

Welkom *bij* Windesheim



# Stress Regulation for students suffering from mental pressure

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Internal services /Ambulatorium

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## Content of the workshop

- Internal services for Windesheim University
  - Students with mental pressure
  - Students with disabilities
  - Psychomotor training programme for stress regulation
  - Stress thermometer
  - Body Emotion Cognition Social behaviour (BECS)
  - Activity
  - Reflection on activity
  - Transfer from the activity to situations in daily life
  - First results from research projects
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## Internal services

- Internships for training psychomotor therapy students
  - students can practice their therapeutic skills at the university, supervised by psychomotor therapists and teachers
  - Psychomotor training programme :
    - 1 planning and organisation
    - 2 stress regulation
    - 3 social and communicative skills
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## logo



Students of the psychomotor therapy education made their own logo, organize their own public relations..

“When you get stuck, we’ll get you on the move again”

## To make it clear..

- Psychomotor therapy students who are doing the internship are mentioned the **students**



## Target group

- Students from all over the university, who follow the stress regulation programme are mentioned the **participants**
    - > faculties for engineering, ICT, teaching, nursing, product development, etcetera.
  - students of our own faculty are not allowed to participate.
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## Participants: Students with mental pressure

- Recent research at our university indicates that 61% of the students suffer from psychic problems (Dopmeyer, 2018)
- Measured by self report questionnaires





# Literature: Students with disabilities and mental pressure

3 out of 10 students have a disability

- Around 25% has an autism spectrum disorder (ASD) or an attention deficit (hyperactivity) disorder (ADHD)  
Registered at Windesheim University
  - They have more often a delay in the field of education  
Barkley, Fischer, Edelbrock & Smallish, 1990; Barnhill, 2007; Dupaul & Eckert, 1997
  - The drop out rate is twice as high  
Van den Broek, Muskens, Winkels, 2012
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# Psychomotor training for stress regulation

- Intake
- 10 sessions of 45 minutes
- Global purposes:

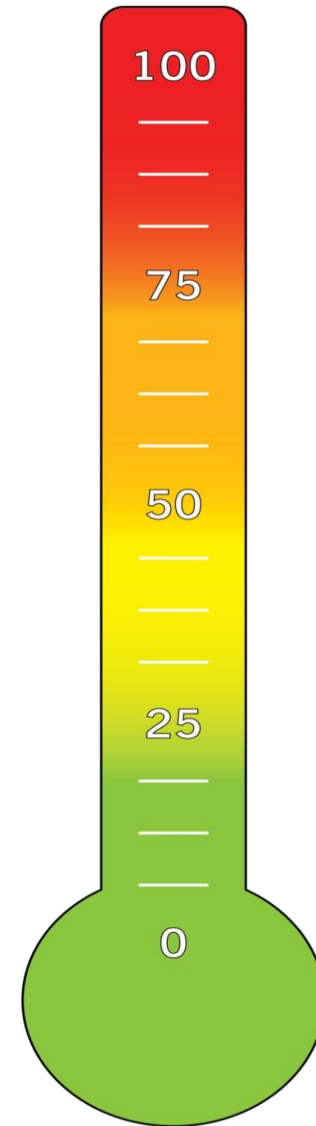
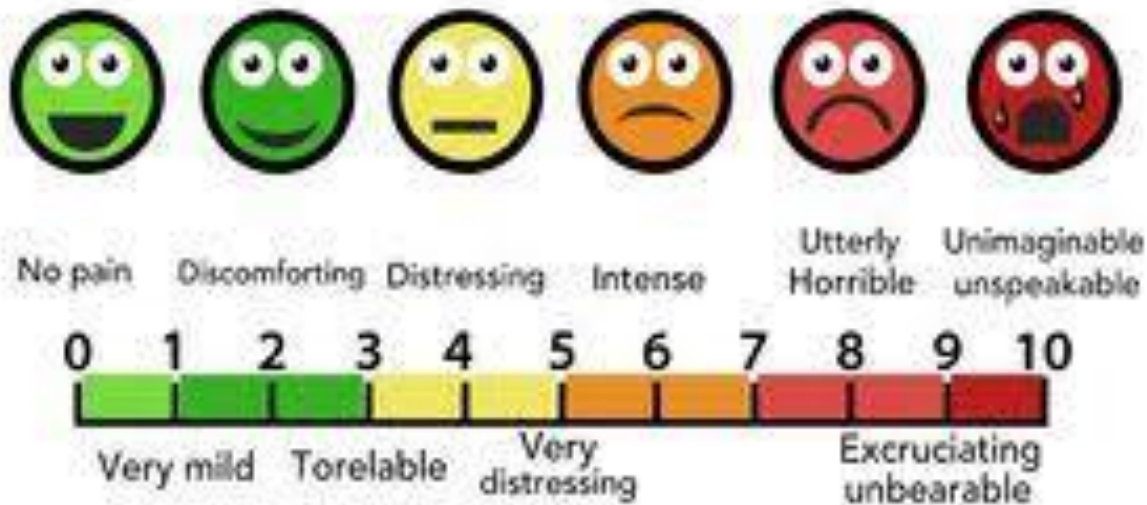
Becoming aware of the body signals that are connected to stress signals

Gaining insight in behavioural patterns that increase or decrease the stress response

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# Stress thermometer

Levels of intensity



# Stress level?



# And now?



## Stress Level?



## BECS observation

- Body signals
- Emotions
- Cognitions
- Social behaviour

FIGHT



FLIGHT oohlala!



FREEZE



# Stress level?







## Activity demonstration:

### Gymnastic table on wheels

- The participant stands on a gymnastic table or other platform, on wheels.
  - The trainer explains that the activity is about balancing on the platform whereas the trainer is pushing or pulling the platform across the gymnastic hall.
  - The trainer asks the participant what he or she is experiencing (BECS) before, during, after the activity
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## Activity for you:

1. **Walking with eyes closed to the wall**
2. **Running with eyes closed to the wall**

Working with a participant, a trainer, an observator.

Questions:

Body signals > muscle tension, breathing pattern, sweating...

Emotions > fun, fear, irritation, confidence, overconfidence...

Cognition > thinking, planning, concentrating...

Social behaviour > asking for help, talking a lot,  
silent participation, withdrawal...

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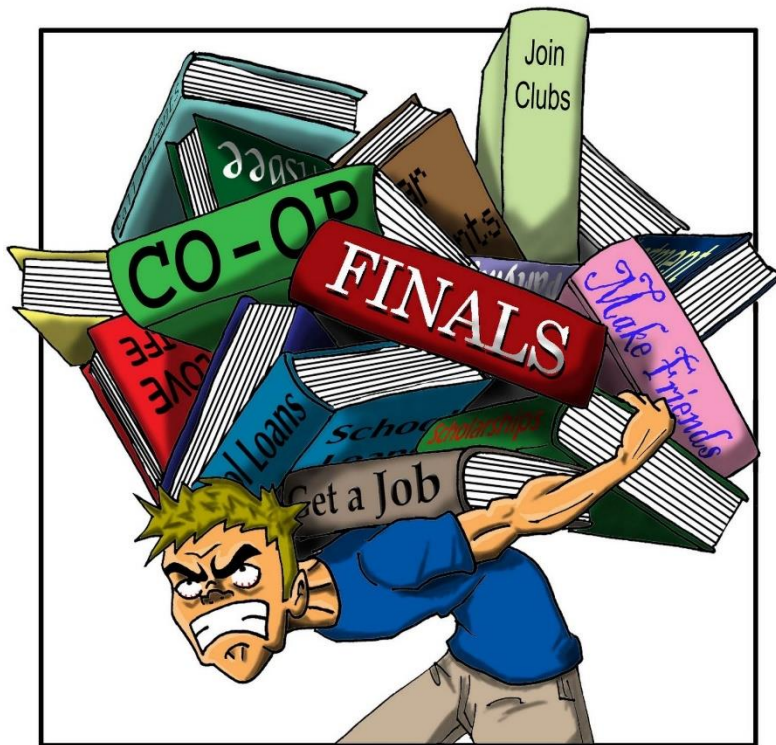
# Transfer?

- Can a connection be made between the experience during the activity and daily life?
- When you are experiencing stress, what happens in the body, what are the emotional responses, what are your cognitions and what is your social behaviour?
- Tips and tricks



Research Project

# Effect of stress regulation training on coping



Bachelor thesis Ruitenbeek (2017)

Pre experimental quantitative design


Pre-post assessment

n=10

Research instrument:

UCL (coping list)

Schreurs, Willige, Brosschot, Tellegen, & Graus, 1993.



## Summary of results measured by the UCL

Pre post differences show the following trend:

- More able to look for social support
  - More active ways of coping
  - Less palliative and avoiding ways of coping
  - More expression of emotions
  - More reassuring thoughts
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Research Project

# Working factors in the stress regulation training?

Verhoef, 2018

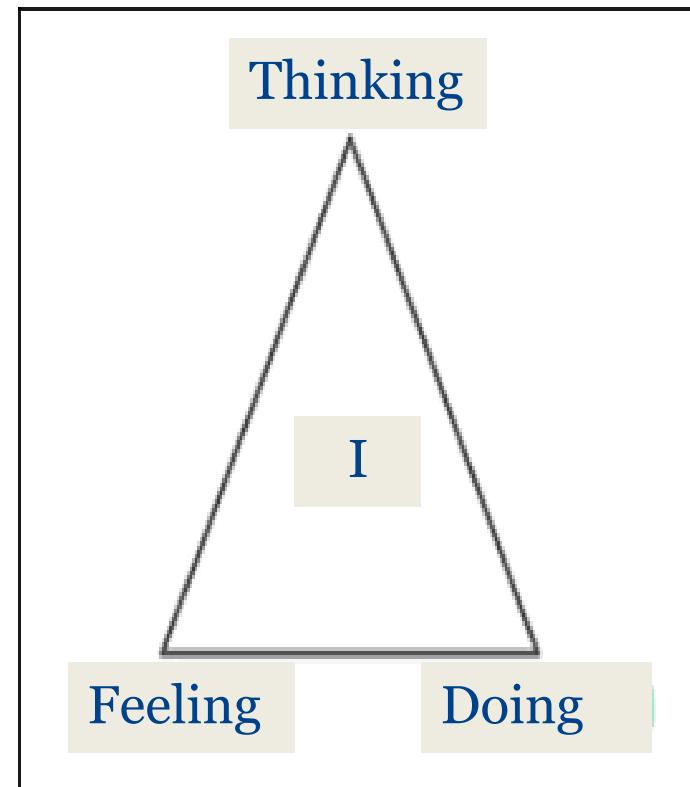
Qualitative research design

Semi structured interviews

n=5


(ex-participants of the training)

Data analysis: transcripts, open, axial and selective coding



## Summary of working factors

- Gaining insight into stress coping style by experience and discussion
  - Practicing, experiencing and developing new coping behaviour
  - Using PMT procedures including influences from cognitive behavioural therapy (thinking, feeling, doing)
  - The relationship between trainer and participant
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Barkley, R.A., Fischer, M., Smallish, L., & Fletcher, K. The persistence of attention-deficit/hyperactivity disorder into young adulthood as a function of reporting source and definition of disorder. (1990). *Journal of Abnormal Psychology, 111(2):279-289.*

Barnhill, G.P. Supporting Students with Asperger Syndrome on College Campuses. (2016). *Focus on Autism and Other Development Disorders, 31(1), 3-5.*

Dupaul, G.J. & Eckert, T.L. (1997). The effects of school-based interventions for attention deficit hyperactivity disorders: a meta-analysis. *School Psychology Review 26:5-27.*

Van den Broek, A., Mustert, M. & Winkels, J. (2012). *Studeren met een functiebeperking.* Researchnet/ITS Nijmegen.

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**Thanks for the attention**

