

# Understanding why we all feel so terrible and what to do about it

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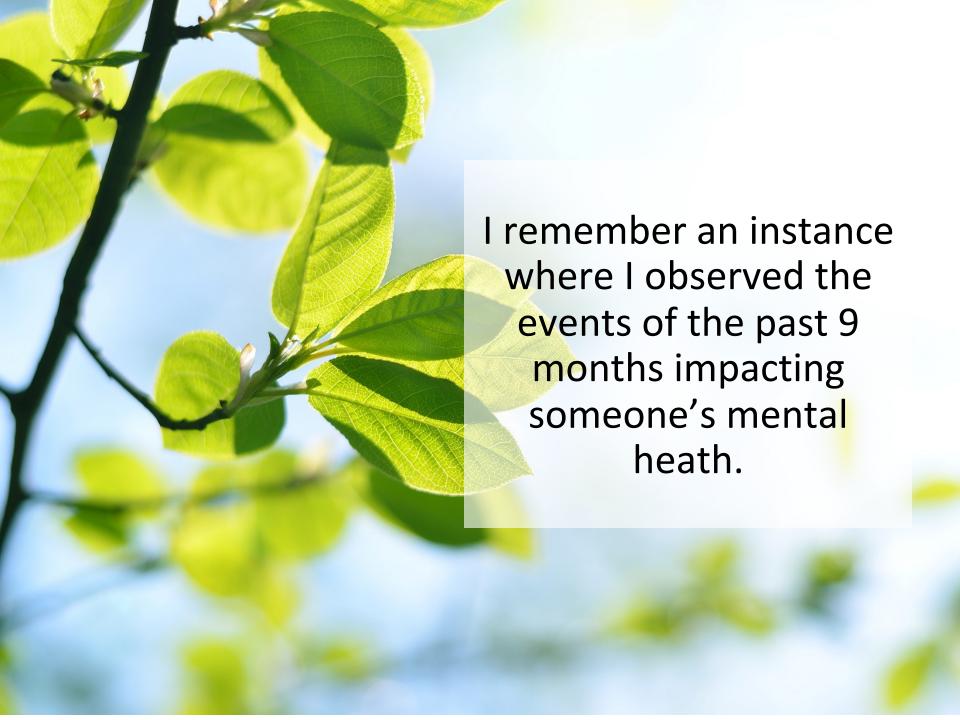


#### Learning Objectives:

Upon completion of this learning activity, the participant will:

- 1) Describe the impact of acute and chronic stress on cognitive function.
- 2) Examine the nature and degree to which chronic stress impacts professional and personal needs.
- 3) Develop a strategy to identify specific skills to address and meet varying professional and personal needs.

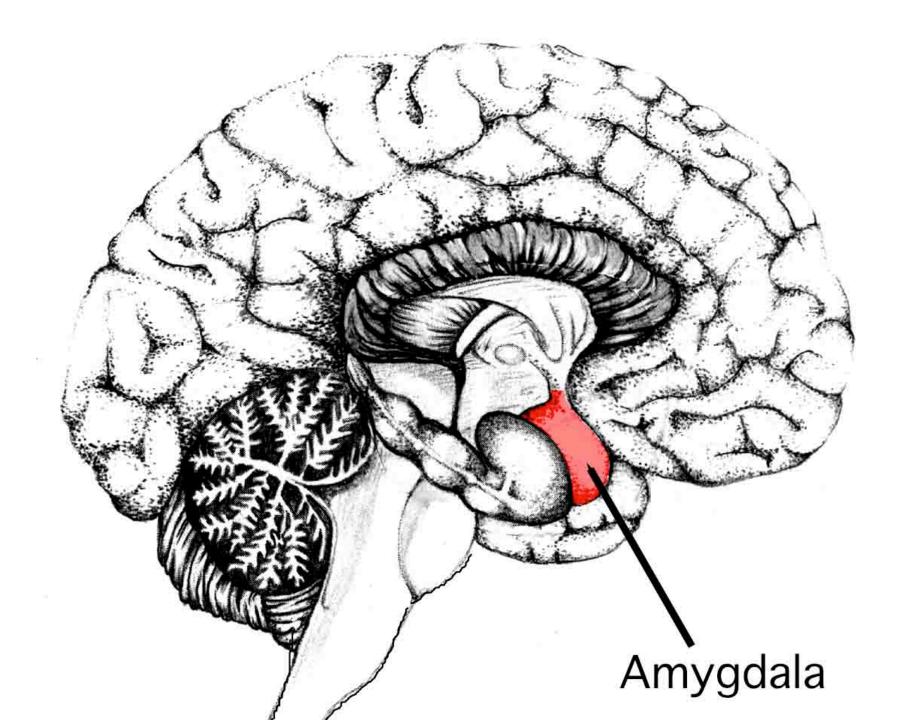


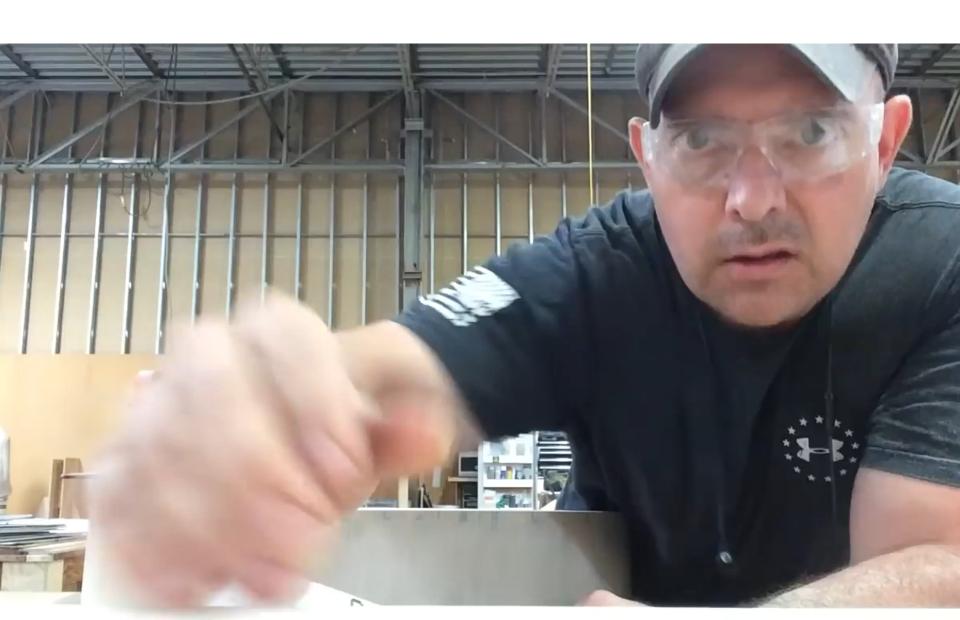


### Maslow's Hierarchy of Needs



By Nathalie Martinek with Khurram Jahangir. Model originally adapted by Eva Migdal.





#### **SKILLS** creativity autonomy contribution purpose curiosity vulnerability mindfulness identity MIND organization discernment meaning behavioural insights self-regulation collaboration community spirituality CONNECTION empathy humour passion love nature belonging boundaries assertiveness trust & intuition self-soothing **SAFETY** ask for support staying safe drink breathe move sleep eat excrete 6 **BODY** medicate

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#### Stimulate your vagus nerve!

Paced Breathing:

In 
$$-2-3-4$$
  
Out  $-2-3-4-5-6-7-8$   
Repeat

Ice or ice-water on the face



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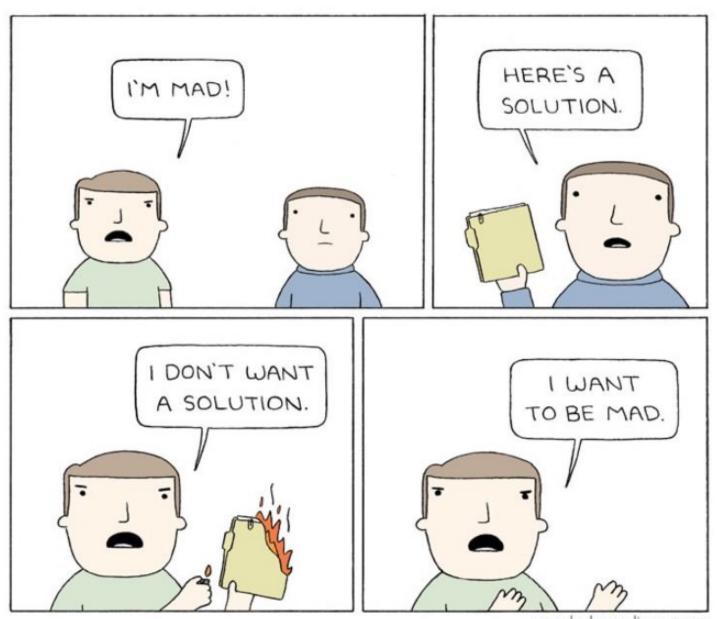
#### **Discussion**

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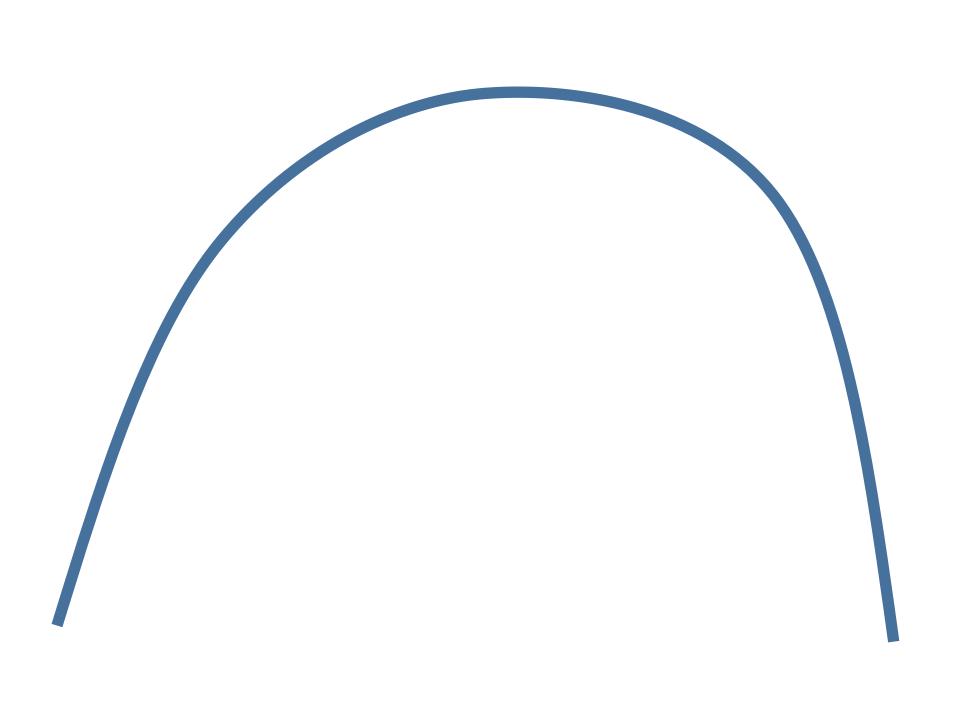
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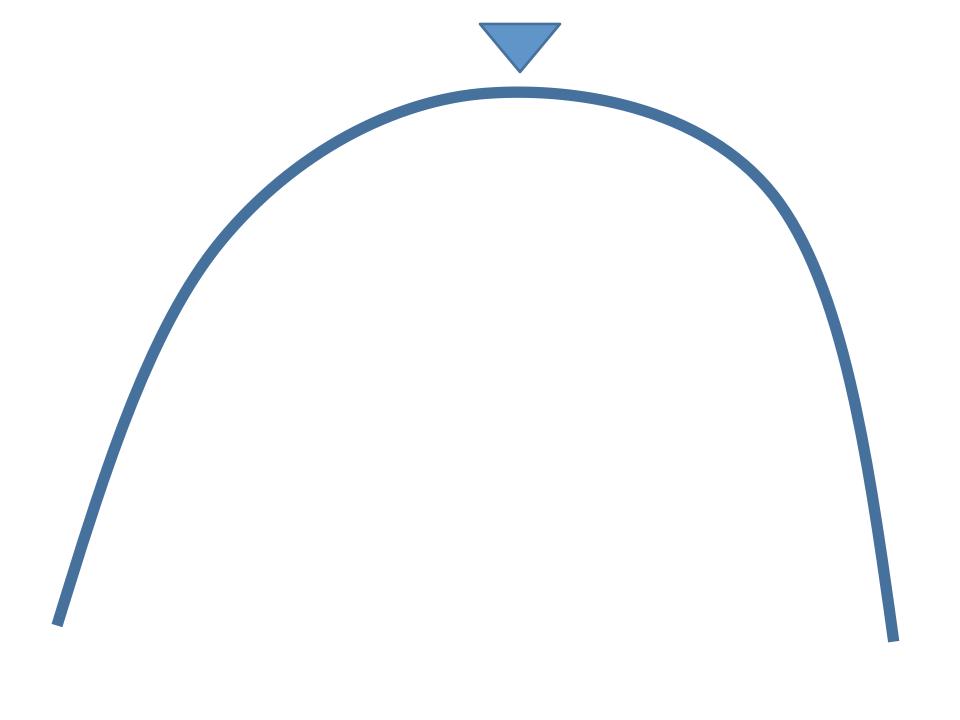
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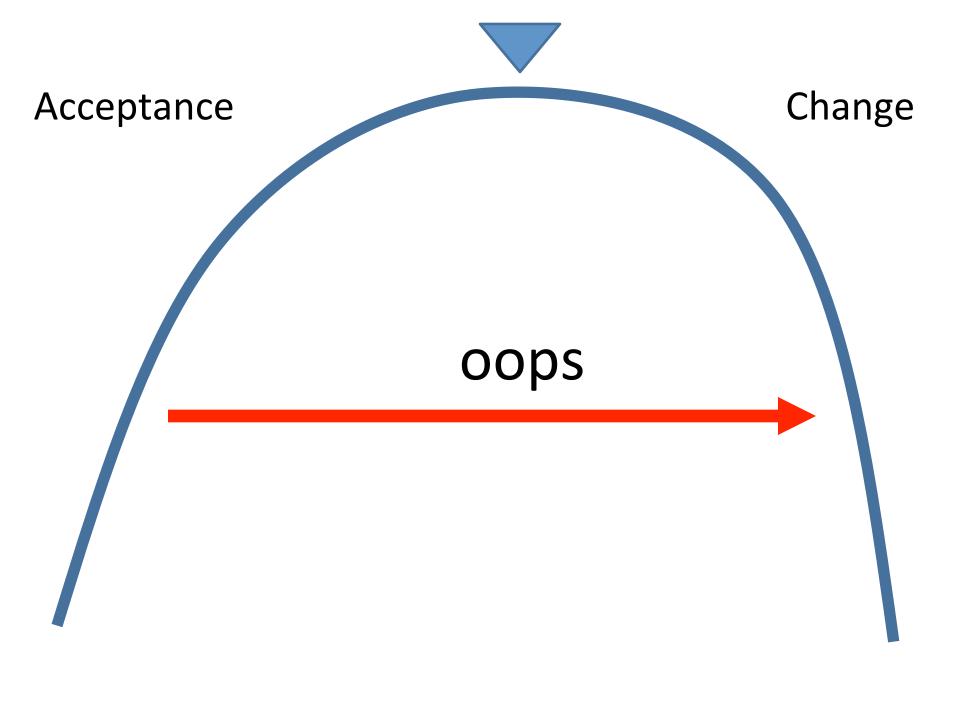




## State what IS LEGITIMATE!

### State what IS LEGITIMATE!

State your feelings, opinion, say "no", say "yes", etc.



- Felt
- Found
- Feel

#### Assumptions about people

- People are doing the best that they can.
- People want to improve
- People must learn new behaviors in the context of their day-to-day life.
- People cannot fail in complex systems
- People may not have caused all of their problems, but they have to solve them anyway.
- People need to do better, try harder and be more motivated to change.
- When people report they are facing something unbearable, they are to be believed
- (Adapted from Marsha Linehan, PhD, Dialectical Behavior Therapy)



encourage mint