

Respond to all of the following:

Please look at this video :

<https://youtu.be/v7xPT6db-rM>

1. From chapter 14, "**Stress, Lifestyle and Health**", choose TWO of the following sections/topic areas to summarize (you can focus on a very *specific* element within each of these sections if you choose) and comment on: 14.1/14.2 **What is Stress? + Stressors**, 14.3 **/Stress and Illness** 14.4/ **Regulation of Stress** or 14.5/ **the Pursuit of Happiness**. What struck you as most interesting about your choices and why?
2. Share your greatest "aha!" moment from the class. This could be actual content from your textbook/discussions OR simply an observation about being in an intensive 6 week, online class.
3. Go back in time (6 weeks to be exact!). What piece of **advice** would you give to yourself (6 weeks ago) with regard to this class?

As you are already well aware, the concepts of Stress and Emotional and Physical well being do not reside in just one particular area of your life. So all of what you are reading about and discussing this week can and should be applied broadly across all situations in your life: personal, professional, academic.

I ask you some, what may seem like trivial questions at the outset of your prompts for this week, but my hope is that you will be able to see the significance of every little choice we make (or do not make) tucked away in every moment of each day by the time you have processed all of these ideas.

Many stressors, including long term issues that may lead to chronic states, are often complex and cannot be oversimplified or explained away with one key term. Having said that, I would like to bring your attention back to a concept introduced at the beginning of class: **Growth versus Fixed Mindset**. Because the mere **belief** that a situation can be improved is often enough to get through challenges and obstacles, this is an important reminder for anyone (that's basically EVERYONE) who is experiencing a moderate amount of stress in their lives and integral in managing one's emotional

response to the stressor. Please review this theory of learning before responding to this week's prompts. Also, take this

to see where you currently are on the spectrum of Growth and Fixed mindset. There are a lot of great articles at this same

that expand further on this important theory.

I believe a strong grasp on the Growth mindset is fundamentally necessary in order to fully reap the benefits of all the techniques for stress management outlined in your text. Though there are literally (probably) thousands of videos and articles that can help demonstrate how "malleable" are mindsets are,

that I thought was particularly compelling in this context. Though the focus of the talk is more on empathy, entitlement, and charity...you will see a brilliant example of how one **perceives** their lot in life and the direct impact/correlation to how one behaves. Hopefully you will then be able to apply this notion of an adaptable and always transforming brain to all other areas of your life that you may have deemed "unalterable" in the past.

Growth Mindset vs Fixed Mindset

In Carol S. Dweck's article "Brainology" Dweck states that there are two types of mindsets; a "fixed mindset" and a "growth mindset". The author states that both have a profound effect on a student's motivation, learning, and school achievement. She states that a fixed mindset limits a student's achievement because the student predetermines their failure when they are confronted with a challenge by believing their success is inherent as opposed to being the outcome of hard work. She states that the growth mindset is the better mindset to have because a student with such a mindset embraces challenges as an opportunity to learn and react positively to setbacks. The author refers to studies that validate the claims to the outcomes of both mindsets and the possible origin of how these mindsets come to be. Dweck concludes that we need to correct the harmful idea that people directly have gifts that transport them to success instead of applying large amounts of commitment and effort. The author suggests that teachers should not praise students intelligence, but should instead educate them about the significance of a challenging task.

One last thought:

Being able to manage your stress in an effective manner has many more implications than simply "feeling better" in the moment...your ability (or inability) to manage stress could impact both your mental and physical health. Often times it's cumulative and not even something we are cognizant of. All of us are genetically predisposed to certain disease or a variety of conditions. Whether or not those conditions actually manifest during your time on this Earth have *much* to do with how we are handling our stress. For those of you who are interested, I recorded a separate personal story of how I learned about this concept first-hand... and how I turned what could easily have been interpreted as the worst news of my entire life, into something incredibly empowering and a constant source of strength even over 25 years later. (Video embedded within this mini-lecture). SO-- I do NOT want anyone to just "gloss over" this section of the class or deem it as unimportant. Indeed and quite the opposite, it is the most important topic, in my humble opinion...