



Adult Resilience Curriculum (ARC)

Psychoeducation





Mid-America (HHS Region 7)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Adult Resilience Curriculum (ARC) for Educators

Module 1: Understanding the Psychobiology of Stress & Wellbeing

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED/
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

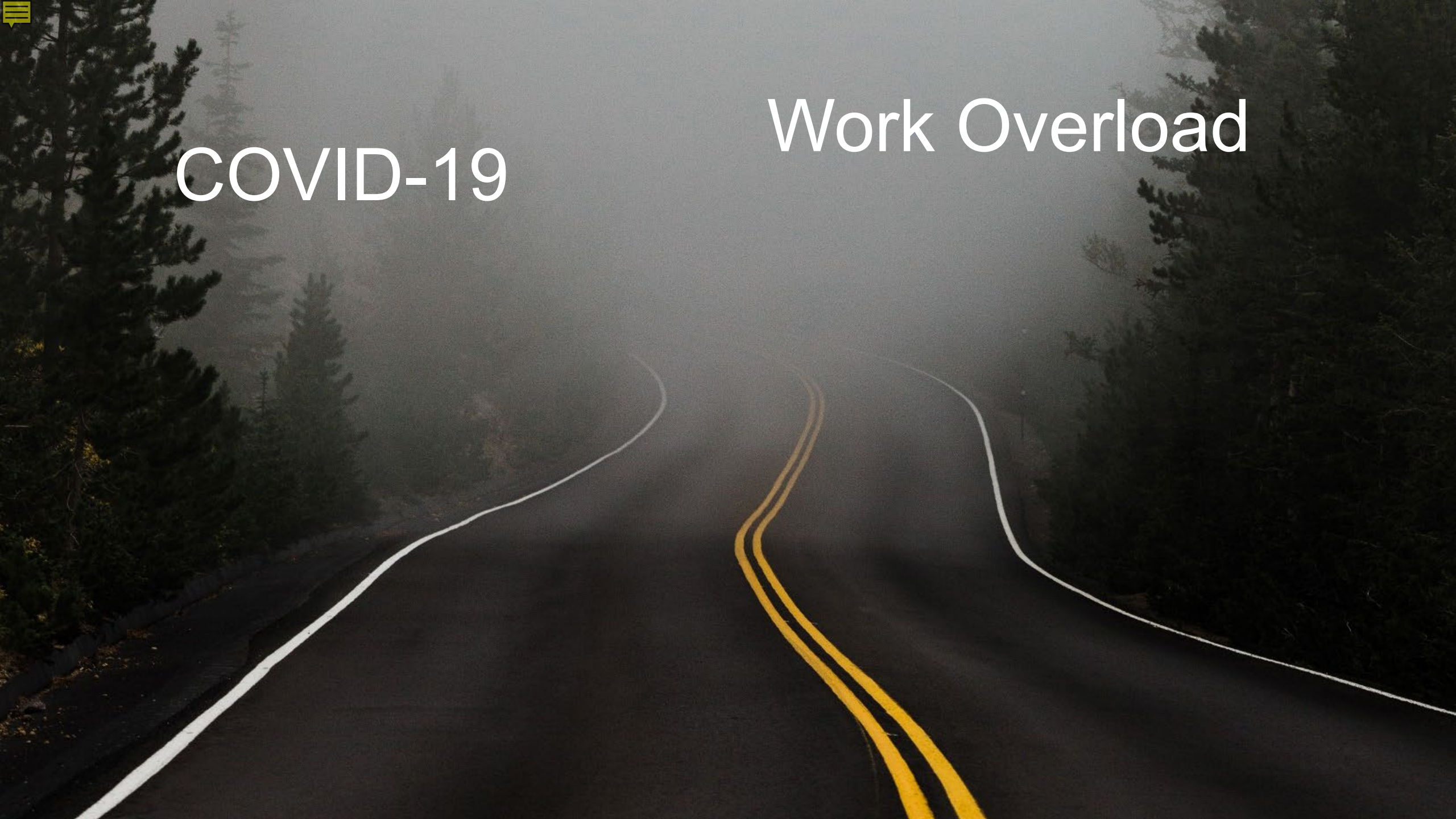









COVID-19

Work Overload





WHO WE ARE



Christian Klepper,
PsyD, LP
Faculty Trainer

WHO WE ARE



Hannah West,
PhD, BCBA
Regional Trainer



The Adult Resilience Curriculum (ARC)

The ARC Modules

0: Introduction to the Adult Resilience Curriculum (ARC)

1: Understanding the psychobiology of stress and well-being (*psychoeducation*)

2: Creating safe and supportive environments (*context*)

3: Clarifying, aligning with, and committing to one's values (*values*)

4: Cultivating awareness through mindfulness-based practices (*mindfulness*)

5: Connecting meaningfully with others (*connection*)

6: Fostering pleasant emotions and experiences (*positivity*)

7: Coping with difficult thoughts, feelings, and experiences (*coping*)

8: Feeling good physically through nutrition, movement, & sleep (*health*)

9: Rejuvenating through relaxation, recreation, and routines (*three R's*)

10: Bringing it all together: A wellness plan for the future (*wellness plan*)



MODULE 1: Understanding the Psychobiology of Stress & Wellbeing



Psychoeducation

Define stress & articulate both its detrimental & optimal effects on our performance & life.

Define the dimensions of wellbeing and resilience and connect them to identities as educators.

Set an initial intention for how you plan to use this training and what you hope to get out of it.

Our Hopes
for Today

Psychoeducation



STRESS:

- An unavoidable fact of life
- In the eye of the beholder
- Can be adaptive
- Can affect health/wellbeing

Psychoeducation

BRAIN AND NERVES

Headaches, feelings of despair, lack of energy, sadness, nervousness, anger, irritability, increased or decreased eating, trouble concentrating, memory problems, trouble sleeping, mental health problems (such as panic attacks, anxiety disorders, and depression)

SKIN

Acne and other skin problems

MUSCLES AND JOINTS

Muscle aches and tension (especially in the neck, shoulders, and back), increased risk of reduced bone density

HEART

Faster heartbeat, rise in blood pressure, increased risk of high cholesterol and heart attack

STOMACH

Nausea, stomach pain, heartburn, weight gain

PANCREAS

Increased risk of diabetes

INTESTINES

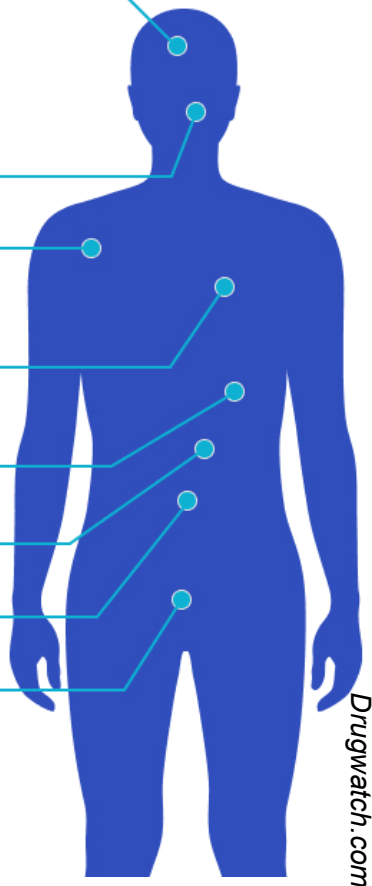
Diarrhea, constipation and other digestive problems

REPRODUCTIVE SYSTEM

For women- irregular or main painful periods, reduced sexual desire. For men- impotence, lower sperm production, reduced sexual desire.

IMMUNE SYSTEM

Lowered ability to fight or recover from illness



Key Terms

Fight-flight-freeze

Amygdala & frontal lobe

Homeostatic balance

Sympathetic nervous system

Parasympathetic nervous system





Why Do Zebras Not Get Ulcers?

According to Robert Sapolsky

Unlike zebras, humans can generate stress by anticipating it (whether or not it has occurred or is merited).

We don't have to experience something to be stressed out by it (perceived stress).



This was our
normal even
before
COVID.

Our minds
are drawn
everywhere

Affects of Chronic Stress

cognitive (mind)

Anxiety,
restlessness, lack
of motivation,
memory problems,
irritability/anger,
sadness/depression



behavioral (actions)

Emotional outbursts, avoiding important
activities, overeating or undereating,
social withdrawal, substance use



physiological (body)

Headaches, muscle
tension or pain,
weakness or
fatigue,
stomach/digestive
issues, sleep
problems



Allostatic load – the wear and tear on the body that accumulates when individuals are exposed to chronic stress



A PUBLIC HEALTH CRISIS

Stress and burnout are common, and reactive approaches are insufficient



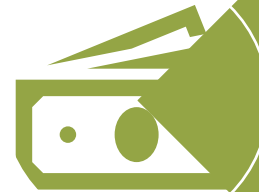
AFFECTS SYSTEMS & WORKPLACE CULTURE

Educators are a critical factor in creating healthy systems and environments for students



AN ETHICAL RESPONSIBILITY

We have a duty to help promote healthy workplaces and education environments



RETURN ON INVESTMENT

Educator burnout leads to costly absenteeism, attrition, and hiring concerns



IMPACTS STUDENT OUTCOMES

Educator stress impacts instruction and mentorship of students



A RESEARCH DRIVEN DECISION

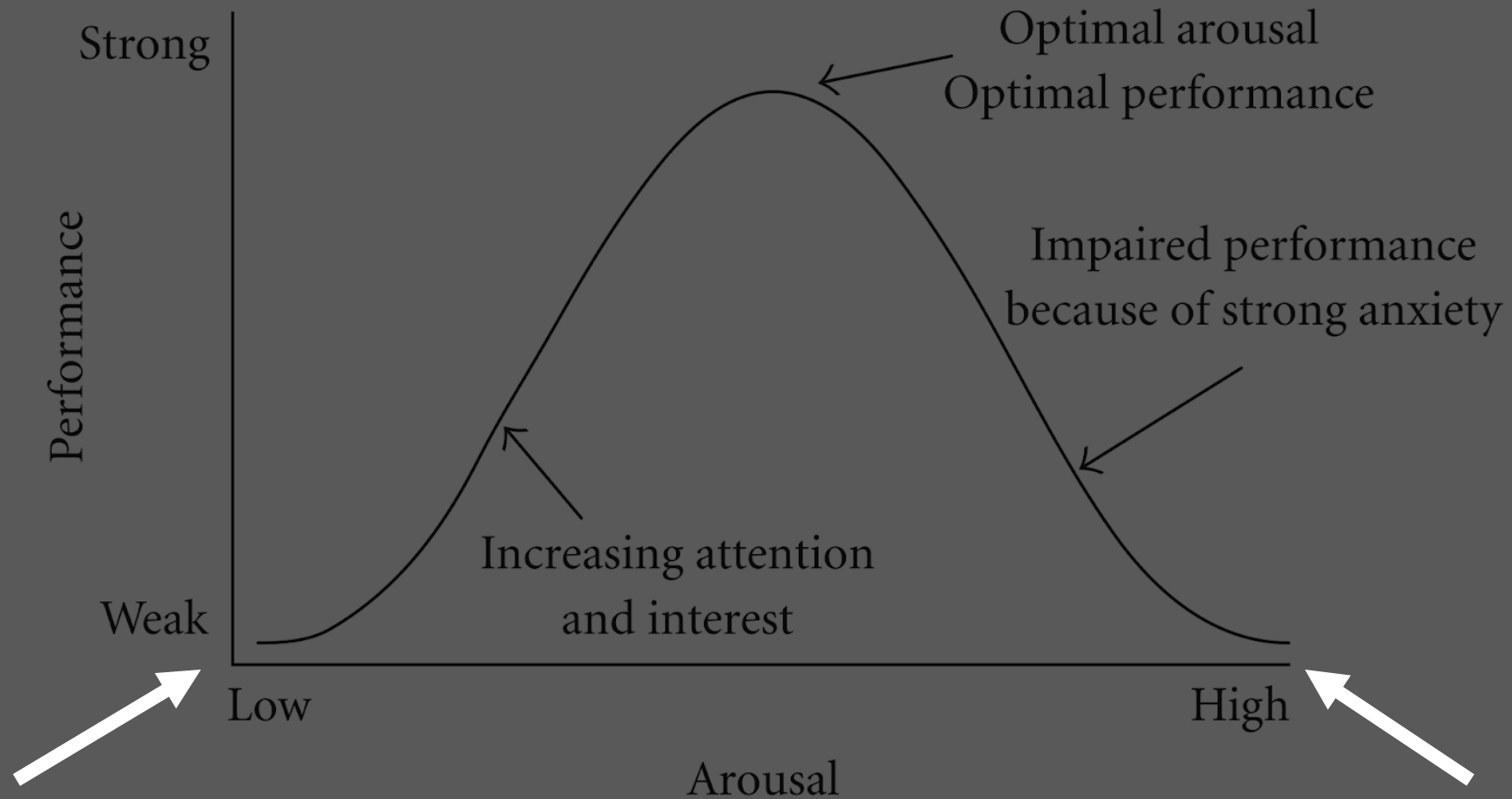
Research suggests that programs to reduce stress and improve wellbeing are effective



Avoidance

The Yerkes-Dodson Curve

Shows the relationship between stress and human performance





Good News!

While you can't avoid stress, you can focus on skills and strategies that enhance your wellbeing, which in turn boosts your capacity for resilience.

This is way more effective than trying to avoid stress.

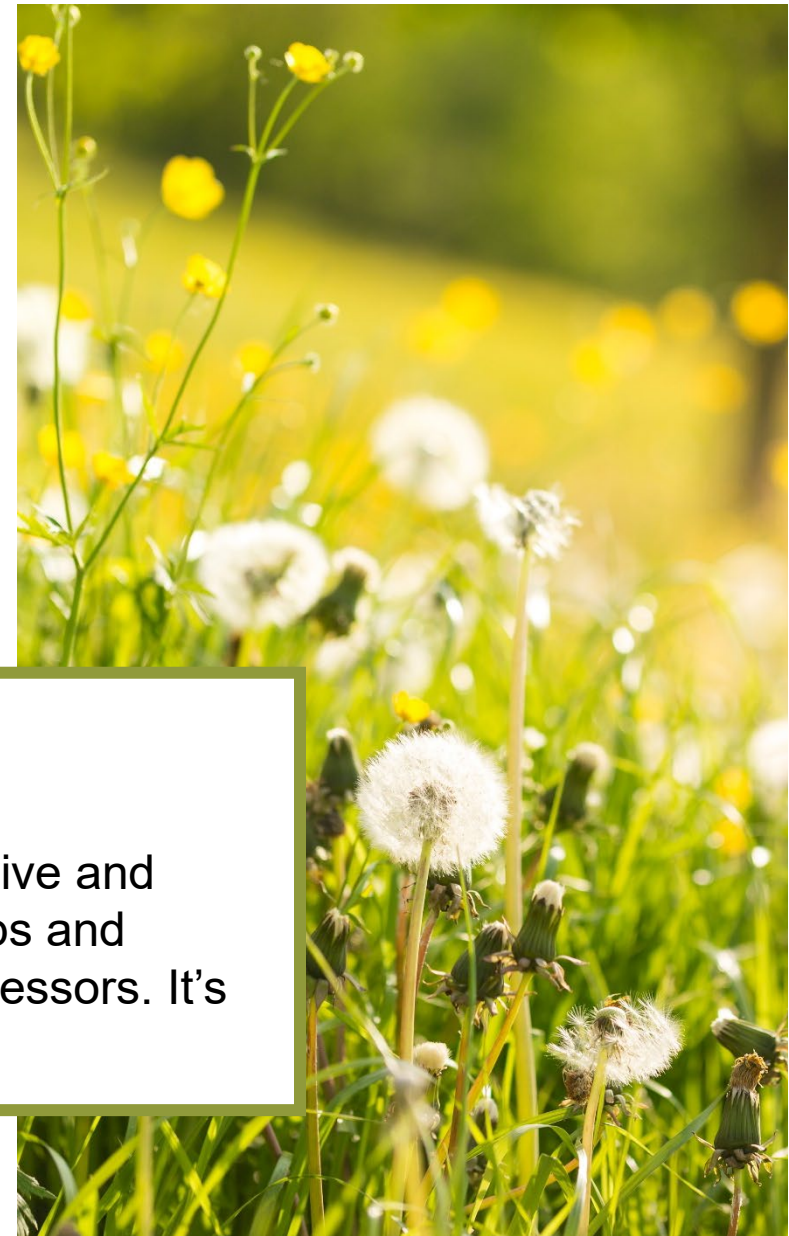




Subjective Wellbeing

Diener, 2000

The perception of how good one's life is overall (**life satisfaction**), combined with their propensity to experience life in a positive way (**positive affect**).



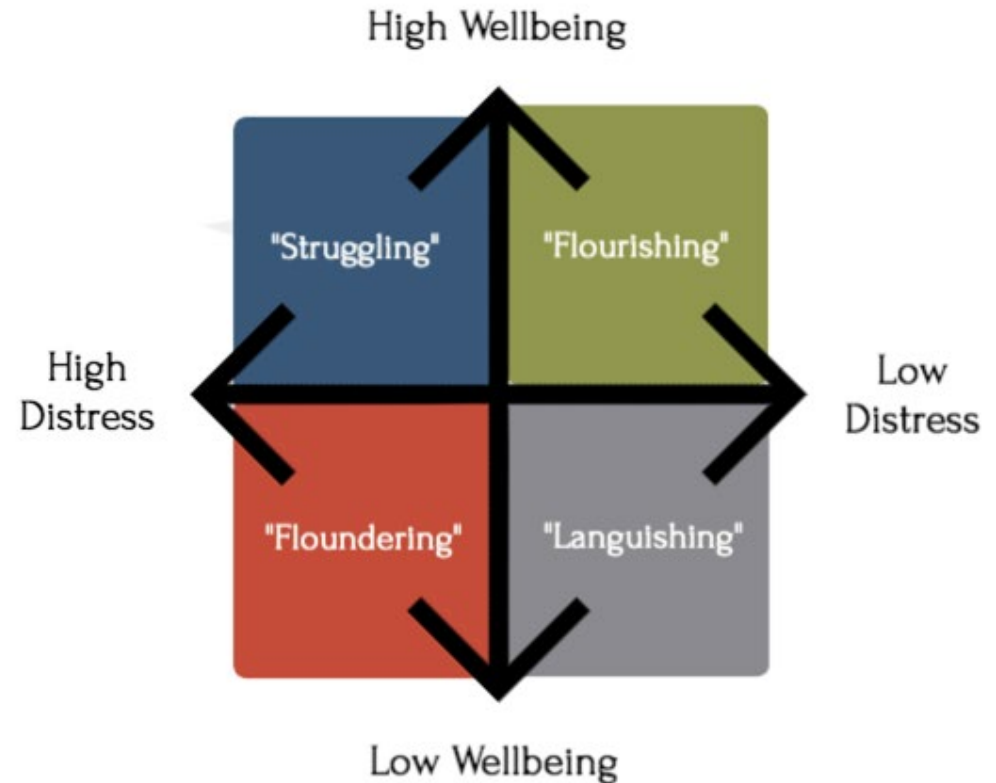
Resilience

Masten, 2015

A person's capacity to survive and **bounce back** from life's ups and downs, curve balls, and stressors. It's "**ordinary magic**".

The Dual-Factor Model of Mental Health

- Provides a more holistic understanding of mental health, stress, and wellbeing!
- Wellness and distress are *not* mutually exclusive, opposite states of being



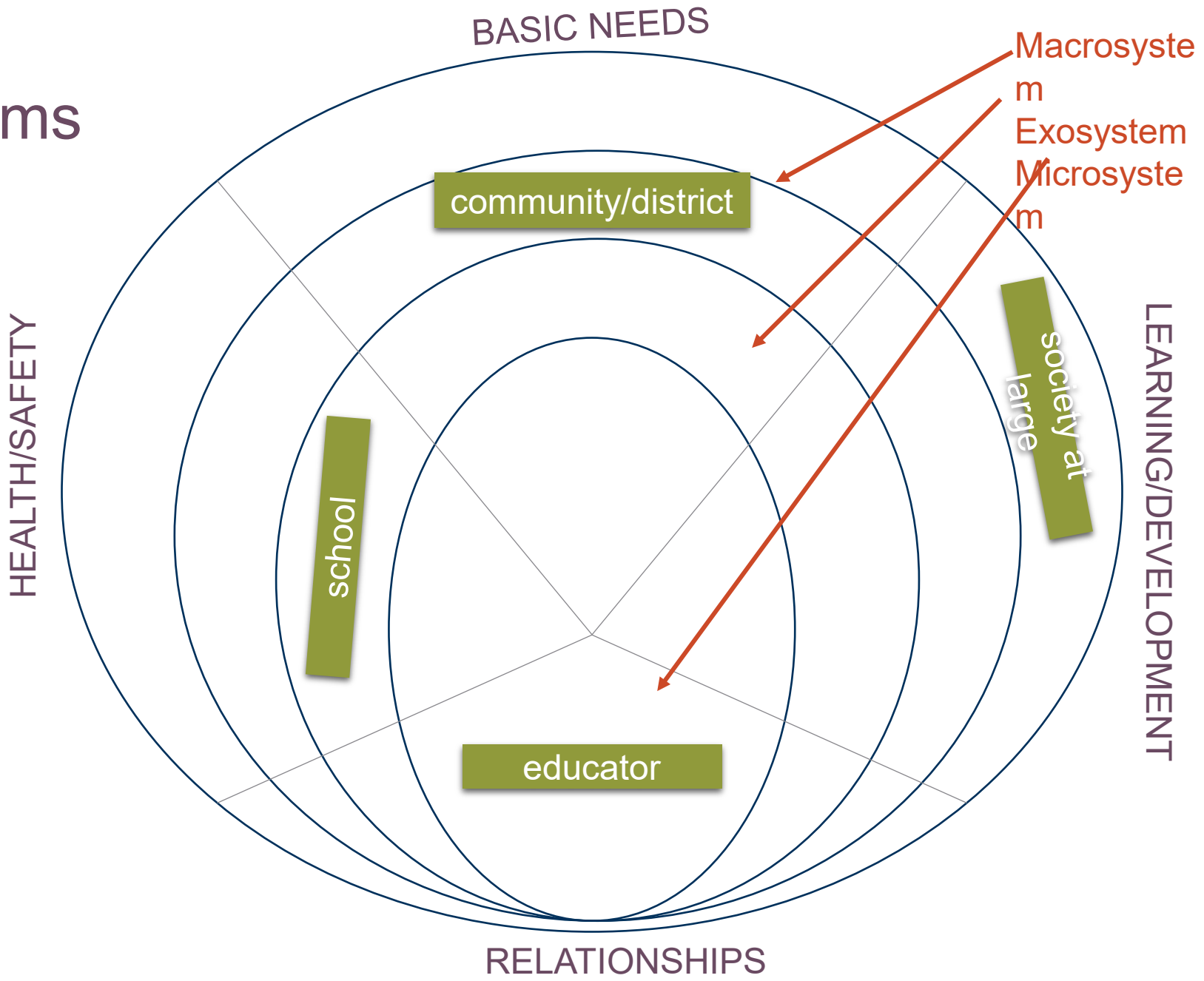


Ecological Systems Theory

Adults (like kids) exist within environments.

Factors at the “systems level” interact with individuals to produce outcomes.

Sometimes the best way to affect well-being is from the outside (systems) in.



What is going on in your life?

**Our
Parking
Lot**



Put everything you DO
NOT have control over
here

**Whatever remains, put here
on your highway**

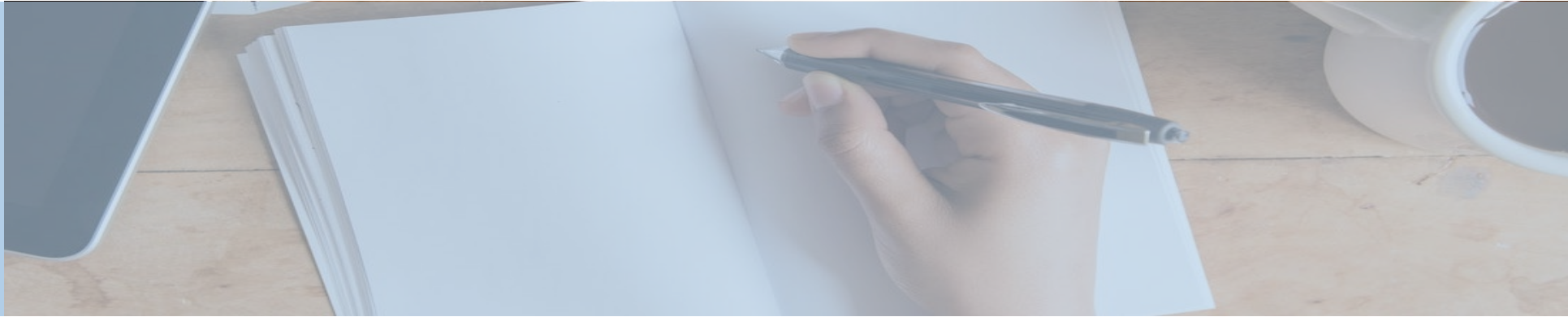


Well-Being Activity



parking lot

Recommendations



- ✓ Complete activity

Recommendations





- ✓ Complete activity
- ✓ Teach an activity

Recommendations



- ✓ Complete activity
- ✓ Teach an activity
- ✓ Create individual action plan



DISCUSSION QUESTIONS



1

How would you rate your overall stress level?

2

How can you tell that you are stressed? What are the telltale signs in your body? What about thoughts or actions that tell you that you are stressed?

3

How satisfied are you with your current practices aimed at improving your wellbeing?

4

What factors within your microsystem and exosystem support your capacity for resilience?