

Collegedale Academy Stress Management Program (CASMP)

By: Kirsten Meneses MSW Intern



Needs Assessment Survey

Collegedale Academy Freshman Needs Assessment

Instructions:

Please answer the questions on this survey as honestly as possible. Only you will know the answers you have provided since no student identifying information is collected for this survey.

1. What is your grade level?

- 9th Grade
 10th Grade
 11th Grade
 12th Grade

2. What is your gender?

- Female
 Male

Please select the level to which you agree or disagree with each statement on the survey. Circle the phrase or word.

1. I need help making friends, build communication skills and handle peer pressure.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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2. I need help developing self-confidence.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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3. I need help dealing with being teased or bullied.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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4. I need help getting along with other students, family members and others.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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Needs Assessment Survey

5. I need help dealing with managing my mood (sadness, depression, anger, anxiety).

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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6. I need help dealing with the loss of a loved one.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

7. I need help dealing with stress and managing my time better.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

8. I need help developing skills for resolving conflicts.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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Which group are you interested to attend? (May circle more than one)

- Managing stress
- Self-confidence
- Social Skills
- Grieving (loss of a loved one)

Please list any other concern or need with which you would like to receive additional help.

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Collegedale Academy Stress Management Program Policy

The social work intern will lead the CASMP (Collegedale Academy Stress Management Program) for all freshman students. The program consists of five lessons based on stress management. The objective of the program is to provide psychoeducation and promote mental health awareness to the students.

Procedure:

Prior to implementation of the program, Kirsten Meneses, social work intern, David Djernes, guidance counselor, and Tyler Hodges, Bible teacher, collaborated to complete a needs assessment questionnaire to all freshmen students at Collegedale Academy. On March 4th, 2020 Kirsten Meneses administered the needs assessment survey at the beginning period to all three Bible classes.

The dates of CASMP are the following: March 25, April 1, April 8, April 15, and April 22, 2020 from 8:55am-9:25am.

Eligibility for CASMP:

- All freshman students attending Collegedale Academy

Rules, Guidelines, and Regulations:

Informed Consent: The informed consent will be explained, provided and collected on March 11th and March 18th, 2020.

Confidentiality:

CASMP is meant to provide a safe place to engage, learn, share thoughts, concerns, and experiences. The social worker is ethically and legally obligated to uphold the confidentiality of each participant. Participants are also to adhere to keeping information within the program and not be disclosed outside.

Exceptions to Confidentiality:

- If a participant expresses intent to harm themselves physically, by law the social worker must take appropriate action of reporting to other professionals, police, and or a family member.
- If a participant expresses intent to harm another individual, by law the social worker must also contact that individual to warn them of possible danger.
- If there is suspicion of a child, elderly, or disabled person being abused in any manner, the social worker by law must make a report to the appropriate authority.

Respect for other participants, opinions, materials, time, and property. No discrimination; no teasing, name calling, put downs will be tolerated. Raising hand to speak will be encouraged during the program to participate.

Policy

Policy

Engagement in group discussions and activities during the program as a form of participation is highly recommended.

Privacy must be kept throughout the workshop of others information and responses. Recording or pictures of any kind is not permitted during the program.

Phone use will not be allowed during the workshop.

Alcohol, drug substances and weapons will not be allowed or permitted into the program.

Food will not be allowed into the program.

Responsibility. It is the social work intern's responsibility to enforce these procedures and guidelines.

Other members. This is a closed group.

Clients rights: In case of an emergency, students have the right to withdraw from the program at any time without any consequences. Students have the right to be treated with respect. Students are provided with a safe environment in the program.

Informed Consent

Collegedale Academy Stress Management Program Informed Consent

I, _____, hereby consent to participate in the Collegedale Academy Stress Management Program on March 25, April 1, April 8, April 15, and April 22, 2020 from 8:55am-9:25am at Collegedale Academy Bible classroom. I understand that this program is an opportunity to learn how to build mental health through stress management.

I understand the following in regards to Collegedale Academy Stress Management Program:

1. I understand that as a participant, I will show respect for other participants, opinions, materials, time, and property.
2. Raising hand to speak will be encouraged during the program to participate.
3. I understand that I will remain present and engage in group discussions and activities during the program as a form of participation.
4. I have read and understand the laws that protect confidentiality as provided in the policy form.
5. Recording or pictures of any kind is not permitted during the program.

I have read and understand the information provided above and reviewed it with the school social worker.

Signature of student:

Date:

CASMP Mission and Objectives

➤ **Mission:** The mission for CASMP is to provide stress awareness, psycho-education, and encourage students to apply healthy coping skills in their lives.

➤ **Objectives:** Through CASMP students will Understand the concept, definition, and types of stress.

Analyze the effects and symptoms stress has on the mind and body.

Identify various coping skills and techniques to reduce and manage stress.

Apply God-centered stress management.



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CASMP Curriculum



Lesson 1 will cover defining the basics of stress.

Lesson 2 will explore the effects and reactions of stress on the mind and body.

Lesson 3 will identify types of coping approaches.

Lesson 4 will apply and practice coping methods.

Lesson 5 will apply God-centered stress management

CASMP Lesson 1

Defining the Basics of Stress

Pretest

Name: _____

Stress Management Pre-test

1. T or F. Stress is how the brain and body respond to any demand.
2. T or F. Stress can affect your health.
3. T or F. Only adults experience stress.
4. T or F. Not all stress is bad.
5. You can prevent or reduce stress by:
 - a. Planning ahead
 - b. Deciding which tasks need to be done first
 - c. Preparing for stressful events
 - d. All the above
6. Physical sign/(s) of stress in the body include:
 - a. Headaches
 - b. Trouble sleeping
 - c. Upset stomach
 - d. All the above
7. Managing stress can help you:
 - a. Sleep better
 - b. Control your weight
 - c. Get sick less often
 - d. All the above

8. I am familiar with emotional problem solving and solution-focused problem solving.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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On a scale from 1-10 (1=nothing at all and 10= I know everything) How much would you rate yourself on knowing about stress? Circle the rating number.

1 2 3 4 5 6 7 8 9 10

On a scale from 1-10 (1=not stressed at all and 10=very stressed) How much stress do you feel at the moment?

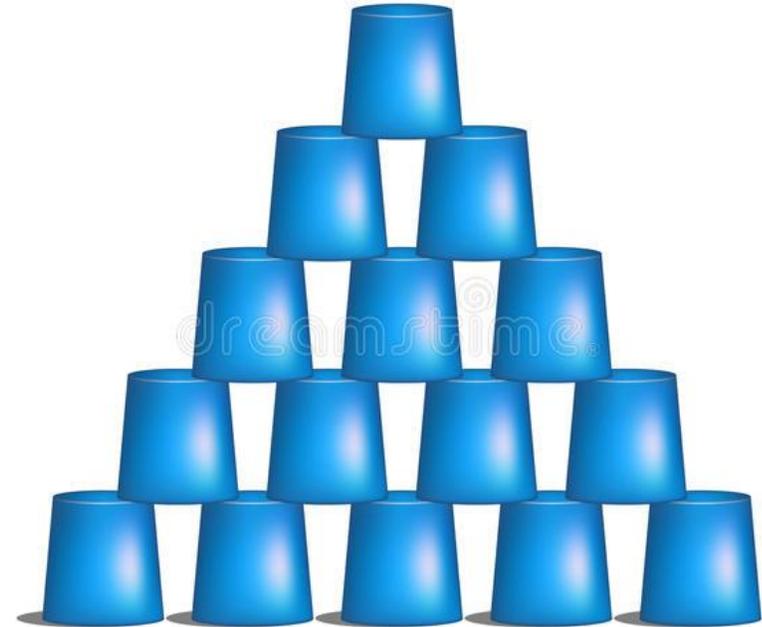
1 2 3 4 5 6 7 8 9 10

Activity

Have two students have a stacking cup tournament. Give each student 21 cups. Split the rest of the group into two groups to cheer the two participants.

Ask each student how did they feel while stacking the cups?

Did they experience shaky hands, rapid heartbeat, butterflies, sweaty palms...



What is Stress? Is Stress always bad?

According to Miranda (2019) it defines, “Experiencing stress represents the subjective perception that situational demands are challenging and exceeding one’s resources to address them”.

- *Acute Stress or short-term*: “specific events or situations that involve novelty, unpredictability, a threat to the ego, and leave us with a poor sense of control”
- *Chronic Stress or long-term*: repeated exposure to situations



- 
- *Biological Perspective on Stress: **STOP at the 1:05 mark***
<https://www.youtube.com/watch?v=dERu8051t4w>

Based on the video clip what stood out to you?

- *Flight-fight or freeze response: <https://trauma-recovery.ca/impact-effects-of-trauma/fight-flight-freeze-responses/>*

Open discussion: From the list of flight-fight or freeze responses, which ones have you experienced? Share a time you had an experience.

Self-reflection

Identify your stress as short-term or long-term

Ending question: What were three things you learned today? Write them down on the paper.

Recognizing Stress

1. List the ways you experience stress physically, emotionally, and behaviorally.

Physically	Emotionally	Behaviorally

2. Circle the ways stress affects you that are most troubling.

5 Things You Should Know About Stress

From the NATIONAL INSTITUTE of MENTAL HEALTH

Everyone feels stressed from time to time, but what is stress? How does it affect your overall health? And what can you do to manage your stress?

Stress is how the brain and body respond to any demand. Any type of challenge—such as performance at work or school, a significant life change, or a traumatic event—can be stressful.

Stress can affect your health. It is important to pay attention to how you deal with minor and major stressors, so you know when to seek help.

Here are five things you should know about stress.

1. Stress affects everyone.

Everyone experiences stress from time to time. There are different types of stress—all of which carry physical and mental health risks. A stressor may be a one-time or short-term occurrence, or it can happen repeatedly over a long time. Some people may cope with stress more effectively and recover from stressful events more quickly than others.

Examples of stress include:

- Routine stress related to the pressures of school, work, family, and other daily responsibilities.
- Stress brought about by a sudden negative change, such as losing a job, divorce, or illness.
- Traumatic stress experienced during an event such as a major accident, war, assault, or natural disaster where people may be in danger of being seriously hurt or killed. People who experience traumatic stress may have very distressing temporary emotional and physical symptoms, but most recover naturally soon after. Read more about Coping With Traumatic Events (www.nimh.nih.gov/copingwithtrauma).

2. Not all stress is bad.

In a dangerous situation, stress signals the body to prepare to face a threat or flee to safety. In these situations, your pulse quickens, you breathe faster, your muscles tense, and your brain uses more oxygen and increases activity—all functions aimed at survival and in response to stress. In non-life-threatening situations, stress can motivate people, such as when they need to take a test or interview for a new job.



3. Long-term stress can harm your health.

Coping with the impact of chronic stress can be challenging. Because the source of long-term stress is more constant than acute stress, the body never receives a clear signal to return to normal functioning. With chronic stress, those same lifesaving reactions in the body can disturb the immune, digestive, cardiovascular, sleep, and reproductive systems. Some people may experience mainly digestive symptoms, while others may have headaches, sleeplessness, sadness, anger, or irritability.

Over time, continued strain on your body from stress may contribute to serious health problems, such as heart disease, high blood pressure, diabetes, and other illnesses, including mental disorders such as depression (www.nimh.nih.gov/depression) or anxiety (www.nimh.nih.gov/anxietydisorders).

4. There are ways to manage stress.

If you take practical steps to manage your stress, you may reduce the risk of negative health effects. Here are some tips that may help you cope with stress:

- **Be observant.** Recognize the signs of your body's response to stress, such as difficulty sleeping, increased alcohol and other substance use, being easily angered, feeling depressed, and having low energy.
- **Talk to your health care provider or a health professional.** Don't wait for your health care provider to ask about your stress. Start the conversation and get proper health care for existing or new health problems. Effective treatments can help if your stress is affecting your relationships or ability to work. Don't know where to start? Read our Tips for Talking With Your Health Care Provider (www.nimh.nih.gov/talkingtips).
- **Get regular exercise.** Just 30 minutes per day of walking can help boost your mood and improve your health.
- **Try a relaxing activity.** Explore relaxation or wellness programs, which may incorporate meditation, muscle relaxation, or breathing exercises. Schedule regular times for these and other healthy and relaxing activities.
- **Set goals and priorities.** Decide what must get done now and what can wait. Learn to say "no" to new tasks if you start to feel like you're taking on too much. Try to be mindful of what you have accomplished at the end of the day, not what you have been unable to do.
- **Stay connected.** You are not alone. Keep in touch with people who can provide emotional support and practical help. To reduce stress, ask for help from friends, family, and community or religious organizations.
- **Consider a clinical trial.** Researchers at the National Institute of Mental Health (NIMH) and other research facilities across the country are studying the causes and effects of psychological stress as well as stress management techniques. You can learn more about studies that are recruiting by visiting www.nimh.nih.gov/joinstudy or www.clinicaltrials.gov (keyword: stress).

5. If you feel overwhelmed by stress, ask for help from a health professional.

You should seek help right away if you have suicidal thoughts, are overwhelmed, feel you cannot cope, or are using drugs or alcohol more frequently as a result of stress. Your doctor may be able to provide a recommendation. You can find resources to help you find a mental health provider by visiting www.nimh.nih.gov/findhelp.



Call the National Suicide Prevention Lifeline

Anyone can become overwhelmed. If you or a loved one is having thoughts of suicide, call the confidential toll-free National Suicide Prevention Lifeline at 1-800-273-TALK (8255), available 24 hours a day, 7 days a week. Lifeline chat is available at <https://suicidepreventionlifeline.org>.

The service is available to everyone.



NIMH
National Institute
of Mental Health

www.nimh.nih.gov

NIMH Publication No. 19-MH-8109



Questions or Comments?

CASMP

Lesson 2

**Effects and Reactions of
Stress on Mind and Body**

Did you know...

According to American Psychological Association APA

There is a correlation of high levels of stress with absent or irregular menstrual cycles, an increased in pain and changes in the length of cycles.

Stress may affect the airway between the nose and lungs to constrict, resulting in shortness of breath and rapid breathing.

People tend to consume more food or less than their norm. In addition, stress or exhaustion can increase occurring heartburn pain.

Swallowing may become difficult or more air swallowed causes burping, gassiness, and bloating.

Detection of stomach discomfort is easily felt. The potential of vomiting is likely if stress is severe enough. An individual may have an increase or decrease in appetite.

What are the Effects?

Watch the video clip

<https://www.youtube.com/watch?v=WuyPuH9ojCE&t=66s>

Then have the students take notes during the video clip in order to use during the quiz. Split the student into three groups when answering the questions.



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Question # 1

Chronic stress can change the brain's size, structure, and how it functions.

True or False?

Answer: True



Question # 2

What does the HPA stand for?

- A) Head Prime Association**
- B) Head Pressure Association**
- C) Hypothalamus Pituitary Adrenal**
- D) Hypothalamus Pressure Adrenal**

Answer: C (Hypothalamus Pituitary Adrenal)



Question # 3

What hormone prepares you for action when it is released by the activation of the HPA?

- A) Cortisol
- B) Dopamine
- C) Serotonin
- D) Estrogen

Answer: A (Cortisol)

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Question # 4

What hormone prepares you for action when it is released by the activation of the HPA?

- A) Cortisol
- B) Dopamine
- C) Serotonin
- D) Estrogen

Answer: A (Cortisol)

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Question # 5

Cortisol can cause your brain to shrink in size.

True or False?

Answer: True

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Question # 6

What is the function of the pre-frontal cortex?

- A) Regulates behavior
- B) Concentration
- C) Decision making
- D) All the above

Answer: All the Above

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Question # 7

Chronic stress does not affect learning and memory.

True or False?

Answer: False

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Bonus Question

What were 2 serious mental health problems that stress can trigger?

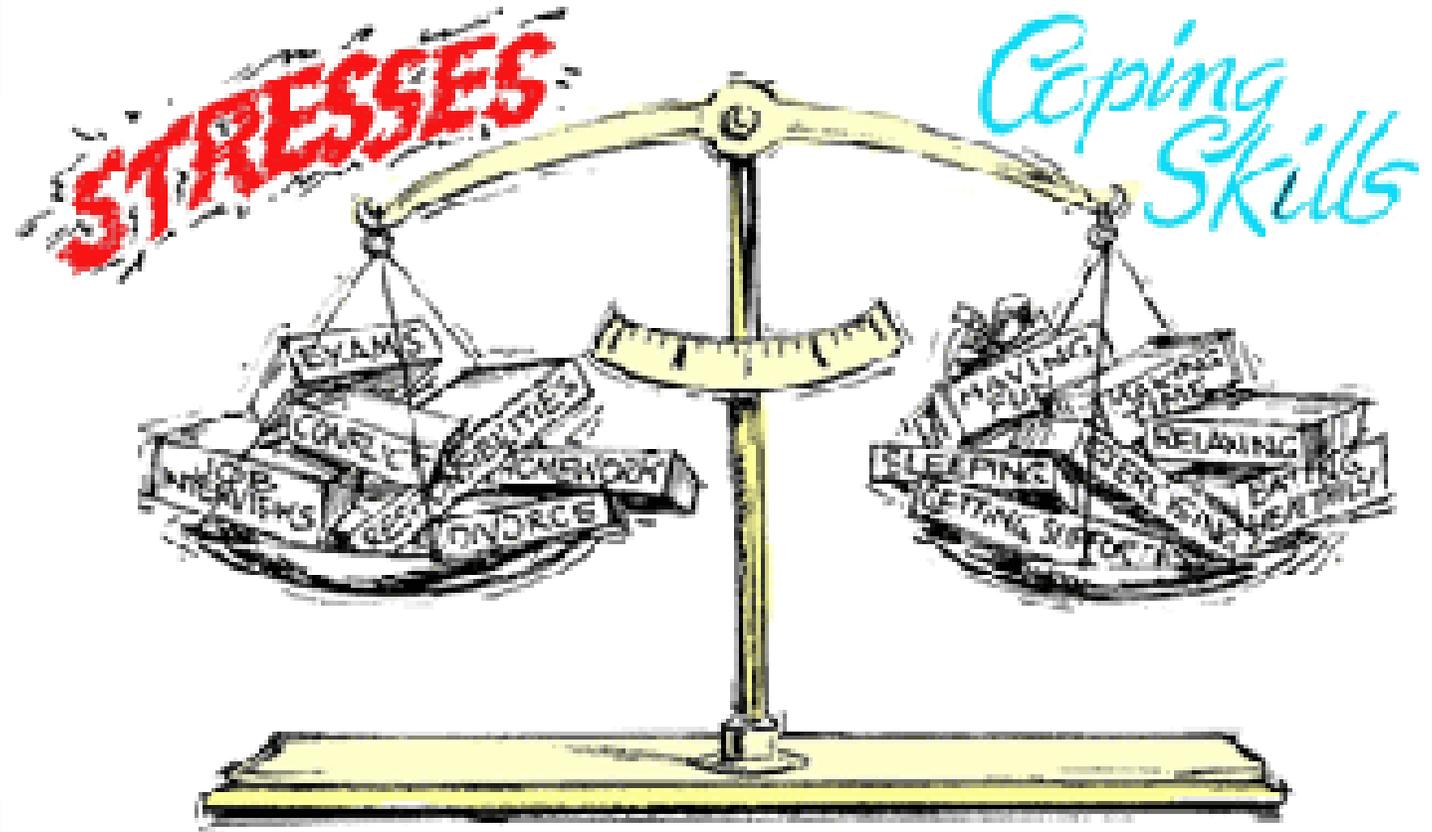
Answer: Depression and Alzheimer's

CASMP Lesson 3

Coping Skills Part 1

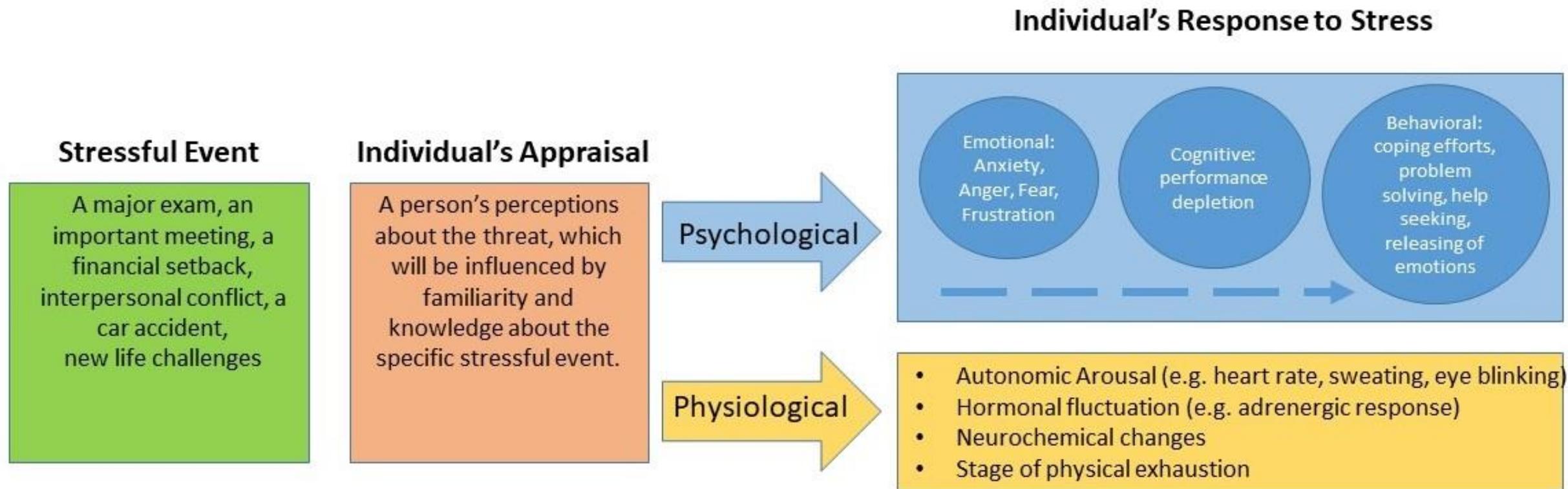
What is Coping?

Definition of coping: According to Miranda (2019), “Coping is about conscious strategies to manage stress. Coping can be defined as “conscious volitional efforts to regulate emotion, cognition, behavior, physiology, and the environment in response to stressful events or circumstances”.



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Visual Aid





Types of Coping Approaches

1. **Emotion-focused coping:** “pursues **minimizing the distress** produced by the situation and includes strategies like rumination, emotional expression, and self-blame. As it is usually measured, it has been related to worse psychological outcomes including lower resilience” (Alonso-Tapia et al., 2019).

2. **Problem-focused coping:** “aims to **eliminate the stressor** includes strategies such as problem solving, positive thinking and thinking avoidance when the problem is unsolvable. PFC has been found to be related to better psychological outcomes including higher resilience” (Alonso-Tapia et al., 2019).

According to Donaldson et al. (2000), “Adolescents coping with a boy/girlfriend problem report using cognitive restructuring, self-blame, and emotional regulation more frequently than adolescents coping with a parent or friend problem, while those coping with a school problem report using self-criticism more frequently than those coping with a parent or friend problem”.

Healthy vs. Unhealthy Coping Strategies

Describe a problem you are currently dealing with:

My unhealthy coping strategies:

Consequences of unhealthy coping strategies:

1

2

Healthy coping strategies I use, or could use:

Expected outcomes of healthy coping strategies:

Barriers to using healthy coping strategies:

1

2

3

Self-reflection

Handout

Emotion-Focused Coping	
Acceptance	Accepting the reality that the stressor happened and learning to live with it
Emotional Support	Getting moral support from others
Humor	Using humor and making fun of the stressor
Positive Reframing	Viewing a stressor in positive terms that should lead to active, problem-focused coping
Religion	Using ones religion as a source of emotional support and an active coping
Problem Focused Strategies	
Active Coping	Taking steps to remove or ameliorate the stressor
Planning	Thinking out a systematic method to cope with a stressor
Instrumental Support*	asking for help and advice from others, seeking advice
Dysfunctional Strategies	
Denial	Refusal to believe the stressor exists
Self-Distraction	Focusing on other things to take one's mind of the stressor
Substance Abuse	Use of alcohol or drugs
Behavioral Disengagement**	Giving up trying to manage the stress
Self-Blame**	Criticizing one's self, blaming one's self for what happened

CASMP Lesson 4

Coping Skills Part 2



Exercise 1: Mindfulness

The brain slows down when we take time to be aware of our senses.

Spend at least one minute on each:

What can you see? Look close and far, colors, shapes, and light.

What can you hear? Hear as many sounds as you can and keep looking for new ones, don't focus on any one for too long.

What can you taste? This is less fun when you're not eating – but try to last the minute.

What can you smell? Focus on the smells around you – what are they and how many can you find?

What can you feel? Like the earth or a chair or table.



Exercise 2: Breathing

If you're sitting, place your arms on the chair arms.

If you're sitting or standing, place both feet flat on the ground. Whatever position you're in, place your feet roughly hip-width apart.

Let your breath flow as deep down into your belly as is comfortable, without forcing it.

Try breathing in through your nose and out through your mouth.

Breathe in gently and regularly. Some people find it helpful to count steadily from 1 to 5. You may not be able to reach 5 at first.

Then, without pausing or holding your breath, let it flow out gently, counting from 1 to 5 again, if you find this helpful.

Keep doing this for 3 to 5 minutes.

Exercise 3: Sharing Gratitude

Displaying appreciation decreases stress and illness and increases sleep and happiness. Often, people tend to focus on what is negative about their lives or what is missing.

Materials

You will need the following: 2 large pads of paper on an easel or two white boards or dry erase markers, and a timer

Instructions

Divide into two teams. Have each player write on slips of paper several things for which they are grateful and hand their slips to the other team. Each player takes turns drawing a slip from the opposing team and attempting to draw it on the pad or white board while their teammates attempt to guess what they are drawing. Each round allows the team two minutes to draw and guess appropriately. Award one point for each time the team gets the image right. The team with the most points wins.

Handout

Alphabet of Stress Management and Coping Skills

A

Ask for help
Aromatherapy
Art
Attend an event of interest
Athletics
Ask to talk to a friend
Allow time to think
Apologize
Add numbers
Aerobics
Act out favorite actor/actress
Artistically express feelings
Act out feelings
Address the real issue

B

Bounce a stress ball
Breathe slowly
Baking
Basketball
Be attentive

C

Count to ten
Color a picture
Catch a ball
Call crisis line
Call a friend
Cookie decorating
Collect thoughts
Chat with friends
Calming techniques

D

Deep breathing
Drawing emotions/feelings
Dancing
Do push ups
Driving
Drink water
Dress up (play)
Discuss feelings
Demonstrate self-control

E

Eat a snack
Exercise
Escape the situation

F

Find a safe place
Finish house work
Fishing
Free weight
Find a book to read
Filter emotions
Find a puzzle to play
Find a friend
Free write feelings
Following directions
Fly a kite
Focus attention elsewhere

G

Go talk to an adult
Go to happy place
Golfing
Games
Going to a friends
Get help from teacher
Go outside
Go running
Go swimming
Going to the gym
Gather thoughts
Go to a different place
Grow a garden
Get help from others

H

Help someone else with a problem
Hiking
Have a party
Hug a friend
High jumps
Hang out with friends
Have someone listen to your problem

I

"I" statements
Identify triggers
Instagram pictures
Interact with friends
Initiate conversation
Imagine your safe place
Invite someone to play
Ignore people

J

Jogging in place
Jot down good behaviors
Jumping Jacks
Jumping rope
Journaling

K

Kick a soccer ball
Keep a journal
Knitting
Kickboxing
Keep calm by thinking
Kickball
Keep hands to yourself

L

Listen and discuss
Laugh
Long walks
Listen to music
Lay down
Lift weights
Letter writing
Look outside
Learn something new
Lay head down on desk

M

Make a plan
Make silly faces
Make food
Make a craft
Meditate
Make a book
Meet new people

N

Napping
Notes to self
Never give up
Name something positive

O

Offer assistance
Organize item of interest
Obstacle course
Open up
Observe a movie
Observe surroundings

Handout

P

Play a game
Paint a picture
Play instrument
Prepare healthy meal
Play at the park
Phone a friend
Play music
Practice sport
Play with PlayDough
Pretend you are in the other persons shoes

Q

Quiet time
Quilting
Quickly remove stressor
Quiet down
Question feelings

R

Read
Run
Ride a bike
Relax
Rest
Request space

S

Sing
Sleep
Swim
Soak in tub
Soccer
Send a letter
Stretch muscles
Sit in a hammock
Sun bathing
Standing alone
Stop and think about response
Shoot baskets
Separate self
Speak up
Stop and listen

T

Talk to a friend
Talk to an adult
Take time by yourself
Take a walk
Take a hot shower/bath
Take deep breaths
Take a break
Take a nap
Talk it out

U

Untie your shoes
Use a work out video
Undertake a project
Unite with family
Unwind
Utilize support system
Use a yoyo
Use tools
Utilize resources/coping skills

V

View TV
Visit a friend/family
Volunteer
Visualize calm space
Verbalize emotions effectively
Visit counselor
Video games
Vent feelings

W

Watch a movie
Write poetry
Walking
Write in journal
Walk outside
Workout
Write feelings/thoughts
Walk away from situation
Write a letter

X

Xylophone playing
Xbox
X-ray your feelings

Y

Yell into a pillow
Yoga
Yodel
Yoyo

Z

Zigzag around room
Zumba
Zone out

CASMP Lesson 5

**God-centered stress
management**

Bible Reflection

Have the students read Matthew 6:25-34. Then on a piece of paper, have them journal a response to what the passage is revealing to them, what are they thankful for, and what can they do to manage their stress.



**Therefore I tell you,
do not be anxious
about your life, what
you will eat or what
you will drink, nor
about your body, what
you will put on.**

**Is not life more than food, and
the body more than clothing?**

Matthew 6:25

Bible Reflection

Have the students read Philippians 4:6-7. Then on a piece of paper, have them journal a response to what the passage is revealing to them, what are they thankful for, and what can they do to manage their stress.

Don't worry about anything, but pray about everything.

With thankful hearts offer up your prayers & requests to God.

Then, because you belong to Christ Jesus,

God will bless you with **peace** that no one can completely understand.

And this **peace** will control the way you think & feel.

{Philippians 4:6-7}



Bible Reflection

Have the students read Mark 6:30-32. Then on a piece of paper, have them journal a response to what the passage is revealing to them, what are they thankful for, and what can they do to manage their stress.



“His hours of happiness were found when alone with nature and with God. Whenever it was His privilege, He turned aside from the scene of His labor, to go into the fields, to meditate in the green valleys, to hold communion with God on the mountainside or amid the trees of the forest. The early morning often found Him in some secluded place, meditating, searching the Scriptures, or in prayer. From these quiet hours He would return to His home to take up His duties again”. -The Desire of Ages, p. 90.



Discussion Questions

- ▶ What can we learn from how Jesus managed stress in His life?
- ▶ What is different about a Christian attitude and approach toward stress management?
- ▶ How does a relationship with God reduce stress levels that we might otherwise experience?
- ▶ How can an orientation toward the needs of others help us not to stress?
- ▶ Why is it so important, especially during times of despair and stress, to cling to the memories of how God has worked in your life in the past? Why do we so easily forget what the Lord has done for us?
- ▶ How can praise and worship help you through difficult times?



Handout



N-Nutrition: Proper nutrition is the foundation of good health and recovery. Cooking classes, meals, and cookbooks all demonstrate the variety, appeal, and satisfaction of whole plant food vegetarian cuisine.

E- Exercise: Action is a law of life. Muscle tone and strength are lost without exertion, but exercise improves the health of body, mind, and spirit multiplying vitality and health.

W-Water: Because the body is 70% water, keeping well hydrated and knowing what and when to drink are essential to health.

S-Sunlight: The sun is the established energy source ordained by God to sustain the cycle of life for plants and animals.

T-Temperance: Using good things moderately and avoiding the bad is obviously wise, yet often hard to practice. Temperance can be neither bought nor earned, but is rather an important gift of God, a "fruit of the Spirit" (Galatians 5:22, 23).

A-Air: The body's most essential resource is air. More important than food or water, proper breathing and pure air are fundamental to good health.

R-Rest: Restoration requires rest because sleep allows the body to renew itself. Many types of rest are important for health, but the sweetest rest follows labor.

T-Trust: Trust in Divine Power Directly linked to physical health (Proverbs 3:5-6), trust in God is a gift leading to right choices.

Evaluation and Posttest

Name: _____

Stress Management Post-test

1. T or F. Stress is how the brain and body respond to any demand.
2. T or F. Stress can affect your health.
3. T or F. Only adults experience stress.
4. T or F. Not all stress is bad.
5. You can prevent or reduce stress by:
 - a. Planning ahead
 - b. Deciding which tasks need to be done first
 - c. Preparing for stressful events
 - d. All the above
6. Physical sign/(s) of stress in the body include:
 - a. Headaches
 - b. Trouble sleeping
 - c. Upset stomach
 - d. All the above
7. Managing stress can help you:
 - a. Sleep better
 - b. Control your weight
 - c. Get sick less often
 - d. All the above

On a scale from 1-10 (1=nothing at all and 10= I know everything) After participating in the CASMP, how much would you rate yourself on knowing about stress management? Circle the rating number.

1 2 3 4 5 6 7 8 9 10

Evaluation and Posttest

1. After participating in CASMP, I feel I am better able to handle stress.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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2. I will implement the information and strategies from CASMP to cope with stress.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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3. I would recommend CASMP for other students.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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4. The information, examples, and activities were concise, clearly explained and understood.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
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5. In the box provided, write how can this workshop be improved?

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6. Any other comments or feedback?

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