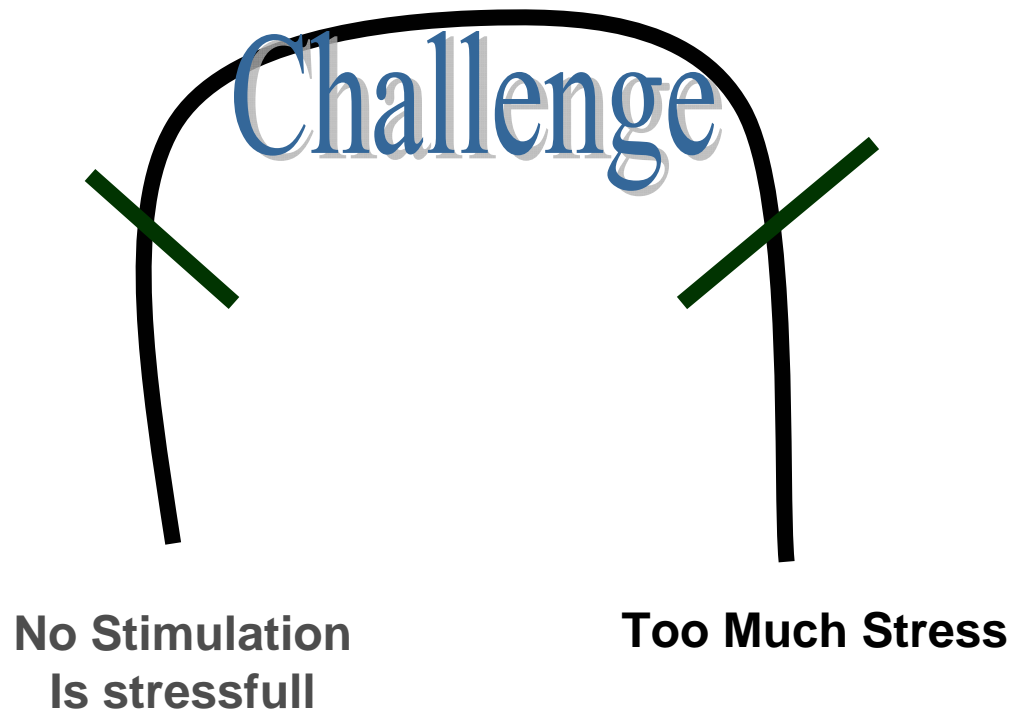


# **A Model for Stress Intervention Applied to Law School Stressors**

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# Range of Optimum Stress



# Perception/ Awareness of Potential Stressor

[Usually involves  
some sort of *Change*  
in the environment  
or situation]

+

## Evaluation

Uncertainty    Danger

Safety

[**Evaluation is a potential  
intervention point.**  
The process of reframing  
attempts to change a person's  
initial evaluation of a  
potential stressor from  
stressful to non-stressful.]

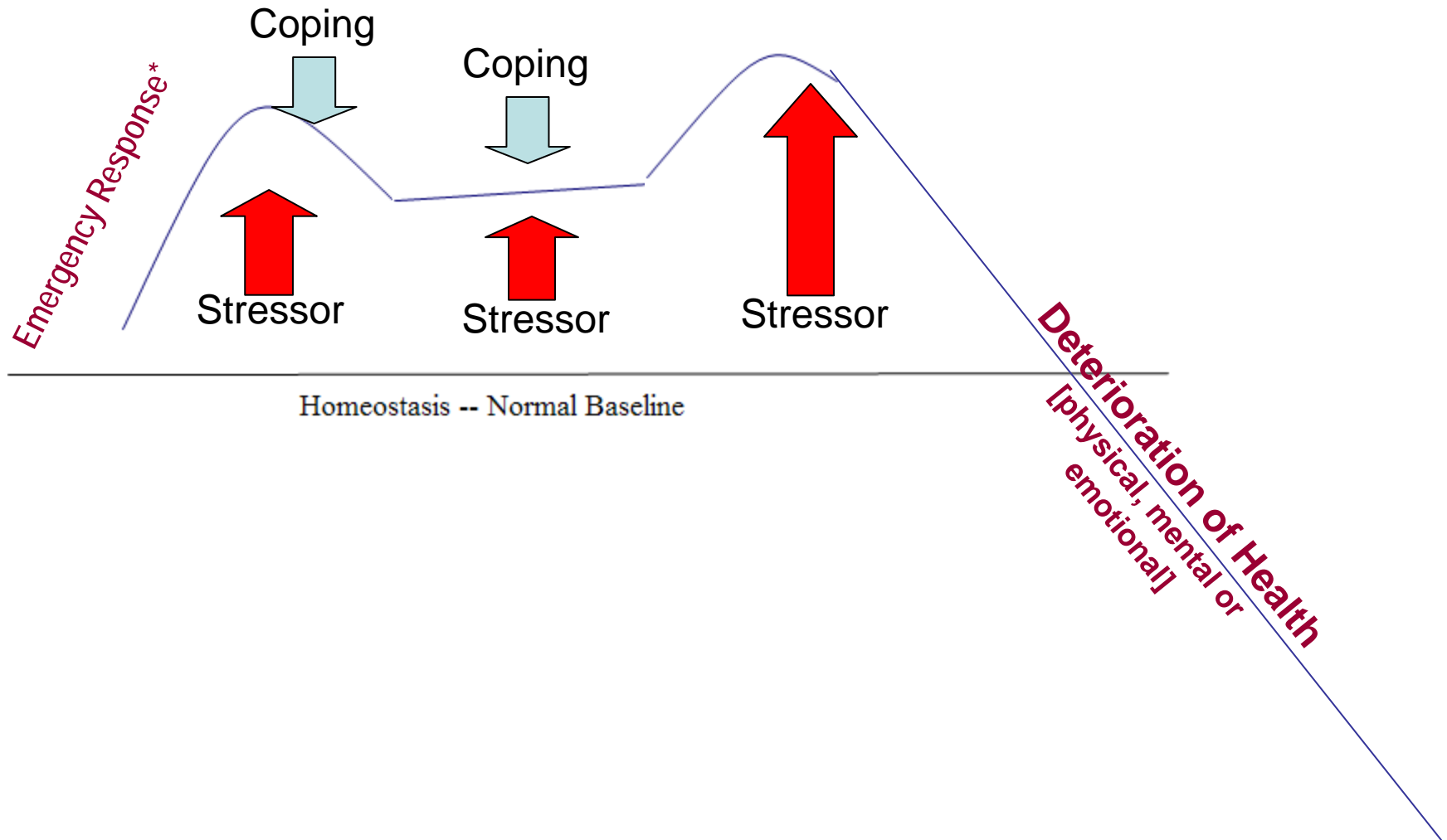
**No Problem**

no stress response

**Stressor**

stress response

# Long Term Influence of Stress



**STRESS**

**STRESS**

**STRESS**

# Stress Interventions

- Reframing initial evaluation
- Psychological- coping strategies:
  - Control
  - Attitude of challenge
  - Accurate expectations
  - Progress
  - Humor Perspective
- Physical- resources
  - Exercise, diet, rest
- Social support- resources
  - Family, friends, colleagues
- Environmental systems– Law school culture

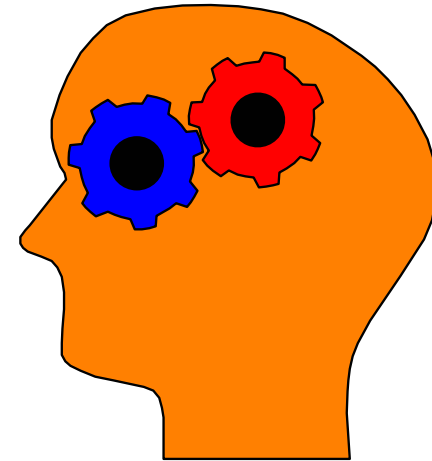


# Psychological Interventions

- Control
- Challenge
- Preparation and Accurate Expectations
- Progress
- Reframing
- Commitment
- Humor & Perspective



# Perception of Control

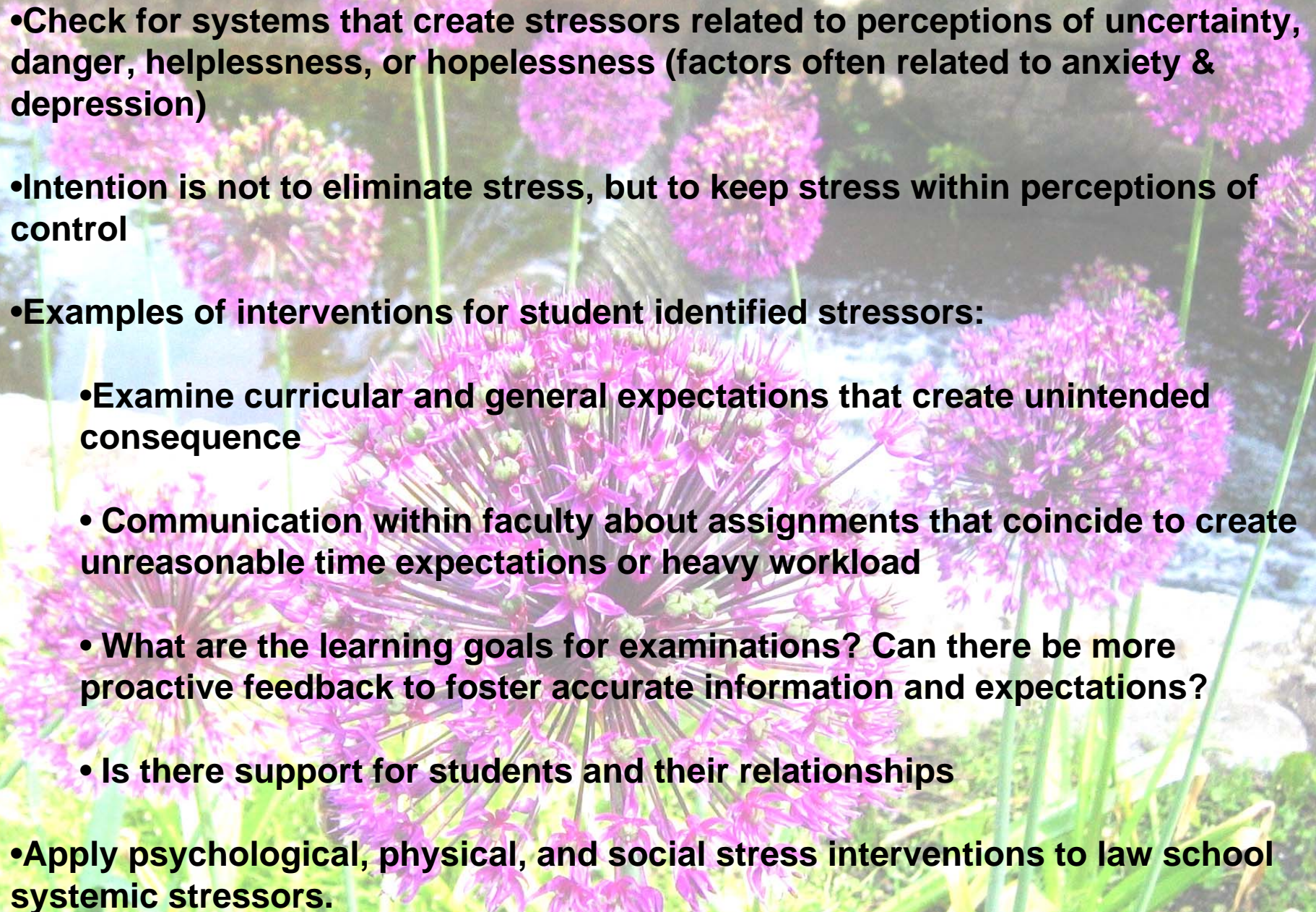


What is within your control?

Weekly Meal and Exercise Planning Sheets			
Breakfast	Lunch	Dinner	Snacks
Week # _____ to _____			
List the meals you plan to have each day over the next week along with the estimated calories for each meal. Be sure to document when you will be doing out.			
TUESDAY			
Make			
Ca	Ca	Ca	Ca
THURSDAY			
plan			
Ca	Ca	Ca	Ca
Weekly Totals			

What is reasonably outside of control or out of control at this time?



- 
- Check for systems that create stressors related to perceptions of uncertainty, danger, helplessness, or hopelessness (factors often related to anxiety & depression)
  - Intention is not to eliminate stress, but to keep stress within perceptions of control
  - Examples of interventions for student identified stressors:
    - Examine curricular and general expectations that create unintended consequence
    - Communication within faculty about assignments that coincide to create unreasonable time expectations or heavy workload
    - What are the learning goals for examinations? Can there be more proactive feedback to foster accurate information and expectations?
    - Is there support for students and their relationships
  - Apply psychological, physical, and social stress interventions to law school systemic stressors.

***Questions?***

