Time and Stress Management on Campus

Dowon Choi & James Howell
Time and Stress Management on Campus

- ALEC services
- What are common stressors for students?
- Goal-oriented techniques for Academic Success and Productivity
- Time management is not all about productivity!
  - Creativity, Attention, and Mindfulness
- Q & A
Disclaimer

- Education vs. Counseling
- Content Warning
- Confidentiality
Say goodbye to boring meetings

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Type the Number HERE #1357
- Attention
- Planning
- Management
- Organization
Why does ADHD matter?

Florida State University Data
*as of June 2020

- Attention Deficit / Hyperactivity Disorder (AD/HD) 32%
- Psychological Disabilities 24%
- Chronic Health/Medical Impairments 16%
- Learning Disabilities 15%
- Mobility Impairments 7%
- Visual Disabilities 2%
- Autism Spectrum Disorders 2%
- Traumatic Brain Injury (TBI) 1%
- Deaf/Hard of Hearing 1%
Campus Resources

UNIVERSITY COUNSELING CENTER at Florida State University

PSYCHOLOGY CLINIC

CENTER FOR HEALTH ADVOCACY & WELLNESS
Together we thrive.

MENTAL HEALTH COUNSELING SERVICES
FSU HUMAN SERVICES CENTER

CCFT
Center for Couple & Family Therapy

The Career Center
Stress?
Worry?
Anxiety?
Symptoms of Stress

- **Emotional:** anxiety, frustration, feeling out of control, irritability
- **Spiritual:** loss of meaning, doubt, unforgiving
- **Mental:** forgetfulness, difficulty focusing, low productivity
- **Relational:** conflict with others, isolation, resentment
- **Physical:** appetite change, body tension, sleeping difficulties
What are common stressors experienced by college students?
Common Stressors for Students

- Funding/finances/debt
- Academic pressures/overload
- Balancing everything (e.g., school, family, work, etc.)
- Lack of support/recognition
- What are you doing after graduation?

(King-White & Rogers, 2018)
Promoting Self-Care

- Recognize and acknowledge the stressors that are impacting you
- Identify and utilize a healthy support system
- Set clear boundaries in all areas of your life
- Practice self-compassion
- Implement healthy strategies to let go of things outside of your control
- Take care of yourself (e.g., exercise, sleep, healthy eating)
- Seek mental health support when needed

(King-White & Rogers, 2018)
Eisenhower Decision Matrix

**Urgent**
- **Do It**
  - Things with clear deadlines and consequences for not taking immediate action.
  - Examples
    - Finishing a client project
    - Submitting a draft article
    - Responding to some emails
    - Picking up your sick kid from school

**Not Urgent**
- **Schedule It**
  - Activities without a set deadline that bring you closer to your goals. Easy to procrastinate on.
  - Examples
    - Strategic planning
    - Professional development
    - Networking
    - Exercise

**Not Important**
- **Delegate It**
  - Things that need to be done, but don’t require your specific skills. Busy work.
  - Examples
    - Uploading blog posts
    - Scheduling
    - Responding to some emails
    - Meal prep

**Important**
- **Delete It**
  - Distractions that make you feel worse afterward. Can be okay but only in moderation.
  - Examples
    - Social media
    - Watching TV
    - Video games
    - Eating junk food
THE POMODORO TECHNIQUE

1. Decide on the Task That You Need to Do
2. Set the Timer to 25 Minutes
3. Work on the Task Until the Timer Rings
4. Take a Short 5 Minute Break
5. After 4 Cycles Take a 15-30 Minute Break
Productivity Isn’t About Time Management. It’s About Attention Management.

“Time management” is not a solution — it’s actually part of the problem.

“But how do I stay on task if I’m not worried about time?” - Adam Grant’s NYT article
Attention! Focus!

Do you think we can control our focus?
Structure stressors

[Diagram showing circles with labels: Total control, Some control, No control]
RESEARCH REPORT

Rainmakers: Why Bad Weather Means Good Productivity

Jooa Julia Lee and Francesca Gino
Harvard University

Bradley R. Staats
University of North Carolina at Chapel Hill

People believe that weather conditions influence their everyday work life, but to date, little is known about how weather affects individual productivity. Contrary to conventional wisdom, we predict and find that bad weather increases individual productivity and that it does so by eliminating potential cognitive distractions resulting from good weather. 

When the weather is bad, individuals appear to focus more on their work than on alternate outdoor activities. We investigate the proposed relationship between worse weather and higher productivity through 4 studies: (a) field data on employees’ productivity from a bank in Japan, (b) 2 studies from an online labor market in the United States, and (c) a laboratory experiment. Our findings suggest that worker productivity is higher on bad-, rather than good-, weather days and that cognitive distractions associated with good weather may explain the relationship. We discuss the theoretical and practical implications of our research.

Keywords: weather, productivity, opportunity cost, distractions

Supplemental materials: http://dx.doi.org/10.1037/a0035559.supp
“When we are no longer able to change a situation, we are challenged to change ourselves.”

- Viktor E. Frankl, Man’s Search for Meaning
Wait for it!

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A Randomized Controlled Trial of Mindfulness-Based Cognitive Therapy for College Students With ADHD

Yingqi Gu¹, Guangxing Xu¹, and Yi Zhu²

Abstract

Objective: Between 2% and 8% of college students meet criteria for ADHD, with increased incidence in recent decades. There are very few clinical trials conducted on the meaningful intervention of ADHD in college. Mindfulness-based cognitive therapy (MBCT) effectively treats college students with ADHD and could be more feasibly applied in college mental health clinics. Method: Fifty-four undergraduates with ADHD between ages 19 and 24 were randomized to receive either MBCT or wait-list (WL) during a 6-week intervention phase. ADHD symptoms, neuropsychological performance, and related outcomes were assessed at pre-treatment, post-treatment, and 3-month follow-up. Results: Participants receiving MBCT group showed greater treatment response rates (57%-71% vs. 23%-31%) and experience less anxiety and depression, and greater levels of mindfulness; MBCT participants show greater improvement on neuropsychological performance. Conclusion: MBCT may be a useful intervention for college students with ADHD, improving participants’ ADHD symptoms, mindfulness, and sustained attention. (J. of Att. Dis. 2018; 22(4) 388-399)

Keywords

adult ADHD treatment, college students, mindfulness-based cognitive therapy, Attentional Network Test
Mindfulness & Attention

Rubin’s vase
Mindfulness?

- Attention!!!

& Focus!!!
As we saw when we discussed Dr. Seligman’s studies on optimism and health, it is not the potential stressor itself but how you perceive it and then how you handle it that will determine whether or not it will lead to stress. We all know this from personal experience.

(p. 237)
Mindfulness and Stress?

- Stress Reduction (Mindfulness-based Stress Reduction: MBSR)
- Anxiety
- Substance Use
- Emotion Regulation (Calmness)
Wait for it!

Language & Cognition
Wait for it!

Language & Cognition

Image from: http://blog.daum.net/limkj0118/13744590
Wait for it!

What is Mindfulness?
Mindfulness Attitudes

Letting Go
Jon Kabat-Zinn, PhD
Let’s practice Mindfulness

Working with Difficult Body Sensations: Restlessness

In mindfulness, it is often said that pain is inevitable, but suffering is optional.

That means that while we cannot always avoid pain (or discomfort, like restlessness in ADHD), we can limit the related suffering. Our attitude and relationship to the discomfort can make a huge difference in what we experience. For example, much ongoing suffering comes from one or more of the following:

- Having a negative reaction to the discomfort (dread, fear, anger)
- Resisting the discomfort or wanting things to be different (e.g., keeping busy all the time, looking for explanations at all cost even if there may not be one, blaming others)
- Overidentifying with the discomfort (e.g., “my pain” versus “the knee pain,” or “I am restless” versus “I notice restlessness”)
- Creating a story about the discomfort (e.g., “This will never end” or “I am powerless”)
Let’s practice Mindfulness

The STOP Practice

The following STOP exercise is another way to help you practice mindfulness in daily life. No matter where you are in your day, you can use STOP to become more aware of the present moment.

S = Stop (or pause)
T = Take a breath and relax
O = Observe in the present moment
  ° What sounds do I notice?
  ° What is my breath like right now?
  ° How does my body feel right now?
P = Proceed
  ° Where was my attention before STOP, and did it match my intention?
  ° Do I continue what I’m doing, or do something else?
Stress-hardy individuals have greater coping resources than other people under similar circumstances because they view life as a challenge and assume an active role in attempting to exert meaningful control. The same is true of people with a high sense of coherence. Strong internal convictions about the comprehensibility, (p. 240)
Reacting vs. Responding

COPING WITH STRESS: RESPONDING VS. REACTING

External Stress Events (stresses)

Cardiovascular
Musculoskeletal
Nervous System
Immune System

Internal Stress Events

Perception
Appraisal

Fight or flight
Alarm reactivity

Mindfulness: appraisal of thoughts, feelings, and perceived threats
Awareness
Relaxation

Stress Reaction
Hypothalamus
Pituitary
Adrenals

Acute hyperarousal
HBP†, pulse rate†

Internalization:
inhibition of the stress reaction

Disregulation:
Chronic hyperarousal
HBP
Arrhythmias
Sleep disorders
Chronic headaches, backaches
Anxiety

Maladaptive Coping
Self-destructive behaviors:
Substance dependency:
Overworking
Drugs, alcohol

Breakdown
Physical/psychological exhaustion

Possible arousal, but also an awareness of the body: muscle tension, breathing awareness of the full context emotion-focused strategies problem-focused strategies seeing new options quicker recovery of mental equilibrium and homeostasis, calmness and balance of mind

ALEC
Coaching
“But how can I be creative in my academic work if I’m not worried about focus or time?”
Compassion

ALEC Coaching
Say goodbye to boring meetings

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References