

Feel Better Fast (Emotion Regulation)

Student Workbook



**University of Colorado - Boulder
Counseling and Psychiatric Services
(303) 492-2277
counseling.colorado.edu**

Feedback Form: https://cuboulder.qualtrics.com/jfe/form/SV_3L7zIHzZMCIMyMI

Welcome!

Welcome to **Feel Better Fast**, a fast-paced, 3-session seminar designed to help you make a change in your life by learning mindfulness techniques, as well as ways to cope with distressing emotions and thoughts. The goal is to provide you with some skills to recognize and manage strong emotions you may be experiencing. We hope you find it helpful.

Remember, this intervention is not intended to “get rid of” unpleasant emotions. While occasionally unpleasant, difficult emotions can actually be helpful and motivating. Our hope is that these three sessions provide you with a jumping board from which to integrate skills into your daily life.

By the end of this course, you will have received a lot of information and at times it may feel overwhelming. Remember that like any skill (e.g., learning to ride a bike), the skills you will learn in **Feel Better Fast** take time and practice to master. At times, you may encounter obstacles and/or find it difficult to integrate these skills into your daily life. That’s okay, it’s how change works, and as with all change, it’s important to practice as much as you can, even after encountering setbacks.

Think of your practice of these skills as a form of “mental health hygiene.” At the outset, it may seem tedious and you may question why you need to practice these skills so often. Think of it like dental hygiene—you brush your teeth multiple times a day to prevent the buildup of plaque and ultimately to prevent cavities. Similar to brushing your teeth, daily practice prevents a buildup of anxiety and stress over time. The more you practice and use these skills as part of your daily routine, the less tedious they may seem because they simply become a regular part of daily life.

Should you wish to focus more in depth on any of your concerns, you may debrief with a therapist following completion of **Feel Better Fast** to discuss options.

If at any time you feel that you need additional support, please let your Feel Better Fast leader know or contact CAPS at (303)-492- 2277. Walk in hours are Monday through Friday 10am to 3:30pm. You may also find additional resources online at www.colorado.edu/counseling

Frequently Asked Questions

What is Feel Better Fast?

Feel Better Fast is a fast-paced, 3-session seminar designed to help you make a change in your life by learning mindfulness techniques, as well as ways to cope with distressing emotions and thoughts.

Why does Feel Better Fast use a 3-session model?

Teaching Feel Better Fast over the course of 3 sessions allows you sufficient time to learn the concepts with time to practice between sessions. Keeping it to three 60-minute sessions allows you to find time in your busy schedule to learn these skills.

What if I need more than 3 weeks to learn the model?

You are not alone. The skills taught in Feel Better Fast are difficult and take time to build. For this reason, we offer follow up options for anyone who would like additional support. Please see the front desk to schedule a follow up.

What if I don't feel comfortable in groups?

Many people feel a little anxious about participating in a group. Feel Better Fast is structured and curriculum-driven, like an academic class. You are not required to speak if you do not feel comfortable doing so. The facilitators respect each participant's right to share only what they are comfortable sharing and never require you to share sensitive or potentially embarrassing information.

What if I have an urgent need to see a counselor during Feel Better Fast?

Simply let the facilitator or CAPS' front desk staff know, and they will facilitate you getting the help you need. You can also walk in to CAPS Monday through Friday 10am to 3:30pm with limited exceptions. The CAPS phone number is available to you 24/7 at (303) 492-2277.

Why do I have to do homework?

The focus of this workshop is on building skills to cope with challenging emotions; in order to achieve that goal, regular practice is essential. Any homework offered is simply a suggestion for ongoing practice. The more you practice, the more you may find you get out of this workshop. You will not be required to provide your responses at any time.

IN SESSION WORKSHEETS

EMOTION REGULATION HANDOUT 2

What Function do Emotions Serve?

EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS.

- Facial expressions are a hard-wired part of emotions. In primitive societies and among animals, facial expressions communicate like words. Even in modern societies, facial expressions communicate faster than words.
- When it is important to us to communicate to others, or send them a message, it can be very hard for us to change our emotions.
- Whether we intend it or not, the communication of emotions influences others.

EMOTIONS ORGANIZE AND MOTIVATE ACTION.

- Emotions motivate our behavior. The action urge connected to specific emotions is often "hard-wired." Emotions prepare us for action.
- Emotions save time in getting us to act in important situations. We don't have to think everything through.
- Strong emotions help us overcome obstacles-in our mind and in the environment.

EMOTIONS CAN BE SELF-VALIDATING.

- Our emotional reactions to other people and to events can give us information about the situation. Emotions can be signals or alarms that something is happening.
- When this is carried to an extreme, emotions are treated as facts: "If I feel incompetent, I am." "If I get depressed when left alone, I shouldn't be left alone." "If I feel right about something, it is right." "if I'm afraid, it is threatening." "I love him, so he must be OK."

From *Skills Training Manual* by Marsha Linehan. © 1993. The Guilford Press

Feelings List

Desire	Hurt	Centered	Unloved
Anger	Pleasure	Lost	Belonging
Fear	Despondent	Regretful	Hate
Tender	Apprehensive	Terrified	Insufficient
Secure	Loved	Unwanted	Pain
Guilt	Wanted	Serene	Sensual
Shame	Eager	Disappointed	Melancholy
Glad	Remorse	Satisfied	Sorrow
Hopeful	Lively	Giddy	Abused
Anxious	Desolate	Accepted	Frustrated
Happy	Uneasy	Incomplete	Elated
Depressed	Accepted	Loss	Isolated
Free	Peaceful	Empowered	Curious
Sad	Exasperated	Outrage	Optimistic
Longing	Competent	Apprehensive	Baffled
Timid	Embarrassed	Delighted	Wary
Inadequate	Dread	Hopeless	Impatient
Anticipation	Engrossed	Alarmed	Revived
Irritated	Empty	Violated	Irked
Threatened	Rejected	Centered	Amazed
Edgy	Alone	Intimidated	Indignant
Confident	Foolish	Puzzled	Alienated
Nervous	Calm	Tranquil	Depleted
Worn out	Strong	Defiant	Blissful
Withdrawn	Jealous	Pity	Torn
Joy	Resentful	Inept	Ashamed
Lonely	Intrigued	Hostile	Alert
Numb	Agitated	Incompetent	Loving
Contentment	Grateful	Annoyed	Frazzled
Abandoned	Fulfilled	Humiliated	Indifferent
Suspicious	Balanced	Weak	Relieved

Getting to Know Our Feelings

Feeling: _____

1. _____ is...
2. It wants...
3. It needs...
4. It is afraid of...
5. It feels like...
6. It tastes like...
7. It smells like...
8. It looks like...
9. It sounds like...
10. It acts like...
11. But sometimes it is...
12. Most of all, I hope _____ will be...

Recognizing Your Emotions

Questions	Your Responses
When did the situation happen?	
What happened? (Describe the event)	
Why do you think that situation happened? (Identify the causes)	
How did that situation make you feel both emotionally and physically? (Try to identify both the <i>primary</i> and the <i>secondary</i> emotions)	Primary emotions: Secondary emotions: Physical sensations:
What did you want to do as a result of how you felt? (What were your urges?)	
What did you do and say? (What actions or behaviors did you engage in as a result of how you felt?)	
How did your emotions and actions affect you later? (What short-term or long-term consequences were there as a result of your actions?)	

Adapted from The Dialectical Behavior Therapy Skills Workbook

Your Emotional Battery

Throughout the day and over time, your level of emotional energy goes up and down based on your interactions with others, stress, and self-care.



Identify your current emotional level:

Things & people that are causing me to be at this level:

What I'm like when I'm fully charged:

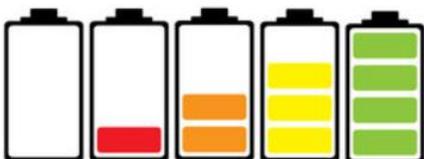


Things & people that drain my emotional energy:

Warning signs that I am running on empty:



Things I can do to recharge my emotional energy:



Cross Sectional Formulation

Situation (*When? Where? What? With whom? What did you feel anxious about?*)
I lost my favorite sweater

Physical (*When anxious, what physical sensations did you experience? What did you notice in your body?*)

Tense, clenched
Weak, heavy, closed, cold

Emotional (*What emotions came up for you when you felt anxious?*)

Frustrated, Sad

Cognitive (*What went through your mind when you felt anxious? What did that say or mean about you or the situation?*)

I'm so absent minded, I'm an idiot.

No one cares about me.

Behavioral (*What was your first instinct and/or automatic response? What did you do and/or avoid doing at the time?*)

Look for sweater.

Sulk alone

EMOTION REGULATION HANDOUT 3

Taking Care of Your Mind By Taking Care of Your Body

- 1. Treat Physical illness:** Take care of your body. See a doctor when necessary. Take prescribed medication.
- 2. Balance Eating:** Don't eat too much or too little. Eat regularly and mindfully throughout the day. Stay away from foods that make you feel overly emotional.
- 3. Avoid mood-Altering drugs:** Stay off illicit drugs, including alcohol.
- 4. Balance Sleep:** Try to get the amount of sleep that helps you feel good. Keep to a consistent sleep schedule if you are having difficulty sleeping.
- 5. Get Exercise:** aerobic exercise done regularly is an antidepressant.
 - 20 minutes a day has a lot of positive effects
 - exercise can be difficult to motivate oneself to do it is important to reward yourself even if it is only verbally.
 - It is also important not to beat yourself up while you are working up to a regular routine of exercise because we all have lapses in routines, but beating yourself up will keep you from getting back on track and make you want to give up. This means using a nonjudgmental stance.

From Skills Training Manual by Marsha Linehan. © 1993. The Guilford Press

Triggering Thoughts

Below are several triggering thoughts that often cause a person to feel emotionally distressed. Check any of them that you hold and write any additional triggering thoughts below.

- I'm an idiot/jerk/moron/ _____
- I can't do anything right
- I'm a failure
- I'm incompetent
- I'm broken
- I'm helpless
- I'm unlovable
- No one is ever going to love me
- There's something wrong with me
- People always hurt me
- I should have known better
- Bad things always happening to me
- No one cares about me
- I'm useless
- I screw up all the time
- I can't trust anyone
- I don't deserve to be happy/successful/loved/ _____

- _____
- _____
- _____
- _____

APPENDIX

Sleep Hygiene

What is Sleep Hygiene? 'Sleep hygiene' is the term used to describe good sleep habits. Considerable research has gone into developing a set of guidelines and tips which are designed to enhance good sleeping, and there is much evidence to suggest that these strategies can provide long-term solutions to sleep difficulties.

1. **Get regular.** Go to bed and get up at more or less the same time every day, even on weekends and days off!



2. **Get up & try again.** Go to sleep only when tired. If you haven't been able to fall asleep after 30 minutes, get up and do something calming (not stimulating) until you feel sleepy, then return to bed and try again.

3. **Avoid caffeine & nicotine.** Avoid consuming any caffeine (coffee, tea, soda, chocolate) or nicotine (cigarettes) for at least 4-6 hours before going to bed. These act as stimulants and interfere with falling asleep



4. **Avoid alcohol.** Avoid alcohol for at least 4-6 hours before bed because it interrupts the quality of sleep.
5. **Bed is for sleeping.** Do not use your bed for anything other than sleeping and sex, so that your body comes to associate bed with sleep.

6. **Electronics Curfew.** Don't use back-lit electronics 60 minutes prior to bed, as the



artificial light prevents hormones and neurons that promote sleep.

7. **The right space.** Make your bed and bedroom quiet and comfortable for sleeping. An eye mask and earplugs may help block out light and noise.

8. **No naps.** Avoid taking naps during the day. If you can't make it through the day without a nap, make sure it is for less than an hour and before 3pm.

9. **Sleep rituals.** Develop rituals to remind your body that it is time to sleep, like relaxing stretches or breathing exercises 15 minutes before



10. **No clock-watching.** Checking the clock during the night can wake you up and reinforces negative thoughts such as "Oh no, look how late it is, I'll never get to sleep."

11. **Keep daytime routine the same.** Even if you have a bad night sleep it is important that you try to keep your daytime activities the same as you had planned. That is, don't avoid activities because you feel tired. This can reinforce the insomnia.

Adapted from <http://www.cci.health.wa.gov.au>



United States Department of Agriculture



Focus on whole fruits

Include fruit at breakfast! Top whole-grain cereal with your favorite fruit, add berries to pancakes, or mix dried fruit into hot oatmeal.



Vary your veggies

Cook a variety of colorful veggies. Make extra vegetables and save some for later. Use them for a stew, soup, or a pasta dish.



Vary your protein routine

Next taco night, try adding a new protein, like shrimp, beans, chicken, or beef.



Make half your grains whole grains

Add brown rice to your stir-fry dishes. Combine your favorite veggies and protein foods for a nutritious meal.



Move to low-fat or fat-free milk or yogurt

Enjoy a low-fat yogurt parfait for breakfast. Top with fruit and nuts to get in two more food groups.



Drink and eat less sodium, saturated fat, and added sugars

Cook at home and read the ingredients to compare foods.

Based on the Dietary Guidelines for Americans. Go to ChooseMyPlate.gov for more information.

MPMW Tipsheet No. 14
December 2018
Center for Nutrition Policy and Promotion
USDA is an equal opportunity provider, employer, and lender.

ALCOHOL: Is Your Health at Risk?

What counts as ONE DRINK?



One drink is:

- One 12-ounce can of beer
- One 5-ounce glass of wine
- One shot of hard liquor (1.5 ounces)

Are you at risk?

If you use alcohol, taking a look at your drinking pattern and knowing your risks is important for your health, now and in the future. Know the difference between low-risk versus risky or harmful drinking. You owe it to yourself!

What is low-risk drinking?

- For healthy adults age 65 and under:

LOW-RISK DRINKING LIMITS	MEN	WOMEN
On any single DAY	No more than 4 drinks on any day	No more than 3 drinks on any day
Per WEEK	No more than 14 drinks per week	No more than 7 drinks per week

To stay low risk, keep within BOTH the single-day AND weekly limits.

National Institute on Alcohol Abuse and Alcoholism

- For people over 65: low-risk limits are 3 drinks a day or 7 drinks a week.
- Women who are pregnant or may become pregnant should not drink.

What's risky or harmful drinking?

- Risky alcohol use** is drinking more than the single-day or weekly amounts shown above.
- Harmful alcohol use** is drinking more than the single-day or weekly amounts shown above, and having negative effects from drinking such as accidents, not being able to stop drinking, or not doing what you normally do (work, school, family) because of drinking.

This work is supported by grants T1025355, T1026442, and T1024226 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

What can happen from risky or harmful alcohol use?

- People who use alcohol at risky or harmful levels are at greater risk for health problems—cancer, obesity, high blood pressure, stroke, injury, diabetes, accident/death, suicide, and cirrhosis.
- It makes a difference both how much you drink on any day and how often you have a heavy drinking day.
- The more drinks in a day and the more heavy drinking days over time, the greater risk for problems.

Tips for cutting down on alcohol use

- Measure and Count.** Measure drinks per standard drink size and count how much you drink on your phone, a card in your wallet, or calendar.
- Set Goals.** Decide how many days a week you want to drink, and how many drinks to have on those days.
- Pace and Space.** Pace yourself. Sip slowly. Have no more than one drink per hour. Alternate "drink spacers"—non-alcohol drinks (water, soda, or juice).
- Include Food.** Don't drink on an empty stomach.
- Avoid "Triggers."** What triggers you to drink? Avoid people, places, and activities that trigger the urge to drink.
- Plan to Handle Urges.** When an urge hits: remind yourself of reasons for changing, talk it through with someone, do a healthy, distracting activity, or "urge surf" and accept the feeling and ride it out, knowing it will pass.
- Know your "no."** Have a polite, convincing "no" ready for times when you don't want a drink.

Adapted from US Department of Health and Human Services, NIH, NIAAA

Helpful Links:

- <http://rethinkingdrinking.niaaa.nih.gov/>
- <http://www.niaaa.nih.gov/alcohol-health>
- <http://findtreatment.samhsa.gov>



Mid-America (HHS Region 7)

ATTC

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

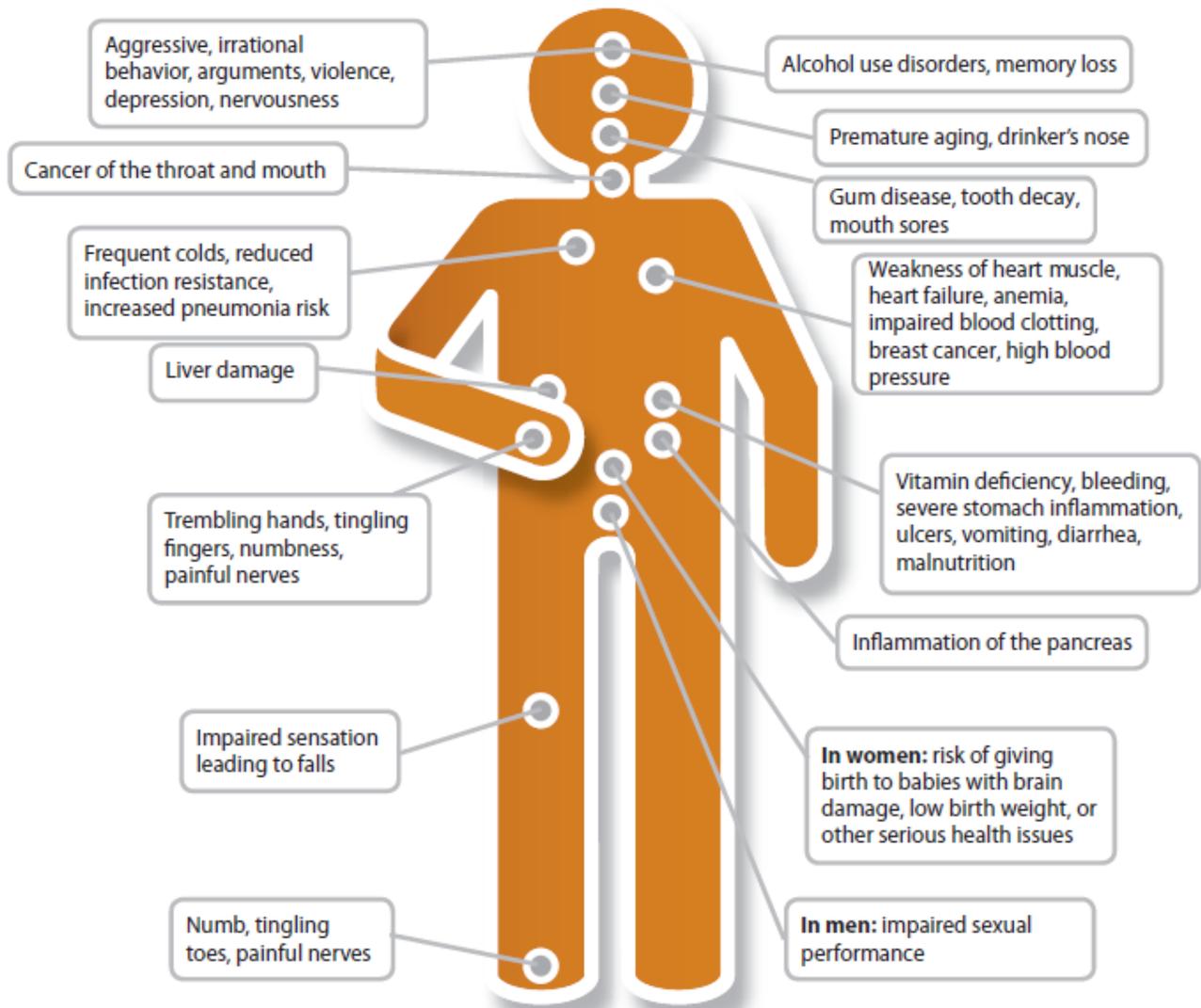


SBIRT
Screening, Brief Intervention,
and Referral to Treatment
for Substance Use

Visit www.sbirt.care
for more resources!

RISKY AND HARMFUL ALCOHOL USE

Effects on the Body



Alcohol can worsen existing health problems:

- Liver disease
- Heart disease and high blood pressure
- Diabetes
- Ulcers and stomach problems
- Depression and anxiety
- Sleep problems

Something to think about:

Risky and harmful alcohol use frequently leads to social, legal, medical, domestic, job, and financial problems. Alcohol may shorten your lifespan and lead to accidental injury or death.

Adapted from: Babor, T.F., Higgins-Biddle, J.C., Saunders, J.B., and Monteiro, M.G. (2001). The Alcohol Use Disorders Identification Test: Guidelines for Use In Primary Care (Second Edition). World Health Organization; sbirt.naction.org

MARIJUANA

Natural, but not harmless.

- Marijuana use contributes to health problems
- It is four times stronger than in the 1980s
- Risky no matter method of use, including smoking, vaporizing, and edibles (food containing marijuana)
- Heavy use in young adults can cause lasting damage to the brain and decrease intelligence
- Marijuana can directly worsen symptoms of anxiety, depression, and schizophrenia

Marijuana can be addictive.

- Marijuana use can lead to addiction, just like with other drugs
- 4.5 million people in the U.S. are addicted
- Chances of addiction are increased:
 - 17% of adolescents who use will become addicted
 - 25-50% of people who use everyday will become addicted
- Withdrawal symptoms include cravings, trouble sleeping, anxiety, appetite loss

Marijuana use impairs driving.

- Doubles a driver's risk of an accident
- Use with alcohol increases risk

Tips for Cutting Back

Think about changing.

- Why do you use? What do you like about it?
- Why do you want to cut down or stop?

Plan for the change you want.

- Set a goal and date for changing your use. Make it realistic.
- Share your plan with people you trust and ask for support.

Act on your decision.

- *Distraction and do something.* Make a list of fun activities unrelated to your use and keep busy.
- *Delay.* Stop and think before using. Wait 15 minutes to ride the craving, and the wave of desire may pass.
- *Plan ahead.* Avoid high-risk situations and people who use.

Have a back-up plan.

- If you haven't achieved your goal yet, that's okay.
- Consider the situation in which you used and see what could be changed next time.
- Review your plan and see if it needs revising.

Legal does not mean safer.

- Marijuana is not FDA-approved
- There may be some chemicals in marijuana that help a range of illnesses or symptoms
- Lack of clinical evidence supporting benefits
- Benefits do not outweigh health risks

Marijuana and pregnancy.

- Marijuana use during pregnancy affects child development
- Health risks for the child include low birth weight; premature birth; problems with attention, memory, and problem solving; and reduced IQ

Using marijuana with other substances.

- Mixing marijuana and alcohol increases risk for nausea and reactions of panic, anxiety, or paranoia
- Mixing tobacco and marijuana increases risk of developing respiratory diseases and/or cancer

Helpful Links:

<http://easyread.drugabuse.gov/marijuana-effects.php>
<http://www.drugfree.org/drug-guide/marijuana>

Relaxation Alternatives:

Everyday Tai Chi:

<http://www.everyday-taichi.com/index.html>

3-Minute Breathing Space: <http://umurl.us/GUI>

Breathing and Relaxation Exercise:

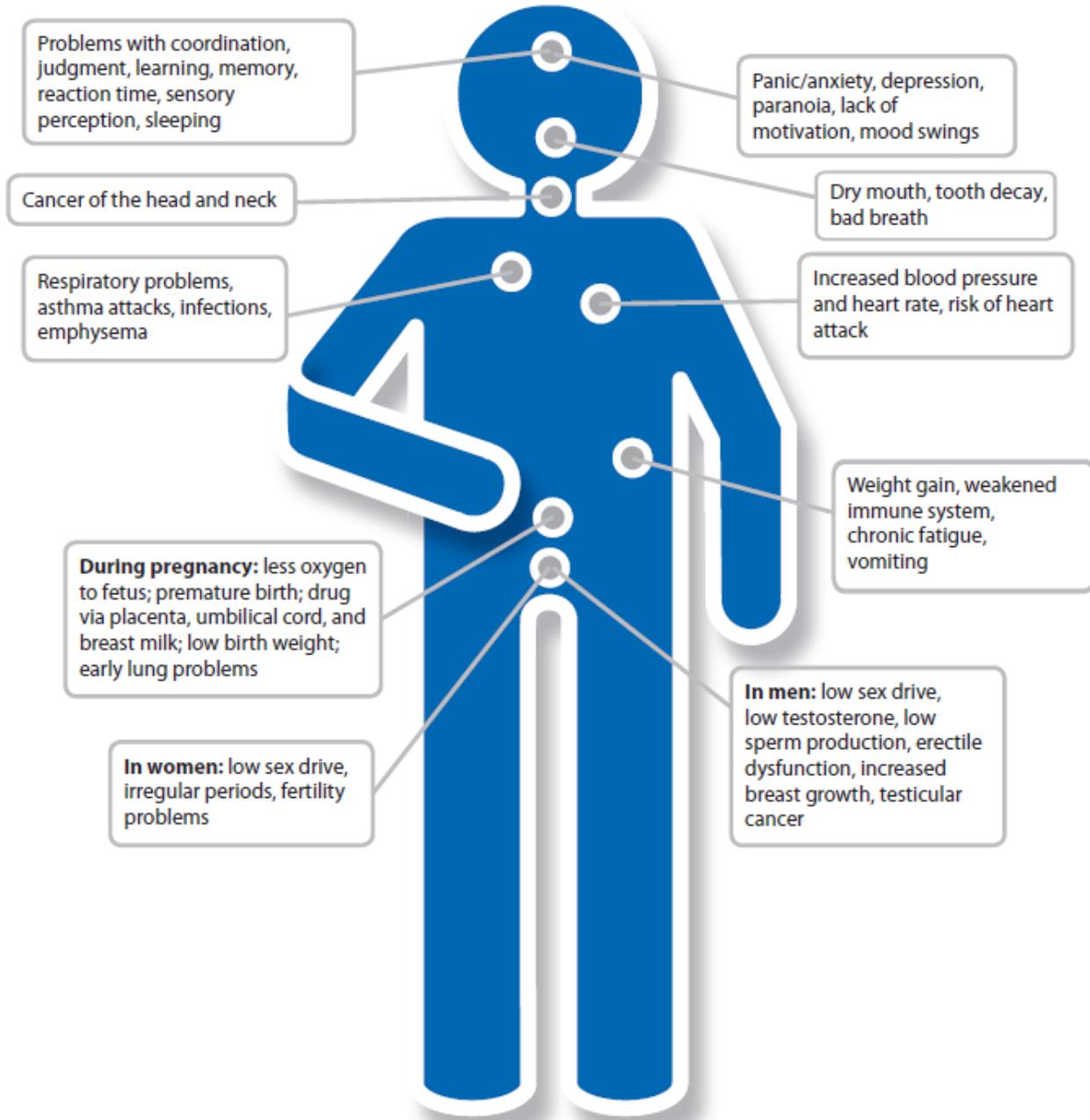
<http://umurl.us/AMF>

Body Scan Meditation: <http://umurl.us/BodyScan>

Sources: BNI-ART Institute; National Institute on Drug Abuse, <http://www.drugabuse.gov/publications/Infofacts/marijuana>; National Alliance on Mental Illness, http://www.nami.org/Content/NavigationMenu/Hearts_and_Minds/Smoking_Cessation/Marijuana_and_Mental_Illness.htm; University of Washington Alcohol & Drug Abuse Institute, <http://learnaboutmarijuana.org/factsheets/tobacco.htm>; Mixing Cannabis and Alcohol, <http://ncpic.org.au/ncpic/publications/factsheets/article/mixing-cannabis-and-alcohol>; A Guide to Cutting Down and Stopping Cannabis Use, <http://www.knowcannabis.org.uk/Images/KClargeguide.pdf>

MARIJUANA

Effects on the Body



Mid-America (HHS Region 7)

ATTC

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

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Visit www.sbirt.care for more resources!

EMOTION REGULATION HANDOUT 4

Steps for Increasing Positive Emotions

BUILD POSITIVE EXPERIENCES

SHORT TERM: Do pleasant things that are possible now.

- INCREASE pleasant events that prompt positive emotions.
- Do ONE THING each day that is pleasurable.

**LONG TERM: Make changes in your life so that positive events will occur more often.
Build a "life worth living:"**

- Work toward goals: ACCUMULATE POSITIVES.
Make list of positive events you want.
List small steps toward goals.
Take first step.
- ATTEND TO RELATIONSHIPS.
Repair old relationships.
Reach out for new relationships.
Work on current relationships.
- AVOID AVOIDING. Avoid giving up.

BE MINDFUL OF POSITIVE EXPERIENCES

- FOCUS attention on positive events that happen.
- REFOCUS when your mind wanders to the negative.

BE UNMINDFUL OF WORRIES

DISTRACT from:

- Thinking about when the positive experience WILL END.
- Thinking about whether you DESERVE this positive experience.
- Thinking about how much more might be EXPECTED of you now.

Adapted From *Skills Training Manual* by Marsha Linehan. © 1993. The Guilford Press

Pleasant Activities

Acting	Amusing people	Attending a concert	Beachcombing	Being alone	Being with animals	Being at the beach
Being complimented	Being coached	Being counseled	Being in the country	Being at a family get-together	Being at a fraternity/sorority	Being with friends
Being with happy people	Being in the mountains	Being with my roommate	Being with someone I love	Being told I am loved	Being with my parents	Bird-watching
Boating/canoeing	Budgeting my time	Buying things for myself	Buying something for someone I care about	Camping	Caring for plants	Canning/Making preserves
Cheering for something	Collecting things	Combing/brushing my hair	Completing a difficult task	Complimenting or praising someone	Cooking	Counseling someone
Dancing	Dating someone I like	Designing/Drafting	Discussing my favorite hobby	Doing art work	Doing experiments	Doing favors for people I like
Doing housework	Dreaming at night	Driving long distances	Eating good meals	Exploring/Hiking	Expressing love to someone	Feeling the presence of a Higher Power
Fishing	Fixing machines	Gardening/Doing yardwork	Gathering natural objects	Giving gifts	Giving a party for someone	Getting up early
Getting massages	Giving massages	Going to an amusement park/zoo	Going to a barber/beautician	Going to a concert	Going to lectures	Going to a luncheon/potluck
Going to a health club/sauna/spa	Going to the movies	Going to a museum	Going on nature walks/field trips	Going to a play	Going to a restaurant	Going to a reunion
Going to a spiritual/peaceful place	Going to a sports event	Having coffee/tea with friends	Having daydreams	Having friends over to visit	Having a lively talk	Having lunch with friends
Having an original idea	Having spare time	Hearing jokes	Helping someone	Hiking	Horseback riding	Improving my health
Kicking sand/pebbles/leaves	Kissing	Knitting/crocheting	Laughing	Learning something new	Listening to the radio	Listening to music
Looking at the stars/moon	Making charitable donations	Making food to give away	Making a new friend	Meditating/Doing yoga	Planning or organizing something	Playing sports
Playing cards	Playing music	Playing with a pet	Playing in nature	Playing a board game/chess	Photography	Repairing things
Reading	Reminiscing	Riding in an airplane	Running/jogging	Saying prayers	Seeing beautiful scenery	Seeing old friends
Sewing	Shaving	Singing	Sleeping late	Smelling a flower or plant	Seeing good things happen to people	Solving a puzzle/crossword
Speaking a foreign language	Staying up late	Smiling at people	Taking a bath	Using my strengths	Watching TV	Writing in a journal

CAPS Workshops

Please note workshop offerings are subject to change each semester. Please call CAPS at (303) 492-2277 for the most up to date information on CAPS' current offerings.

Anxiety Toolbox:

This workshop is a two-part series designed to help you understand anxiety symptoms and build skills to manage these symptoms. The sessions include modules dedicated to understanding anxiety, learning deep breathing and grounding skills, introducing a method for slowing down and disentangling anxious thoughts, and developing alternative responses to anxiety.

Feel Better Fast:

This workshop is a three-part series designed to help you make a change in your life by learning mindfulness techniques, as well as ways to cope with distressing emotions and thoughts. Some of the skills you will learn include how to make balanced decisions, to self-soothe, to take a step back from your thoughts and to live by your values. With guidance and support, this workshop might be all you need to get back on track and feeling better in no time.

COVID Workshop Series

The COVID workshop series is composed of 4 independent workshops designed to help you cope with ways in which COVID-19 has changed our lives. This is a great option if you're short on time, wanting some quick coping skills, and/or are noticing distress related to COVID. They include the following:

Mindfully Thriving: Learn how to stay present during times of unease. Now more than ever we can all benefit from learning mindfulness skills to stay grounded and present during the pandemic. This workshop teaches mindfulness skills and guides you through 3 different mindfulness exercises you can easily practice at home.

Anxiety Toolbox for COVID: acknowledges the ways in which COVID-19 can increase anxiety. Learn skills and tools to help you manage challenging or triggering thoughts, feelings and behaviors using examples from the current pandemic.

Coping with COVID: normalizes the different responses people have been experiencing related to COVID-19. Learn skills for managing overwhelming emotions and reducing emotional vulnerability during this stressful time.

How to Survive Quarantine with Other People: Because of COVID, more of us are spending more hours than usual at home with family members, partners, or roommates. Learn to address conflict, develop listening skills, and develop healthy boundaries to manage tension and conflict that many have experienced due to that challenges of increased time with others.

Feel Good Fridays:

This drop-in workshop is an opportunity to be led through a powerful guided meditation to undo stress, soothe the nervous system and feel better. Students, staff and faculty are welcome to attend. Participants are encouraged to bring materials for personal comfort that will aid meditation (e.g., yoga mat, a small pillow or cushion, etc.). Please arrive on time so the meditation is not disturbed. There will be no late admittance.

Identity and Sexuality Exploration

Do you have questions about sexuality, gender or relationships? Do you need help navigating gender-affirming healthcare? This workshop provides an inclusive and affirming space to develop knowledge and skills for your personal journey. An informal consultation with a queer-friendly nurse practitioner and clinical psychologist can provide insight for sex and sexuality questions, initiating sexual health exams and testing, gender-affirming treatment options and relationship health. All identities and questions are welcome!

Online Resources

Centre for Clinical Interventions: Tolerating Distress

<https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself/Tolerating-Distress>

The Unwanted Party Guest Video:

<https://www.youtube.com/watch?v=VYht-guymF4>

Russ Harris- ACT Mindfully

<https://www.actmindfully.com.au/free-stuff/>

The Struggle Switch:

<https://www.youtube.com/watch?v=rCp1l16GCXI>

Paul Eckman's Atlas of Emotions

<http://atlasofemotions.org>

Apps for your Smartphone, Tablet, or Computer

ACT Coach
Calm
DBT Diary

Headspace (student
discount)
Mindfulness Coach
Stop Breathe &
Think

<https://www.headspace.com/studentplan>

Books for Further Reading

The Expanded Dialectical Behavior Therapy Skills Training Manual: DBT for Self-Help and Individual & Group Treatment Settings, 2nd Edition by Pederson (2017)

Mind and Emotions by McKay, Fanning, and Zurita (2011)

The Happiness Trap by Harris (2008)

The Illustrated Happiness Trap by Harris (2014)

Get Out of Your Mind and Into Your Life by Hayes (2005)