

# Dealing with Disappointment



STUDENT HEALTH  
& COUNSELING

# Zoom Workshop Etiquette

- ▶ Video on
- ▶ ~~Mic on mute~~
- ▶ ~~Use 'raise hand' function to speak~~
- ▶ Protect your privacy
- ▶ Respect is key
- ▶ Ask questions
- ▶ Amplify salient comments
- ▶ Provide feedback
  - ▶ <https://forms.office.com/Pages/ResponsePage.aspx?id=MJiqJfngK0iJfho7PIVeXOypLEAyvPBKtFjTQdojJzxUNzA3VlkxRk02RVBESIk2WVdWNVRGMDNKQi4u>
  - ▶ Presenter: Karen Lucero, LPCC

# Icebreaker: Would you rather???

**KEEP  
CALM!!!**

## Poll 1

Would you rather be chronically content (a) or excited (b)?

**WHAT  
MODEL  
BEHAVIOR!!**

## Poll 2

Would you rather disappoint yourself 33.3% (a) of the time or others 66.6% (b) of the time?

**HOW  
PREDICTABLE!**

## Poll 3

Would you rather advise your great grandchildren/mentees to follow where the path leads (a) or travel the road not taken (b)?

# Learning objectives:

## “Dealing”/coping

- ▶ Learn how stress **appraisal** is crucial in determining wellness outcomes
- ▶ Acknowledge how one’s personal **resiliency** helps one cope with adversity
- ▶ Learn how **locus of control** positions one to manage stressors and increase performance

## “Disappointment”/Anxiety

- ▶ Increase knowledge about **cognitive, physiological, and behavioral anxiety**
- ▶ Learn the function **thought biases** associated with anxiety
- ▶ Learn how to broaden perspective with **values-based behaviors**

# “Dealing with Disappointment”

It is a highly subjective phenomenon, but it is broadly known as:

A non-specific response of  
the body to any demand  
for change

\*See Hans Selye's definition for stress

# Disappointment as a belief/Anxiety as a state

- ▶ Subjective experiences, and broadly defined as
  - ▶ Cognitive: Thoughts that something is wrong, a sense of dread, worry about many things, and difficulty concentrating
  - ▶ Physiological I: Increased activation of the sympathetic nervous system
  - ▶ Behavioral: Fidgeting, pacing, irritability, **flight from or active avoidance of a harmless but feared situation**

"Anxiety." *International Encyclopedia of the Social Sciences*, edited by William A. Darity, Jr., 2nd ed., vol. 1, Macmillan Reference USA, 2008, pp. 145-147. Gale eBooks, link.gale.com/apps/doc/CX3045300100/GVRL?u=albu78484&sid=GVRL&xid=841e524d. Accessed 30 March 2021.

belief  
state  
Belief/state

What do we know about subjective stressors?

# Appraisal

Large print giveth (*eustress*)

- ▶ Motivates people to accomplish more
  - ▶ College education
  - ▶ Career
- ▶ Interpersonal advancements

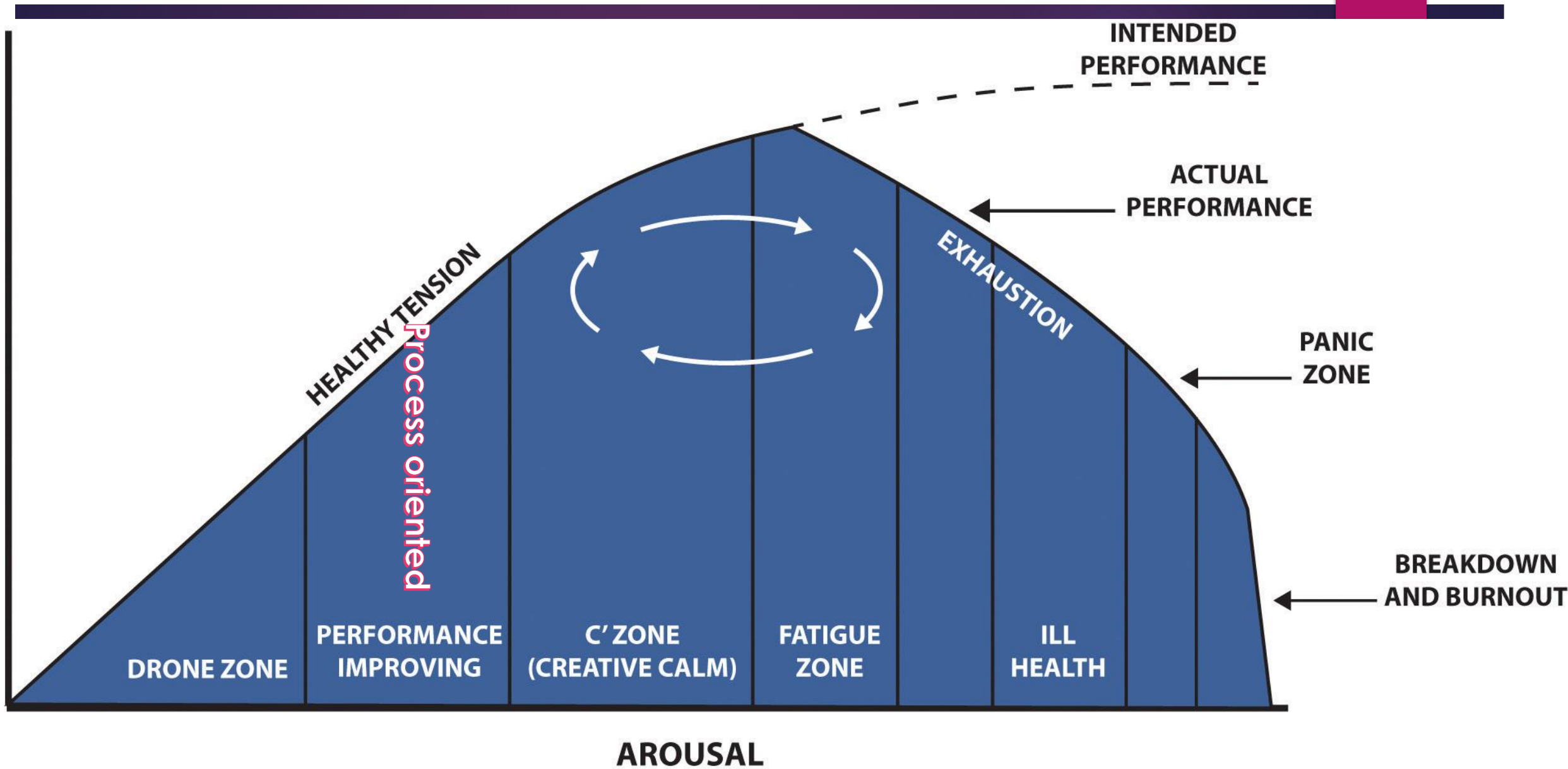


Small print taketh away  
(episodic/chronic stress)

- ▶ Generally associated with “distress”
  - ▶ Perfectionism
  - ▶ Performance anxiety
- ▶ Interpersonal inhabitation



PERFORMANCE



AROUSAL



# Your perception of stress & anxiety matters!

## Perception

- ▶ appraise is to “rethink”
  - ▶ Arousal states as functional
    - ▶ Increase perceptions of available resources
- ▶ Threat-related attentional bias
  - ▶ Defensiveness
  - ▶ Physical tension
  - ▶ Others????

## Mindfulness from ACT

- ▶ Sunset mode of mind
  - ▶ Observe
  - ▶ Explore
  - ▶ Appreciate
  - ▶ Describe

\* Hayes, Steven. Acceptance Commitment Therapy (ACT)

## Does the Perception That Stress Affects Health Matter? The Association With Health and Mortality

• Rectangular Spine

Abiola Keller, Kristin Litzelman, Lauren E. Wisk, Torsheika Maddox, Erika Rose Cheng,  
Paul D. Creswell, and Whitney P. Witt  
University of Wisconsin - Madison

**Objective:** This study sought to examine the relationship among the amount of stress, the perception that stress affects health, and health and mortality outcomes in a nationally representative sample of U.S. adults. **Methods:** Data from the 1998 National Health Interview Survey were linked to prospective National Death Index mortality data through 2006. Separate logistic regression models were used to examine the factors associated with current health status and psychological distress. Cox proportional hazard models were used to determine the impact of perceiving that stress affects health on all-cause mortality. Each model specifically examined the interaction between the amount of stress and the perception that stress affects health, controlling for sociodemographic, health behavior, and access to health care factors. **Results:** 33.7% of nearly 186 million (unweighted  $n = 28,753$ ) U.S. adults perceived that stress affected their health a lot or to some extent. Both higher levels of reported stress and the perception that stress affects health were independently associated with an increased likelihood of worse health and mental health outcomes. The amount of stress and the perception that stress affects health interacted such that those who reported a lot of stress and that stress impacted their health a lot had a 43% increased risk of premature death (HR = 1.43, 95% CI [1.2, 1.7]). **Conclusions:** High amounts of stress and the perception that stress impacts health are each associated with poor health and mental health. Individuals who perceived that stress affects their health and reported a large amount of stress had an increased risk of premature death.

**Keywords:** United States, stress, perception, National Health Interview Survey (NHIS), mortality

**Supplemental materials:** <http://dx.doi.org/10.1037/a0026743.supp>

# Resiliency

- ▶ “Resilience is our ability to bounce back from the stress of life. It’s not about avoiding the stress, but learning to thrive within the stress”

--<https://www.bouncebackproject.org/resilience/>



# Locus of Control

- ▶ Internal Locus of Control

- ▶ Controlling environment around us

- ▶ What's your reaction?

- ▶ I should have been working in the field while in school.

- ▶ Better at coping with life stressors

- ▶ Independence

- ▶ External Locus of Control

- ▶ Being controlled by the environment around us

- ▶ What is your reaction?

- ▶ This discipline is unfair!

- ▶ Better at team work

- ▶ Interdependence

**Reassess to prevent  
learned helplessness**

# Personal Values

“A CHOSEN QUALITY OF BEHAVIOR IN WHICH THE QUALITY YOU’RE SEEKING IS INTRINSIC TO THE BEHAVIOR ITSELF”

-ACT FOUNDER STEVEN HAYES

**PERSONAL VALUES**

**Card Sort**

W.R. Miller, J. C'de Baca, D.B. Matthews, P.L. Wilbourne  
University of New Mexico, 2001

**IMPORTANT TO ME**

**VERY IMPORTANT TO ME**

**NOT IMPORTANT TO ME**

**ACCEPTANCE**

to be accepted as I am

1

9/01

**ACCURACY**

to be accurate in my opinions and beliefs

2

9/01

**ACHIEVEMENT**

to have important accomplishments

3

9/01

**ADVENTURE**

to have new and exciting experiences

4

9/01

**ATTRACTIVENESS**

**AUTHORITY**

For Example

# A practice in mindfulness

- ▶ How did you experience this practice?
- ▶ What hooked your attention?

Retraining attention can broaden responsiveness to threat-related stimuli and may reduce anxiety symptoms

# Sources/Resources

## Sources

- ▶ <https://www.stress.org/what-is-stress>
- ▶ [https://socialsci.libretexts.org/Bookshelves/Communication/Book%3A\\_Human\\_Relations\\_\(Dias\)/03%3A\\_Manage\\_Your\\_Stress/3.02%3A\\_Types\\_of\\_Stress](https://socialsci.libretexts.org/Bookshelves/Communication/Book%3A_Human_Relations_(Dias)/03%3A_Manage_Your_Stress/3.02%3A_Types_of_Stress)

## Resources

- ▶ Get Out of Your Mind and Into Your Life workbook at Zimmerman!
  - ▶ <https://libproxy.unm.edu/login?url=https://search.ebscohost.com/login.aspx?authtype=ip,guest&custid=s4858255&groupid=main&profile=eds&direct=true&db=nlebk&AN=538772&site=eds-live&scope=site>





STUDENT HEALTH  
& COUNSELING

Thank you for attending this  
workshop!

We appreciate your feedback! We use it  
to continually improve our program.

Please fill out the Workshop Evaluation  
Survey here:

<https://forms.office.com/Pages/ResponsePage.aspx?id=MJiqJfngK0iJfho7PIVeXOypLEAyvPBKtFjTQdojJzxUNzA3VlkxRk02RVBESIk2WVdWNVVRGMDNKQi4u>