

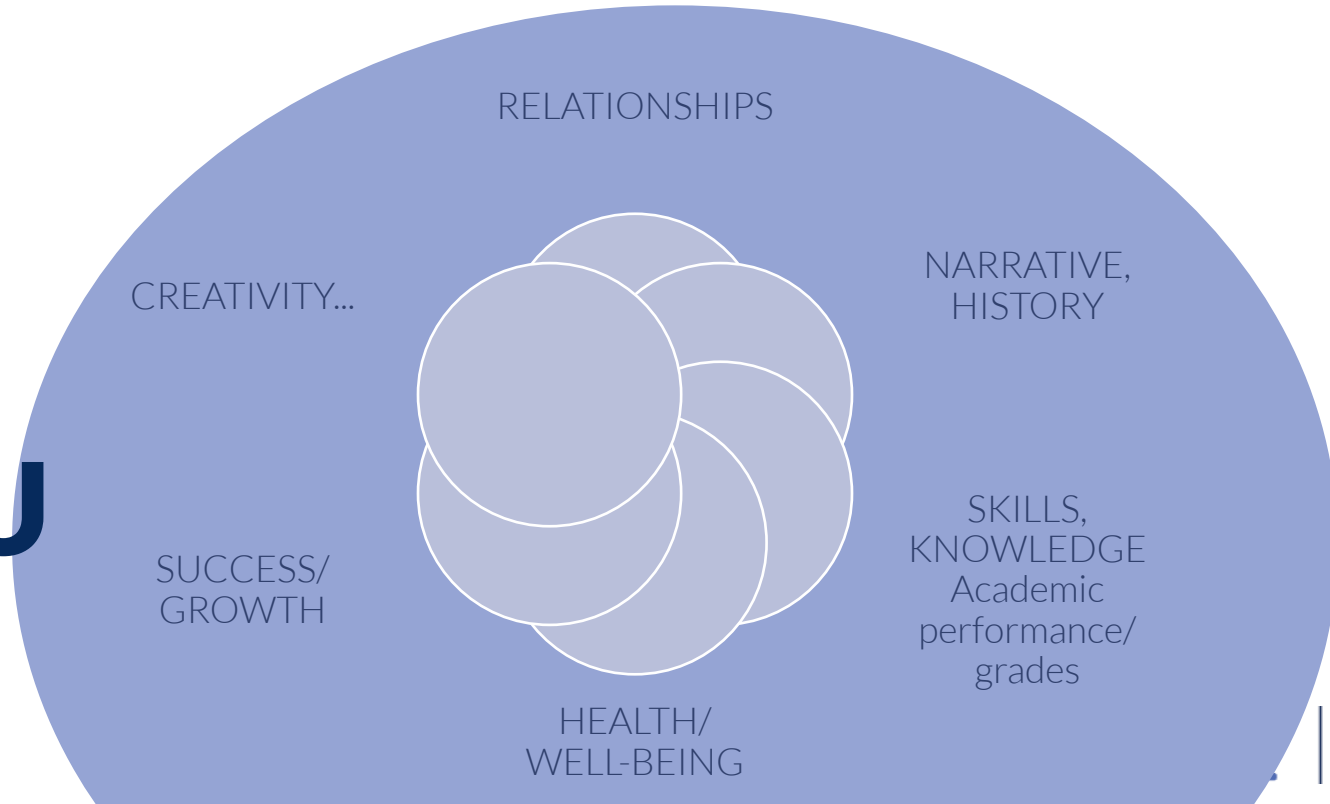


# **YOU: YOUR MOST IMPORTANT RESPONSIBILITY**

You cannot sustainably tend to your goals and your responsibilities if you are not taking care of yourself. Think of Stephen Covey's "golden goose".

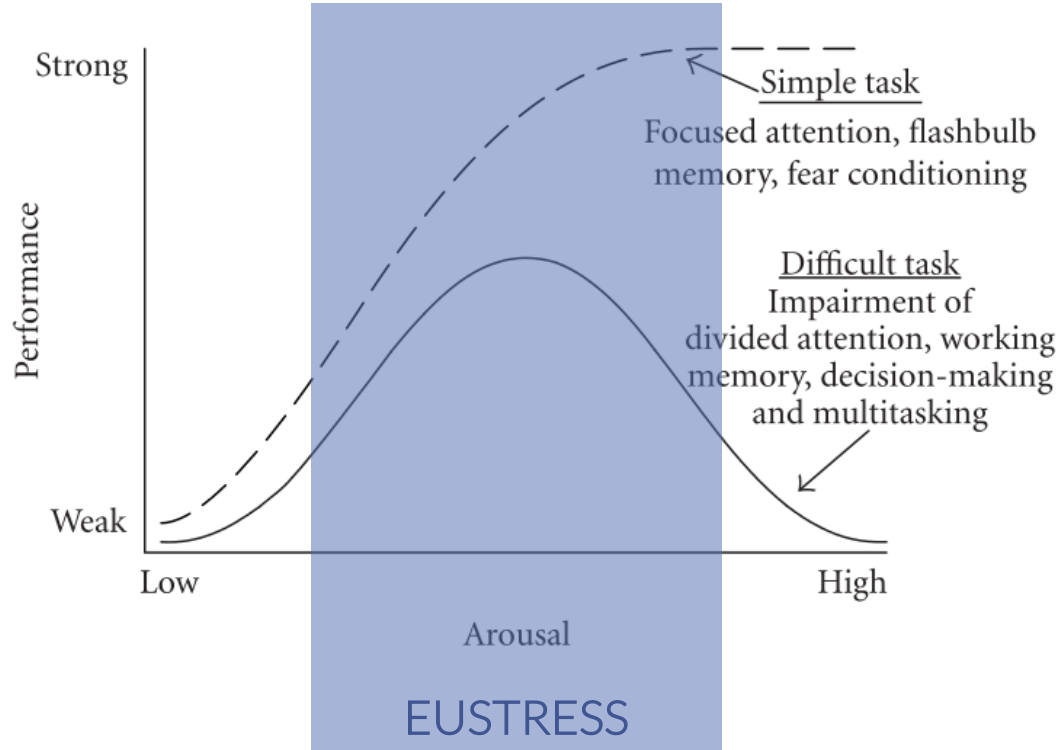
# REMINDER: YOU ARE WORTH MORE THAN STRESS

**YOU**



# STRESS AFFECTS OUR PERFORMANCE

## STRESS & EUSTRESS



# HOW DO WE MANAGE STRESS WITH ONGOING STRESSORS?



# CHRONIC STRESS IS A MENTAL HABIT

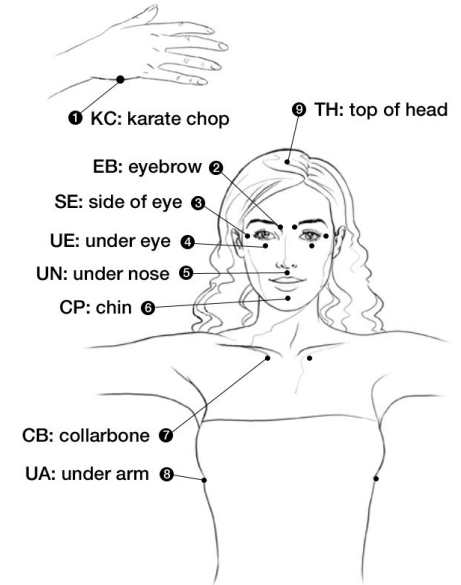
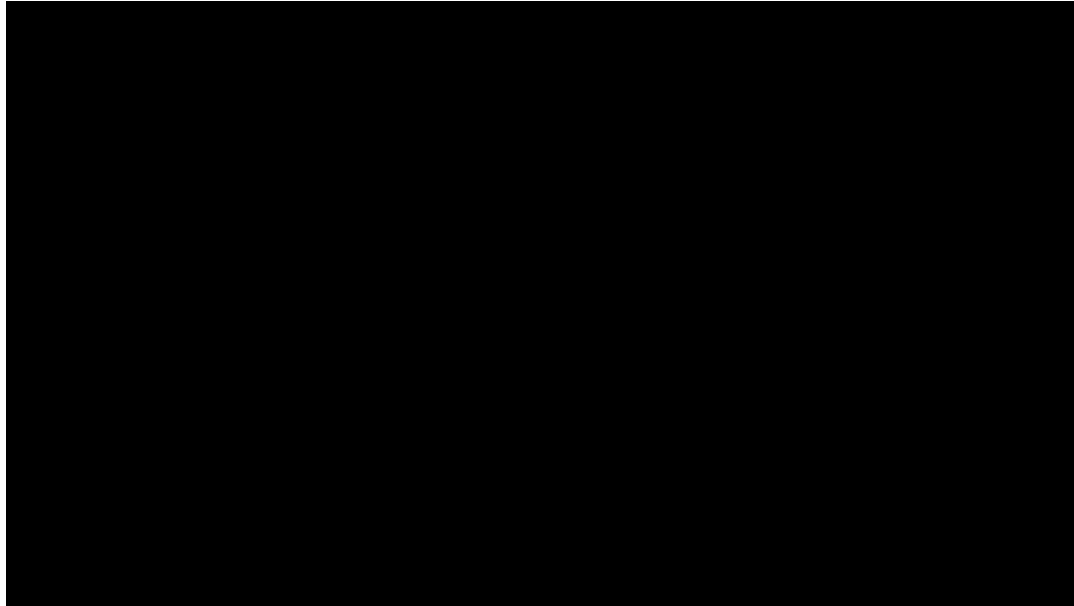
Maladaptive response; we don't address the stress  
that is actually hindering our performance (in life, not just school)

Stress in the moment is an indicator that something needs attention.  
Chronic stress, however, is a **habit**.

**But:** stress points to value set

Desire < Threat/Impedance > Confidence

# A SOMATIC PRACTICE



[tinyurl.com/tappingmorningclearing](https://tinyurl.com/tappingmorningclearing)

Video: The Tapping Solution ([tappingsolution.com](https://tappingsolution.com) / YouTube)

STUDENT  
LIFE

Academic  
Success

# EVIDENCE–BASED PRACTICES: USE WHAT WORKS

NCBI Resources How To

PubMed.gov  
US National Library of Medicine  
National Institutes of Health

PubMed Advanced

Format: Abstract Send to

[J Nerv Ment Dis.](#) 2012 Oct;200(10):891-6. doi: 10.1097/NMD.0b013e31826b9fc1.

**The effect of emotional freedom techniques on stress biochemistry: a randomized controlled trial.**

[Church D<sup>1</sup>](#), [Yount G](#), [Brooks AJ](#).

[Author information](#)

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**Abstract**

This study examined the changes in cortisol levels and psychological distress symptoms of 83 nonclinical subjects receiving a single hour long intervention. Subjects were randomly assigned to either an emotional freedom technique (EFT) group, a psychotherapy group receiving a supportive interviews (SI), or a no treatment (NT) group. Salivary cortisol assays were performed immediately before and 30 minutes after the intervention. Psychological distress symptoms were assessed using the symptom assessment-45. The EFT group showed statistically significant improvements in anxiety (-58.34%,  $p < 0.05$ ), depression (-49.33%,  $p < 0.002$ ), the overall severity of symptoms (-50.5%,  $p < 0.001$ ), and symptom breadth (-41.93%,  $p < 0.001$ ). The EFT group experienced a significant decrease in cortisol level (-24.39%; SE, 2.62) compared with the decrease observed in the SI (-14.25%; SE, 2.61) and NT (-14.44%; SE, 2.67) groups ( $p < 0.03$ ). The decrease in cortisol levels in the EFT group mirrored the observed improvement in psychological distress.

PMID: 22986277 DOI: [10.1097/NMD.0b013e31826b9fc1](#)

[Indexed for MEDLINE]

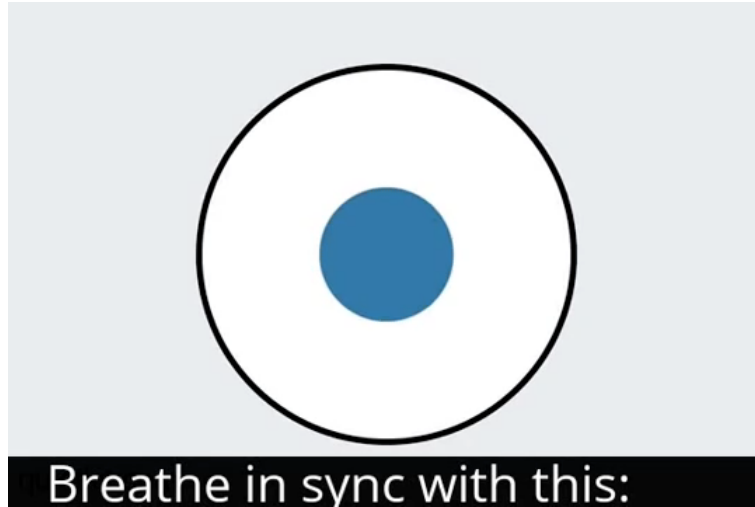
[f](#) [t](#) [v](#)

Publication type, MeSH terms, Substance +

Other evidence-based interventions to reduce cortisol/increase sense of well-being:

- Journaling
- Meditation
- Deep breathing
- Values work

## A SOMATIC PRACTICE REMINDER: BREATHING

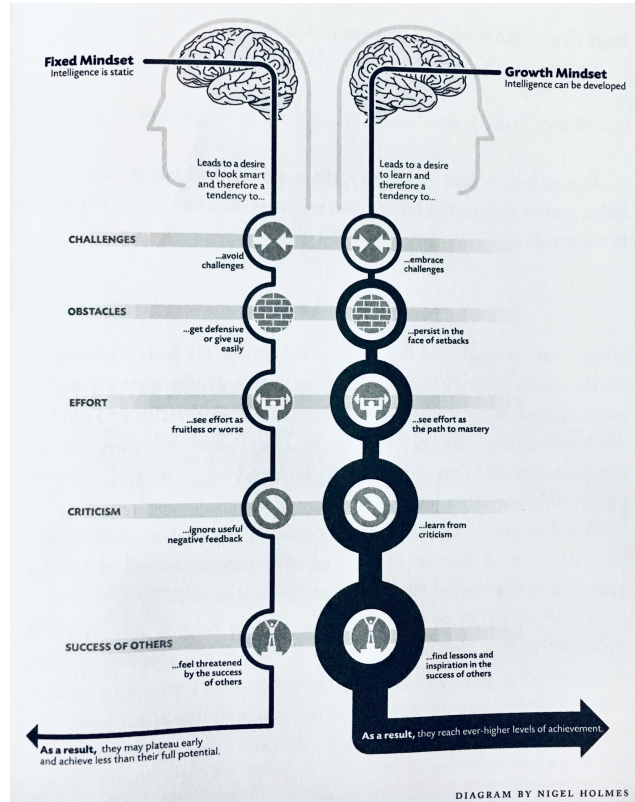




## CHECK-IN

**What internal or explicit language do you typically use when you think about or talk about your stressors?**

# PRACTICE OF GROWTH MINDSET

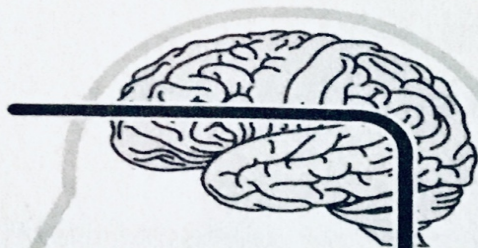


- Growth mindset: how we perceive challenges/change (i.e., learning)
- Active practice, not a trait you have or don't
- Correlates with:
  - Better performance
  - Less stress
  - More fulfillment

Image: Carol Dweck, *Mindset*

## Fixed Mindset

Intelligence is static



Leads to a desire  
to look smart  
and therefore a  
tendency to...

### CHALLENGES

...avoid  
challenges



### OBSTACLES

...get defensive  
or give up  
easily



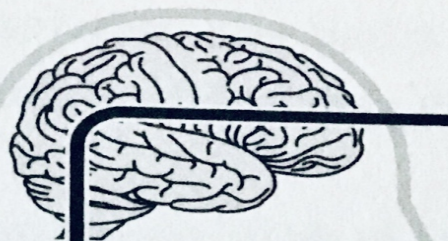
### EFFORT

...see effort as  
fruitless or worse



## Growth Mindset

Intelligence can be developed



Leads to a desire  
to learn and  
therefore a  
tendency to...

...embrace  
challenges



...persist in the  
face of setbacks



...see effort as  
the path to mastery





## EFFORT

...see effort as  
fruitless or worse



...see effort as  
the path to mastery



## CRITICISM

...ignore useful  
negative feedback



...learn from  
criticism



## SUCCESS OF OTHERS

...feel threatened  
by the success  
of others



...find lessons and  
inspiration in the  
success of others



**As a result,** they may plateau early  
and achieve less than their full potential.

**As a result,** they reach ever-higher levels of achievement.

## SELF-SUPPORTIVE LANGUAGE

Less of...	More of...
I'll never get everything done.	I will prioritize and focus on one thing at a time.
I just can't make a dent in this problem (academic or personal).	I don't have to get it perfect. I give myself permission to experiment.
Nothing's worked before.	I trust that I'm capable of learning and improving.
I have to do this all alone. People are counting on me.	I will trust that others care about my well-being and want to help.
I'm feeling burnt out but I have to keep working.	I give myself permission to exercise proper self-care.
I don't have time to take care of myself.	I value myself and accept that there may be a learning curve for me to practice self-care.
Others seem to have it all together.	I focus on myself and what is in my sphere of influence. I realize I can't really know what others' experiences are.



## PRESENT-MOMENT PRACTICES

- Physical exertion/movement
- Tackle task
- Taking break/refresh  
(mental refresh key; invigorate or relax)
- Somatics, breath work, EFT, self-hypnosis, guided meditations
- Mindfulness, mindset work
- Soothing, self-care
- Connection, contact

Present moment: using your toolkit

Focusing on self-regulation, to free critical thinking and productivity

# USE THE WHOLE MENU OF STRESS-MANAGEMENT OPTIONS



## **BODY**

### SKILL

Adequate sleep, exercise, nutrition,  
recovery (play, rest), meditation



## **EMOTION**

### THREAT MODULATION

Empowerment narratives, growth  
mindset, meaningful social contact, self-  
care habits



## **PRESENT MOMENT**

### THREAT-MODULATION

Physical exertion/movement, tackling,  
break/refresh, breathwork, somatics  
(\*ref. Helyx framework)



## **MIND & BEHAVIOUR**

### SKILL

Self-efficacy plans (e.g., study plan, time  
management), critical thinking