Easy 4	18	Rest	41
8	Easy 7	5 miles straights/ curves + drills	Rest or XT	Up-tempo 8	Easy 5	12	Rest	37
9	Easy 6	Miles: 4 × 1 mile (7 miles total)	Rest or XT	Easy 6	Easy 5	Half marathon	Rest	37.1
10	Easy 5	Yasso 800s: 8 × 800 metres (8 miles total)	Rest or XT	Easy 6	Easy 5	18	Rest	42
11	Easy 6	5 miles straights/ curves + drills	Rest or XT	Up-tempo 10	Easy 4	20	Rest	45
12	Easy 7	Miles: 5 × 1 mile (8 miles total)	Rest or XT	Easy 6	Easy 5	15	Rest	41
13	Easy 5	5 miles straights/ curves + drills	Rest or XT	Easy 6	Easy 4	18 with up-tempo last 6 miles	Rest	38
14	Easy 5	400s: 12 × 400 metres (9 miles total)	Rest or XT	Easy 6	Easy 5	15	Rest	40
15	Easy 4	Up-tempo 5	Rest or XT	Easy 5	Easy 4	10	Rest	28
16	Easy 3	5 miles straights/ curves + drills	Rest	Easy 4	Rest	Easy 3	Race	41.2

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	Rest	3 mi run	3 mi run	3 mi run	Rest	6	Cross
2	Rest	3 mi run	3 mi run	3 mi run	Rest	7	Cross
3	Rest	3 mi run	4 mi run	3 mi run	Rest	5	Cross
4	Rest	3 mi run	4 mi run	3 mi run	Rest	9	Cross
5	Rest	3 mi run	5 mi run	3 mi run	Rest	10	Cross
6	Rest	3 mi run	5 mi run	3 mi run	Rest	7	Cross
7	Rest	3 mi run	6 mi run	3 mi run	Rest	12	Cross
8	Rest	3 mi run	6 mi run	3 mi run	Rest	Rest	**Half Marathon**
9	Rest	3 mi run	7 mi run	4 mi run	Rest	10	Cross
10	Rest	3 mi run	7 mi run	4 mi run	Rest	15	Cross
11	Rest	4 mi run	8 mi run	4 mi run	Rest	16	Cross
12	Rest	4 mi run	8 mi run	5 mi run	Rest	12	Cross
13	Rest	4 mi run	9 mi run	5 mi run	Rest	18	Cross
14	Rest	5 mi run	9 mi run	5 mi run	Rest	14	Cross
15	Rest	5 mi run	10 mi run	5 mi run	Rest	20	Cross
16	Rest	5 mi run	8 mi run	4 mi run	Rest	12	Cross
17	Rest	4 mi run	6 mi run	3 mi run	Rest	8	Cross
18	Rest	3 mi run	4 mi run	2 mi run	Rest	Rest	**Marathon**

Figure A1 – many examples of different marathon training schedules (differ on different end goals, and different fitness levels) [7] [8] [9] [10]

Appendix A [Continued] – Examples of Marathon Training Plans

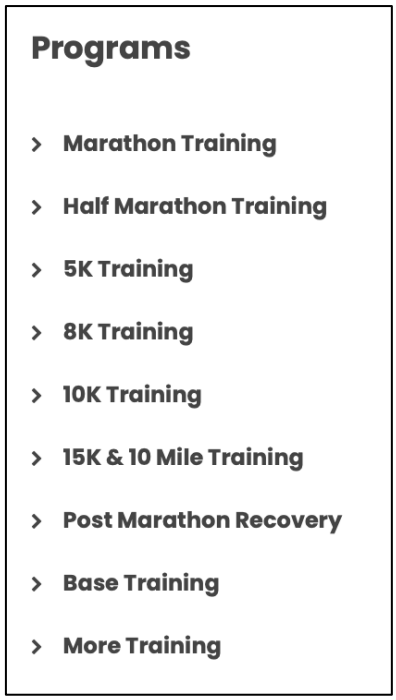


Figure A2 – the different training programs available (based on different end goals) [10]

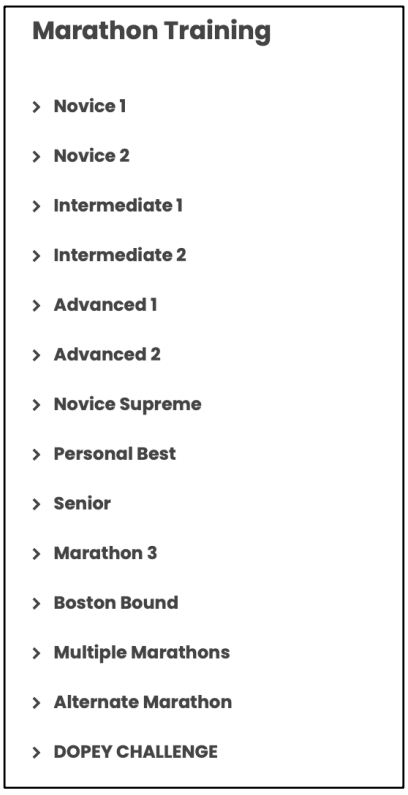
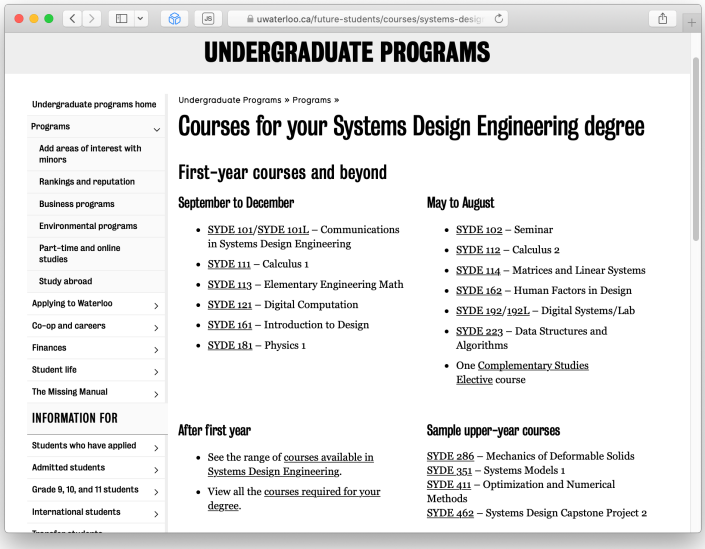


Figure A3 – the different levels of athlete/fitness available for each individual (to choose their training intensity on) [10]

Appendix C – Examples of university study plans



UNDERGRADUATE PROGRAMS

Undergraduate programs home
Programs
Add areas of interest with minors
Rankings and reputation
Business programs
Environmental programs
Part-time and online studies
Study abroad
Applying to Waterloo
Co-op and careers
Finances
Student life
The Missing Manual

INFORMATION FOR

Students who have applied
Admitted students
Grade 9, 10, and 11 students
International students

Undergraduate Programs » Programs »

Courses for your Systems Design Engineering degree

First-year courses and beyond

September to December

- SYDE 101/SYDE 101L – Communications in Systems Design Engineering
- SYDE 111 – Calculus 1
- SYDE 113 – Elementary Engineering Math
- SYDE 121 – Digital Computation
- SYDE 161 – Introduction to Design
- SYDE 181 – Physics 1

May to August

- SYDE 102 – Seminar
- SYDE 112 – Calculus 2
- SYDE 114 – Matrices and Linear Systems
- SYDE 162 – Human Factors in Design
- SYDE 192/192L – Digital Systems/Lab
- SYDE 223 – Data Structures and Algorithms
- One Complementary Studies Elective course

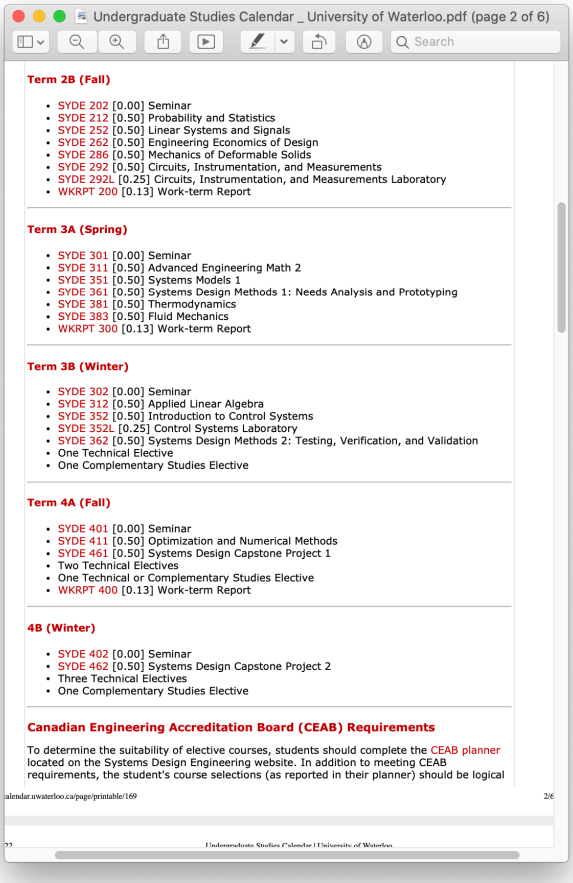
After first year

- See the range of courses available in Systems Design Engineering.
- View all the courses required for your degree.

Sample upper-year courses

SYDE 286 – Mechanics of Deformable Solids
SYDE 351 – Systems Models 1
SYDE 411 – Optimization and Numerical Methods
SYDE 462 – Systems Design Capstone Project 2

The undergraduate systems engineering degree at the university of waterloo [11]



Undergraduate Studies Calendar _ University of Waterloo.pdf (page 2 of 6)

Term 2B (Fall)

- SYDE 202 [0.00] Seminar
- SYDE 212 [0.50] Probability and Statistics
- SYDE 252 [0.50] Linear Systems and Signals
- SYDE 262 [0.50] Engineering Economics of Design
- SYDE 286 [0.50] Mechanics of Deformable Solids
- SYDE 292 [0.50] Circuits, Instrumentation, and Measurements
- SYDE 292L [0.25] Circuits, Instrumentation, and Measurements Laboratory
- WKRPT 200 [0.13] Work-term Report

Term 3A (Spring)

- SYDE 301 [0.00] Seminar
- SYDE 311 [0.50] Advanced Engineering Math 2
- SYDE 351 [0.50] Systems Models 1
- SYDE 361 [0.50] Systems Design Methods 1: Needs Analysis and Prototyping
- SYDE 381 [0.50] Thermodynamics
- SYDE 383 [0.50] Fluid Mechanics
- WKRPT 300 [0.13] Work-term Report

Term 3B (Winter)

- SYDE 302 [0.00] Seminar
- SYDE 312 [0.50] Applied Linear Algebra
- SYDE 352 [0.50] Introduction to Control Systems
- SYDE 352L [0.25] Control Systems Laboratory
- SYDE 362 [0.50] Systems Design Methods 2: Testing, Verification, and Validation
- One Technical Elective
- One Complementary Studies Elective

Term 4A (Fall)

- SYDE 401 [0.00] Seminar
- SYDE 411 [0.50] Optimization and Numerical Methods
- SYDE 461 [0.50] Systems Design Capstone Project 1
- Two Technical Electives
- One Technical or Complementary Studies Elective
- WKRPT 400 [0.13] Work-term Report

4B (Winter)

- SYDE 402 [0.00] Seminar
- SYDE 462 [0.50] Systems Design Capstone Project 2
- Three Technical Electives
- One Complementary Studies Elective

Canadian Engineering Accreditation Board (CEAB) Requirements

To determine the suitability of elective courses, students should complete the CEAB planner located on the Systems Design Engineering website. In addition to meeting CEAB requirements, the student's course selections (as reported in their planner) should be logical

The undergraduate systems engineering degree at the university of waterloo [11]

Week 1 : Lecture 1	***Fri, Jan 7, 2022***	**Introduction**
Week 2 : Lecture 2	***Fri, Jan 14, 2022***	**Situational Awareness Oriented Analysis, Design & Measurement** (ref: Endsley Situation Awareness papers)
Week 3 : Lecture 3 ***Discussion 1***	***Fri, Jan 21, 2022***	**Concept Mapping and Macro-cognitive methods** (ref: Hoffman papers, Fiore)
Week 4 : Lecture 4 ***Discussion 2***	***Fri, Jan 28, 2022***	**Naturalistic Decision Making and the Critical Incident Method** (book: Klein's Sources of Power)
Week 5 : Lecture 5 ***Discussion 3***	***Fri, Feb 4, 2022***	**Cognitive Task Analysis**
Week 6 : Term Paper proposal	***Fri, Feb 11, 2022***	**Term paper proposals need to be presented.** 10 mins per student followed by Q/A
Week 7 : Exam 1	***Fri, Feb 18, 2022***	**Take home Exam 1**
Week 8 : Reading Week (NO CLASS)	***Fri, Feb 25, 2022***	***Reading Week***
Week 9 : Lecture 6 ***Seminars***	***Fri, Mar 4, 2022***	**Contextual Inquiry** (ref. Holtzblatt)
Week 10: Lecture 7 ***Discussion 4***	***Fri, Mar 11, 2022***	**Distributed Cognition, field work, and ethnographic methods** (ref: Hutchins, Cognition in the Wild)
Week 11: Lecture 8 ***Seminars***	***Fri, Mar 18, 2022***	**Embodied Cognition**
Week 12*: Exam 2*	***Fri, Mar 25, 2022***	**Take home Exam 2**
Week 13*: Final Project Presentations*	***Fri, Apr 1, 2022***	**Final Project Presentations**

A typical university course syllabus, from Systems Design SYDE 642 [12]

Appendix D – Original Questionnaire used to determine the effect of worry and stress on sport psychology [5]

Statement	Not at all	Somewhat	Moderately so	Very much so
1. My body feels tense.	1	2	3	4
2. I worry that I will play badly.	1	2	3	4
3. I cannot think clearly during the game.	1	2	3	4
4. My stomach feels upset.	1	2	3	4
5. It is hard to concentrate on the game.	1	2	3	4
6. I worry that I will let others down.	1	2	3	4

Foundation of Sport and Exercise Psychology, 7E, P.82.

Default Report

SYDE 642 - Part 1

April 20, 2022 3:58 PM MDT

Q1 - What are the way(s) you schedule your weekly tasks currently? *if you have a screenshot feel free to paste the link to it below

What are the way(s) you schedule your weekly tasks currently? *if you have...
Writing deadlines in a monthly calendar and writing To-Dos day by day to fit those deadlines.
-Daily "to-do lists" (written out on paper) -Weekly lists if I have several appointments
I generally summarize all of my upcoming assignments, quizzes, and other deadlines for all of my courses and write down when they are due. Then I will also include any additional lab tasks or errands that I need to complete within the next week or two. After I have finished summarizing everything on a piece of paper, I will write them into my calendar because I like to visually see how much time I have in between big tasks that I need to complete. I will then, list everything again, on a new sheet of paper, ordering everything from "highest priority" to "least priority" and according to the amount of time that it will take to complete the task. If I have a large paper to complete or I have to study for a test, I will usually try to get that done first since I know it will require the most amount of time (and I will be the most productive at the start of the day), and then finish the day trying to complete the smaller shorter tasks.
Sometimes I actually do schedule my tasks but most of the time there's an ongoing list and I tackle whatever I feel is most urgent or whatever I most feel like doing. For example, last week:: TO DO Marking 1/2 Marking 2/2 LIFE Tally Mexico expenses Call bank Reimbursements ✓ Memorial Bench Mockup WATERLOO Finish up Study 2 ✓ Study 1 Recruitment Email Brady Email Thomas Message Mohamed That PSYCH101 email re: variables VR Test controller, answer Oculus Contact Jay from Horizons Hang out in VR Chat WEDDING ✓ India local RSVP Finish Bridal Party Invites Email Taffeta and Tulle Schedule meetings with DJs Book DJ Email back Brenna and Zoe Order Robe JPR - Arch Proposal JPR - Getting Ready Room Proposal Email Chris / Try to access Tato's photos Book Hair and Make Up PERSONAL Call Ksenia ✓ Michela birthday ✓ Suzanne Birthday - I also have a kind of ongoing Pomodoro log (Pomodoro = 30min of deep work) It kind of works in tandem with my to do list except that I don't track all my tasks via Pomodoros (a lot of my tasks don't count as "deep work" tasks, if you haven't heard of "deep work" you should look it up!) "For example: - - - - - - - - - - - - - - - - 220219 ● TA admin things, ethics revision admin ● ● ● Gift cards ● ● payroll admin, Reading rec's for Kathyana Lit Review - - - - - - - - - - - - - - - - 220218 ● Hours log for Isha, deal w/ weird data point ● Build system for marking Summ. Assignments - - - - - - - - - - - - - - - - 220209 ● ● ● ● Compile feedback - - - - - - - - - - - - - - - - 220207 ● ● Create demographic pie charts ● ● ● New Interaction Graph + Error Bars on Embodiment Chart ● ● Fix Fonts and go through overall presentation - - - - - - - - - - - - - - - - 220202 ● ● Create interaction graph with confdence intervals - - - - - - - - - - - - - - - - 220130 ● Download SPSS
When I have time, I love to bullet journal and list tasks by month, week and day. It gives me a big picture idea of what I'm doing. However, during a time crunch, I stick to a good old to do list. I'm a fan of writing things down over using to-do apps and such - it just feels more satisfying to cross an item off a list! :P
google calendar, to do list and reminders on phone

Q2 - What is your current scheduled/planned tasks for the next 7 days ?

What is your current scheduled/planned tasks for the next 7 days ?

3 deadlines left over the next 2 weeks so: research work for each of them until their respective deadlines.

days off: appoints and schedule blocks of work (flexible), depends on the day/how I am feeling it may switch. work days: 3 days, not much planned otherwise unless meetings after

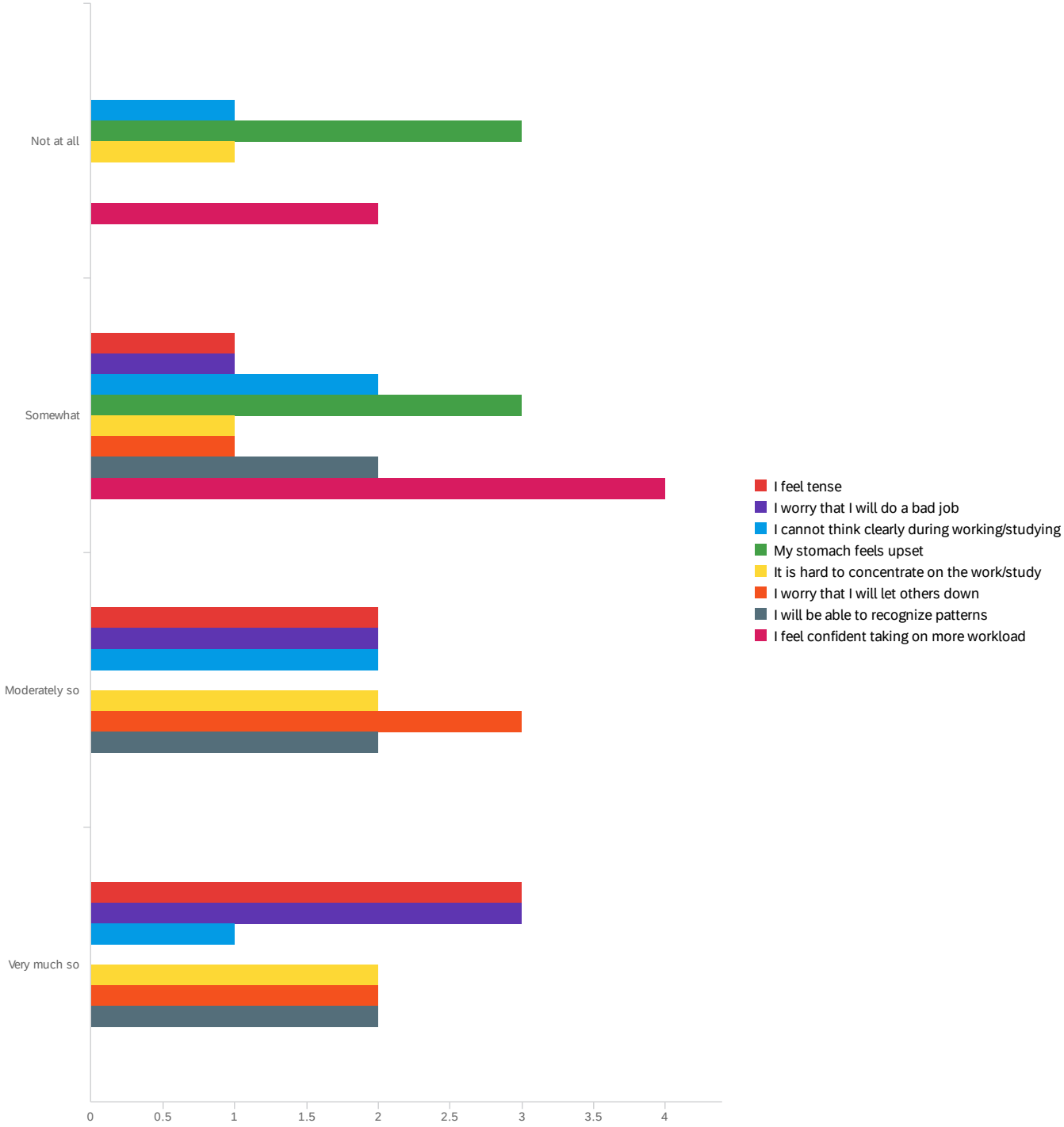
For the next week, I will have to do the following: - keep reading research articles for my thesis project and broaden my understanding - I need to keep writing my thesis paper and try to finalize my hypothesis - I aim to have something prepared for my Tuesday meeting with my supervisor (have ideas for experiments I may want to conduct over the summer) - Have to learn how to design primers for the plasmid I need to assemble for my own project - find the sequencing for my protein coding DNA insert for my plasmid - Design my primers and send a request to have them made for my project - Have to help a lab member how to culture HEK293 cells in suspension - Register for a two workshops

LIFE Tally Mexico expenses Call bank Reimbursements Taxes!!!!!!! Laundry Call Ksenia WATERLOO Study 1 - More Recruitment Study 1 - Monday Exp Study 2 - Go through that github repo Study 2 - Record Stimuli Study 2 - 3D model stairs Study 2 - 3D Model Room Study 3 - Draft Proposal Email Brady Email Thomas Email Adrian VR / XR / Career Test controller, answer Oculus Research portfolio website options Re-read The Design of Everyday Things Prepare Design + Ideation Workshop for DMG Contact Jay from Horizons Hang out in VR Chat WEDDING Tally Hair and Make-Up for Bridal Party Book Hair and Make-Up Make Planning Post-It Wall Email Taffeta and Tulle Email back Brenna Order Robe JPR - Arch Proposal JPR - Getting Ready Room Proposal Email Chris / Try to access Tato's photos

My current tasks for the next 7 days include working on two major school projects (a final report, as well as a major coding assignment). I also want to make some time to go out for walks, play some games and watch some stuff (e.g. tv shows, movies etc.). I haven't had time to plan out exactly when I'll be working on each task, but I do have a to do list that lists which of those tasks I want to do everyday. I try to accomplish at least 75% of my to do list everyday and reward myself at the end. But, I might try to reward myself throughout the day via small breaks to reduce some burnout.

thurs: class 10-1pm, work 1-2pm, 3:30-4:30 class, social event 4:30-6:30 fri: work 3-4pm, working on assingments and exam prep sat-sun working on assingments and exam prep mon: work 2-4, social 7-9pm tues: work 3-5, working on assingments, social 8-10 wed: work 12-5, working on assingments and exam thurs: work 5-6, working on assingments and exam

Q3 - How do you feel about the week/tasks ahead?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel tense	2.00	4.00	3.33	0.75	0.56	6
2	I worry that I will do a bad job	2.00	4.00	3.33	0.75	0.56	6

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	I cannot think clearly during working/studying	1.00	4.00	2.50	0.96	0.92	6
4	My stomach feels upset	1.00	2.00	1.50	0.50	0.25	6
5	It is hard to concentrate on the work/study	1.00	4.00	2.83	1.07	1.14	6
6	I worry that I will let others down	2.00	4.00	3.17	0.69	0.47	6
7	I will be able to recognize patterns	2.00	4.00	3.00	0.82	0.67	6
8	I feel confident taking on more workload	1.00	2.00	1.67	0.47	0.22	6

#	Field	Not at all	Somewhat	Moderately so	Very much so	Total
1	I feel tense	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6
2	I worry that I will do a bad job	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6
3	I cannot think clearly during working/studying	16.67% 1	33.33% 2	33.33% 2	16.67% 1	6
4	My stomach feels upset	50.00% 3	50.00% 3	0.00% 0	0.00% 0	6
5	It is hard to concentrate on the work/study	16.67% 1	16.67% 1	33.33% 2	33.33% 2	6
6	I worry that I will let others down	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6
7	I will be able to recognize patterns	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6
8	I feel confident taking on more workload	33.33% 2	66.67% 4	0.00% 0	0.00% 0	6

Showing rows 1 - 8 of 8

Q4 - Rank your tasks in terms of: high, medium, low/recovery *You are ranking them in terms of intensity/effort (it could be physical, or emotional, or cognitive, or all). **Recovery or rest are be things you feel charged by (for example, some marathon trainers find that resting by sitting watching TV makes them anxious, so instead they spend their "rest" day by lightly working out in the gym. That gives them the rest their body needs and makes them feel recharged)

Rank your tasks in terms of: high, medium, low/recovery *You are ranking...

Monday (high recovery) - come home from exam, talk to roommates about our lives. Tuesday (low recovery) - research work for next deadline. Wednesday (low recovery) - continued research work for major deadline tonight. Thursday (high recovery) - do something nice for other friends who also helped me throughout end-of-term sprint. Start experiments for next deadline. Friday (medium recovery) - continue research. Saturday (low recovery) - continue research. Sunday (low recovery) - continue research for major deadline on Tuesday.

high intensity: workdays (physically/emotionally/socially) medium: community work/independent working low: meetings, apts

High - I aim to have something prepared for my Tuesday meeting with my supervisor (have ideas for experiments I may want to conduct over the summer) - Design my primers and send a request to have them made for my project Medium - Have to help a lab member how to culture HEK293 cells in suspension - keep reading research articles for my thesis project and broaden my understanding - I need to keep writing my thesis paper and try to finalize my hypothesis - Have to learn how to design primers for the plasmid I need to assemble for my own project Low/Recovery - Register for a two workshops - find the sequencing for my protein coding DNA insert for my plasmid

🍐 - low / recovery □ - medium □ - high LIFE Tally Mexico expenses □ Call bank □ Reimbursements □ Taxes!!!!!!! □ Laundry 🍐 Call Ksenia 🍐 WATERLOO Study 1 - More Recruitment 🍐 Study 1 - Monday Exp □ Study 2 - Go through that github repo □ Study 2 - Record Stimuli □ Study 2 - 3D model Stairs □ Study 2 - 3D Model Room □ Study 3 - Draft Proposal □ Email Brady □ Email Thomas □ Email Adrian □ VR / XR / Career Test controller, answer Oculus □ Research portfolio website options 🍐 Re-read The Design of Everyday Things 🍐 Prepare Design + Ideation Workshop for DMG 🍐 Contact Jay from Horizons □ Hang out in VR Chat 🍐 WEDDING Tally Hair and Make-Up for Bridal Party 🍐 Book Hair and Make-Up 🍐 Make Planning Post-It Wall 🍐 Email Taffeta and Tulle 🍐 Email back Brenna 🍐 Order Robe 🍐 JPR - Arch Proposal □ JPR - Getting Ready Room Proposal □ Email Chris / Try to access Tato's photos □

High - 2 projects Medium - course selection, managing my online store, preparing for summer internship, tutoring, graphic design tasks for part time job Low - gaming, watching tv shows and movies, going for a walk, cooking, reading, sleeping

all cognitivly heavy except social stuff (but mental stress thinking of how much work i need to do), nothing physically intense, course work is emotionally and cognitive heavy

Q5 - Replan your schedule mimicking the following marathon training plan Monday (Easy run), Tuesday (Hard run), Wednesday (Rest or Recovery), Thursday (Easy run), Friday (Easy run), Saturday (Medium long run), Sunday (Rest or Recovery)

Replan your schedule mimicking the following marathon training plan Mond...

Monday (easy run) - come home from exam, talk to roommates about our lives. Tuesday (hard run) - prioritized research work for next deadline on Wednesday night. Wednesday (rest) - means I must finish all work on Tuesday...then do minimum viable product (MVP) to limit scope. Thursday (easy run) - do something nice for other friends who also helped me throughout end-of-term sprint. Start experiments for next deadline. MVP for this research experiment too. Friday (easy run) - continue prioritized experiment. Move to new problem instead of fixating on current problems. Saturday (medium long run) - continue experiment. Return to unfixed old problems. Prioritize problem solving for best solution by Tuesday deadline. Sunday (rest) - really?! I can't work today?! But I'm on a role! Maybe...write up the results instead of do more experimenting today.

Monday (Easy), Tuesday (medium), Wednesday (hard, Rest or Recovery in the evening), Thursday (hard), Friday (easy, recovery in the evening) Saturday (Medium workload), Sunday (Rest or Recovery)

Sunday - Register for a two workshops (Low/Recovery) - find the sequencing for my protein coding DNA insert for my plasmid (Low/Recovery) Monday - Have to help a lab member how to culture HEK293 cells in suspension (Medium) - keep reading research articles for my thesis project and broaden my understanding (Medium) - Design my primers and send a request to have them made for my project (Hard) Tuesday - I aim to have something prepared for my Tuesday meeting with my supervisor (have ideas for experiments I may want to conduct over the summer) (Hard) Wednesday - keep reading research articles for my thesis project and broaden my understanding (Medium) Thursday - keep reading research articles for my thesis project and broaden my understanding (Medium) Friday - I need to keep writing my thesis paper and try to finalize my hypothesis (Medium) Saturday - Rest

🍐 - low / recovery ▯ - medium ▯ - high 🍐 FRIDAY Research portfolio website options 🍐 Test controller, answer Oculus ▯ Call bank ▯ Laundry 🍐 Call Ksenia 🍐 Study 1 - More Recruitment 🍐 Make Planning Post-It Wall 🍐 Order Robe 🍐 ▯ SATURDAY Tally Mexico expenses ▯ Reimbursements ▯ Study 2 - Record Stimuli ▯ Email Thomas ▯ Email Adrian ▯ Contact Jay from Horizons ▯ 🍐 SUNDAY Tally Hair and Make-Up for Bridal Party 🍐 Book Hair and Make-Up 🍐 🍐 MONDAY Study 1 - Monday Exp ▯ Email Taffeta and Tulle 🍐 Email back Brenna 🍐 Hang out in VR Chat 🍐 ▯ TUESDAY Taxes!!!!!!! ▯ Study 2 - 3D model Stairs ▯ Study 2 - 3D Model Room ▯ Study 2 - Go through that github repo ▯ JPR - Arch Proposal ▯ JPR - Getting Ready Room Proposal ▯ Email Chris / Try to access Tato's photos ▯ 🍐 WEDNESDAY Study 3 - Draft Proposal ▯ Chill 🍐 THURSDAY Email Brady ▯ Re-read The Design of Everyday Things 🍐 Prepare Design + Ideation Workshop for DMG 🍐

Friday - Report #1, tutoring, course selection, graphic design meeting, gaming Saturday - Coding assignment, watching a show or movie Sunday - Coding assignment, going for a walk, sleeping in a little Monday - Coding assignment, tutoring, updating online store ads, watching a show or movie Tuesday - Coding report, tutoring, going for a walk, sleeping in a little Wednesday - Coding report, tutoring, watching a show or movie, sleeping in a little Thursday - Coding report, tutoring, sleeping in a little, going for a walk, cooking

thurs: social makes it easier (enjoy that time and dont worry about work) fri: add a long walk sat-sun increase exam prep and assingment work mon and tues: social makes it easier, complete and submit exam and assingment on tues wed-thurs: finish up anything i didnt on tues and take more breaks, do hobby or go for walk to rest

Q6 - Any additional notes you would like to add ...

Any additional notes you would like to add ...

I feel like organizing things from easy effort to hard effort throughout the week maybe not always possible. Since, you may have multiple tasks that you have to complete at the start of the week, and they could be all considered "hard", especially if it is something you are learning to do for the first time. Also, sometimes I get things randomly assigned to me during the week and its hard to predict what they could be and how much time it will take for me to complete those tasks.

Hahaha Tuesday is going to be awful

This was a wonderful exercise to get some of my thoughts organized! Thank you! :))

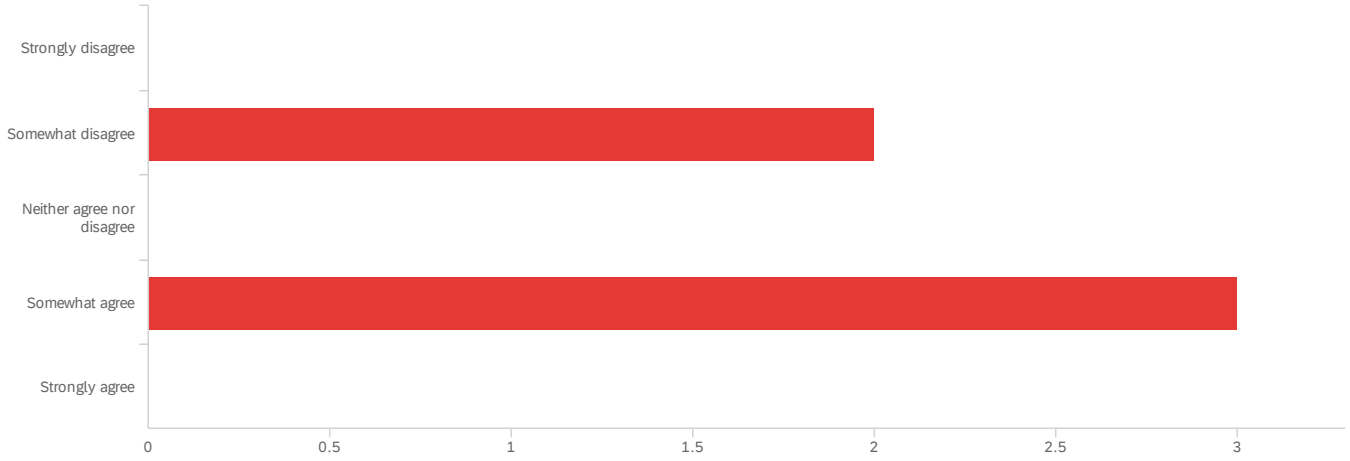
End of Report

Default Report

SYDE 642 - Part 2

April 22, 2022 3:42 AM MDT

Q1 - There was a difference between how you normally go about your schedules, and last week



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There was a difference between how you normally go about your schedules, and last week	8.00	10.00	9.20	0.98	0.96	5

#	Field		Choice Count
7	Strongly disagree	0.00%	0
8	Somewhat disagree	40.00%	2
9	Neither agree nor disagree	0.00%	0
10	Somewhat agree	60.00%	3
11	Strongly agree	0.00%	0
			5

Showing rows 1 - 6 of 6

Q2 - If you indicated there was a difference, how was last week different?

If you indicated there was a difference, how was last week different?

On my off days, I allowed myself to rest without feeling guilty of being unproductive. helped to also structure my days of work

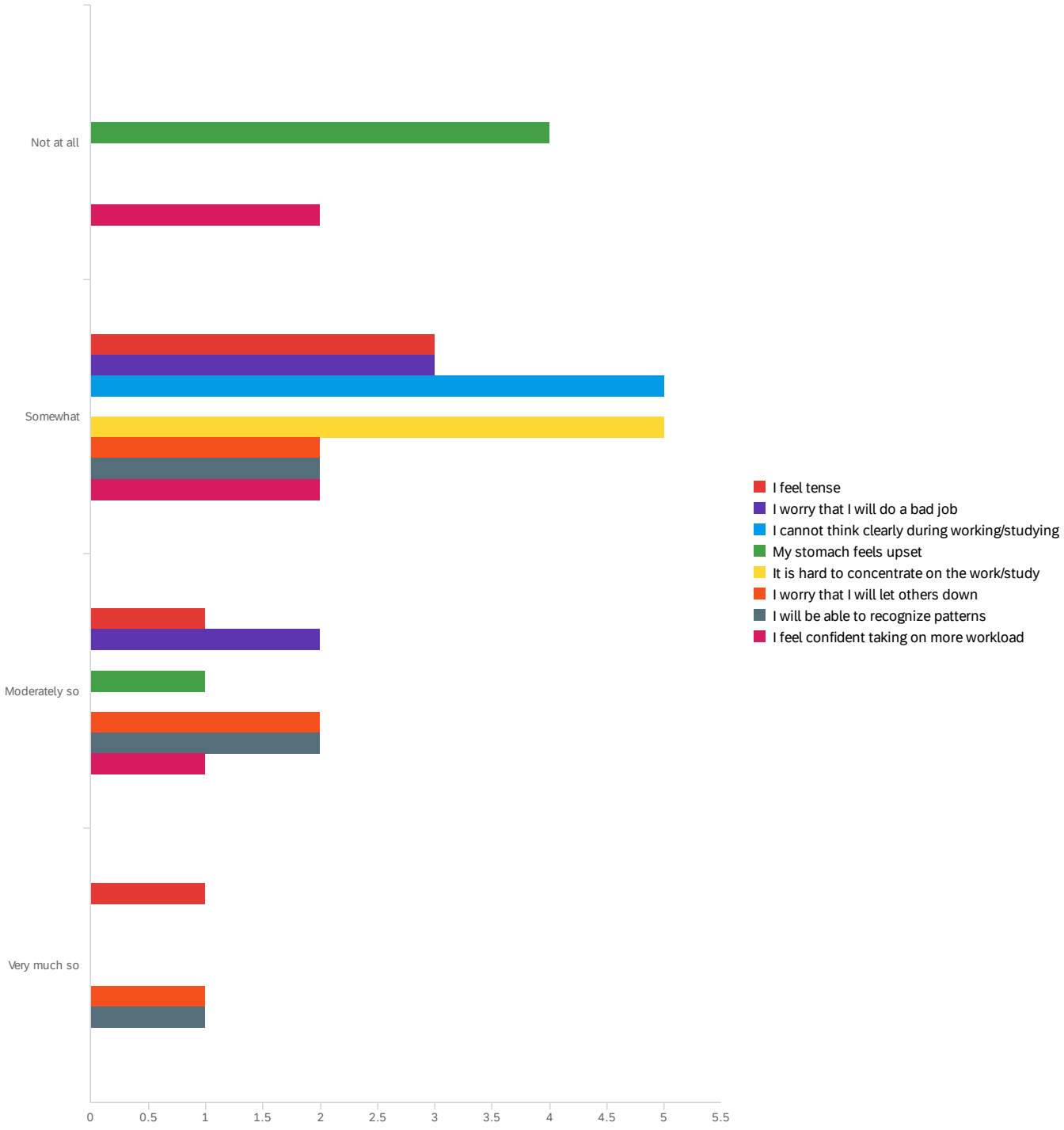
The difference brought on by a change in finals/projects instead of classes made it difficult to determine which changes had come from a change in scheduling approach.

Because I had laid out my to do's in writing, I felt more confident about all the work I had to get done. Before, when it was all in my head, I felt overwhelmed which slowed down my progress quite a bit. Furthermore, pacing out my work helped reduced the impacts of burn out a lot. I can definitely be more disciplined in the future, but this was a great first step in the right direction.

being a part of the study reminded me to stay on track a bit but circumstances came up where my plans had to change and I wasn't consistent with it

Though I don't think I was very successful with balancing my tasks according to the schedule, I did become much more aware of the difference between these kinds of tasks: - low / recovery - medium - high Ultimately I still ended up prioritizing what I had to do based on urgency rather than balancing it through the lens of chronic training. I wonder if that would have been easier if I'd felt like I was working towards training for something (some sort of work marathon or whatnot, I can't think of a good equivalent).

Q3 - Let's say you were to continue (with the new way you scheduled, mimicking chronic training) for the next week, how would you feel about the week/tasks (for next week)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel tense	2.00	4.00	2.60	0.80	0.64	5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	I worry that I will do a bad job	2.00	3.00	2.40	0.49	0.24	5
3	I cannot think clearly during working/studying	2.00	2.00	2.00	0.00	0.00	5
4	My stomach feels upset	1.00	3.00	1.40	0.80	0.64	5
5	It is hard to concentrate on the work/study	2.00	2.00	2.00	0.00	0.00	5
6	I worry that I will let others down	2.00	4.00	2.80	0.75	0.56	5
7	I will be able to recognize patterns	2.00	4.00	2.80	0.75	0.56	5
8	I feel confident taking on more workload	1.00	3.00	1.80	0.75	0.56	5

#	Field	Not at all	Somewhat	Moderately so	Very much so	Total
1	I feel tense	0.00% 0	60.00% 3	20.00% 1	20.00% 1	5
2	I worry that I will do a bad job	0.00% 0	60.00% 3	40.00% 2	0.00% 0	5
3	I cannot think clearly during working/studying	0.00% 0	100.00% 5	0.00% 0	0.00% 0	5
4	My stomach feels upset	80.00% 4	0.00% 0	20.00% 1	0.00% 0	5
5	It is hard to concentrate on the work/study	0.00% 0	100.00% 5	0.00% 0	0.00% 0	5
6	I worry that I will let others down	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5
7	I will be able to recognize patterns	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5
8	I feel confident taking on more workload	40.00% 2	40.00% 2	20.00% 1	0.00% 0	5

Showing rows 1 - 8 of 8

Q6 - Any additional notes you would like to add ...

Any additional notes you would like to add ...

I wonder what effect this would have on my compliance to a schedule I am setting for myself.

Again, I loved the idea behind study! Thank you!

I think I will retain the habit of ranking my tasks like this: 🍅 - low / recovery □ - medium □ - high I might experiment with how I block them off. Instead of trying to make Fridays easy days and Saturdays medium days etc I would experiment with easy mornings and hard afternoons and restorative evenings etc but on some kind of rotation. This experiment definitely made me more aware of how draining vs restorative different activities are. I generally felt less anxious than usual when I had an "easy" day of tasks ahead, and in some ways it was cathartic to know when there was a "hard" day of high-difficulty tasks ahead. The hardest part of this experiment was adapting the schedule when it didn't go according to plan. Many tasks took more than a day (for example, "Book Hair and Makeup" is STILL not done because I'm waiting to hear back from people, certain stylists just weren't available, etc). I've had to carry that task over to the next day every single day. I often have tasks with undefined durations (that I hope will be done in a day but often may not be), and I found it hard to schedule that within this system (but to be fair, that's hard with any kind of project management system). With the pomodoro technique it comes down to how much time you spent working on something rather than whether or not you finished it, and I should have done a better job of integrating that with this chronic training technique. This is what my final list looked like (as you can see, lots of stuff didn't get done which stressed me out... Not that I'm less productive when I use this chronic training technique, just that my todo lists are generally endless and impossible) TO DO 🍅 - low / recovery □ - medium □ - high ✓ - done 🍅 FRIDAY [🍅 🍅] ✓ Research portfolio website options 🍅 Call bank □ Call Ksenia 🍅 Make Planning Post-It Wall 🍅 Order Robe 🍅 Recomposite Invitation Draft 🍅 ✓ Finish taping bathroom 🍅 Study 1 - More Recruitment 🍅 ✓ Tiktok □ SATURDAY (felt sick / was visiting fam) [🍅] Tally Mexico expenses □ Reimbursements □ Study 2 - Record Stimuli □ Email Thomas □ Email Adrian □ Contact Jay from Horizons □ Start working on Invitations in Procreate □ ✓ Tiktok 🍅 🍅 SUNDAY [🍅 🍅] ✓ Tally Hair and Make-Up for Bridal Party 🍅 Book Hair and Make-Up 🍅 ✓ Tiktok 🍅 🍅 MONDAY [□□ 🍅 🍅] ✓ Study 1 - Monday Exp □ ✓ SALA Reviews □ ✓ Email back Brenna 🍅 Hang out in VR Chat 🍅 List more items on FB 🍅 ✓ Tiktok 🍅 □ TUESDAY [□□ 🍅 🍅] ✓ Test controller, answer Oculus □ ✓ Prepare docs for Taxes!!!!!!! □ Balances finances with Dave and Mama □ Study 2 - 3D model Stairs □ Study 2 - 3D Model Room □ Study 2 - Go through that github repo □ JPR - Arch Proposal □ JPR - Getting Ready Room Proposal □ Email Chris / Try to access Tato's photos □ ✓ Tiktok 🍅 ----------(carried over) ✓ Study 1 - More Recruitment 🍅 🍅 WEDNESDAY [□□□ 🍅] Book oil change!!!!!□ Drive to ServiceOntario □ Activate TD bank card □ ✓ Email Dr. Fugelsang □ Pay corp CC and call bank □ (they're having tech difficulties, call back tmr) 1-800-769-2512) Buy batteries and post it notes 🍅 ✓ Call TD insurance: billing / online access □ ✓ Meet with Omer re: Taxes □ Study 3 - Draft Proposal □ Organize shelf project 🍅 Organize bedroom 🍅 Chill ✓ Tiktok 🍅 ----------(carried over) Balances finances with Dave and Mama □ ✓ Laundry 🍅 Email Taffeta and Tulle 🍅 Check Car Mileage and Pink Card 🍅 THURSDAY Email Brady □ Re-read The Design of Everyday Things 🍅 Prepare Design + Ideation Workshop for DMG 🍅 ✓ Tiktok 🍅 ----------(carried over / new things) ✓ Sort things out at ServiceOntario □ ✓ Pay corp CC and **call bank** □ ✓ Pack, print parking pass, clean, put laundry away □ Staples trip (prints and post-its) □

End of Report