

WSU Elson S. Floyd College of Medicine

STEVENS COUNTY
HANDS-ON LAB
COVID #2
STRESS MANAGEMENT



Elson S. Floyd
College of Medicine

WASHINGTON STATE UNIVERSITY



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LAB OUTLINE COVID #2

HEALTH CARE SETTING

University Counseling Clinic - Psychologist

HEALTH SKILLS

Stress Reduction Techniques

TARGETED ATTRIBUTES

Resilience/Adaptability, Teamwork/Collaboration, Communication, Intellectual Curiosity

- Welcome and Introduction to the entire class.
 - » Object lesson
- 3 rotating stations for 3 sets of teams
 - » Station #1 Educational Display – Stress Reduction
 - » Station #2 Stress Reduction Lab
 - » Station #3 How to quit a “Bad Habit”
- Conclusion - Exit Survey and Prizes



SUPPLY LIST

PRIZES

- 4 x \$15.00 count 24, station prize emoji stress balls

[CLICK TO BUY](#)

- 5 x \$19.99 motivational posters (13 x 19 in, 20 Pack) Exit Survey/Prizes

[CLICK TO BUY](#)

WELCOME CANDY GRAB OBJECT LESSON

- Lunch tray
- Bag or container to hold and hide from view – 2 raw eggs and 6-8 candy bars
- Candy bars – each rotation will need 1 small, 1 medium, 1 large candy bar
- 2 raw eggs (1 per session)
- Paper towels and/or hand wipes, hand sanitizer

STATION #1 EDUCATIONAL DISPLAY STRESS

- 1 x \$95.00 folding poster Teen Stress [CLICK TO BUY](#)
- 1 x \$29.00 Periodic table of human emotions [CLICK TO BUY](#)
- 1 x \$14.99 6 count squishy eggs stress reliever amazon

[CLICK TO BUY](#)

- iPad for stress video [LINK TO VIDEO](#)
- Handouts and pencils
- Consider \$460.00 healthedco [CLICK TO BUY](#)

STATION #2 STRESS MANAGEMENT LAB

- 1 x \$30.00 deep breathing poster [CLICK TO BUY](#)

- 4 Yoga mats
- 1 iPad for videos
Mindfulness (Start at 0.6 seconds Stop at 2.3 min)

[LINK TO VIDEO](#)

Chair yoga 3.0 minutes

[LINK TO VIDEO](#)

Meditation 3.30 minutes

[LINK TO VIDEO](#)

- Instruction cards

STATION #3 HOW TO QUIT A “BAD HABIT”

- iPad with link to graphics for discussion [LINK TO HANDOUT](#)
- Laminated instruction cards and mentor instructions

OTHER SUPPLIES

- Laminated mentor and team leader cards



HANDS-ON COVID CLASS #2 LAB DETAILS

WELCOME AND INTRODUCTION

DIVIDE INTO GROUPS

Mentors will be assigned students as they and all groups will sit on the floor in the center of the room. **This lab has a different opening compared to the other labs in that we will have a group object lesson after the Welcome.** The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through the each of the 3 stations. The site coordinator will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

ASK STUDENTS ABOUT COVID CBL SECOND SESSION

- What happened to our patient who was referred by the Physical Therapist to the University counseling service?
- How would you feel about going to the counselor if you were the student athlete?
- What would your thoughts be about quitting vaping?

DESCRIBE THE 3 STATIONS BRIEFLY

Today you will work as a mental health counselor in learning about and practicing techniques that will help with stress reduction and habit cessation. These are things that everyone can use in their lives to be healthier and happier. Our 3 stations that you will rotate through with your teams are:

- Station #1 Educational displays Stress
- Station #2 Stress Reduction Lab
- Station #3 How to Quit a “Bad Habit”

PRIZES

- Emoji stress balls- should be given as rewards/incentives to students throughout the lab
- Motivational Posters - exit prize



STATION #1 SELF-DIRECTED EDUCATION DISPLAYS ON STRESS AND MINDFULNESS

CLASS SIZE STUDENT/MENTOR RATIO	
Setting	Table is set up in the middle of one side of the room. Students will stand and rotate within the display.
Attribute Focus	Intellectual curiosity
Skills	Folding poster on teen stress, poster on periodic table of human emotions, 8 stress balls, job descriptions handout and pencils
Video	iPad, video on stress 2.30 seconds LINK TO VIDEO
Supplies	handout and pencils

<https://www.youtube.com/watch?v=rpolpKTWrp4>

Mentors will supervise the teams rotating among the display while they work to complete the worksheet. The mentor may need to monitor the iPad video display (2.31 minutes).



STATION #2 STRESS REDUCTION LAB

CLASS SIZE STUDENT/MENTOR RATIO	
Setting	Small table for iPad to be setup
Attribute focus	communication/interpersonal skills, intellectual curiosity, teamwork
Skills	Mindfulness and stress reduction techniques
Supplies	breathing poster, yoga mats (3-4; look at supplies)
Video	Mindfulness 2.3 minutes LINK TO VIDEO Chair Yoga 3.0 minutes LINK TO VIDEO Meditation 3.3 minutes LINK TO VIDEO

<https://www.youtube.com/watch?v=w6T02g5hnT4> <https://www.youtube.com/watch?v=0xbCfTHz3mU>
<https://www.youtube.com/watch?v=41GqbdgYAmE&list=PL76Tcrfnqvw54sTn4fbH4RiLQ-PGFiQs&index=7>

The mentor will lead their team in three exercises. Teams will complete three tasks spending 3-3.5 minutes per station, Mindfulness exercise should be done first. The mentor will ask the team to silently reflect on how they feel as they move throughout the stress reduction exercises. The mentor will operate the video instruction at each station. Timing is important or you will not finish this station.

Students can choose between a chair or yoga mat for the yoga and mediation.

1. Mindfulness (Start at 0.6 seconds Stop at 2.3 minutes)
2. Chair Yoga (Start 0.14 seconds Stop 3.20 minutes)
3. Meditation (Start 0.13 seconds Stop 3.15 minutes)



STATION #3 HABITS AND HOW TO QUIT

CLASS SIZE STUDENT/MENTOR RATIO	
Setting	5 chairs set up facing one small table, 1 iPad
Attribute Focus	Communication/interpersonal skills, intellectual curiosity
Skills	Habits and how to break them
Supplies	1 iPad
Video	iPad or other internet accessible device to display graphic. A bigger screen would be better LINK TO HANDOUT

Mentors will lead the group in the discussion on identifying bad habits and how they form, and how to break them using **video outline**. This station will refer back to the object lesson in the welcome. See instruction card. Some habits are formed quickly and are hard to overcome even when it doesn't make sense to continue the behavior. Let's talk about habits and how they are formed.



CONCLUSION

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

POSSIBLE QUESTIONS/DISCUSSION:

- How do you think our patient will be affected by their counseling?
- In what ways do you think they could improve their lives?
- Which stress reduction skills could be useful in your life?
- What useful habit breaking skills did you learn?
- How do you think that health care professionals manage stress in their lives?

EXIT SURVEY AND PRIZES



ADDENDUM MATERIALS



Mentor Card – Lab Outline COVID #2 (laminated – 8 copies)11 Lead

Mentor Card – COVID #2 (laminated 2-sided – 2 sets) 12 Educational

Display Handout – COVID #1 (Station #1 – 100 copies)13 Station Instruction

Cards COVID #2

Station #3 How to Break a “Bad Habit” (laminated 2-sided – 2 copies) 15-18 Career

Outline

Psychologist (laminated with pictures for educational station – 1 copy)19

Licensed Clinical Social Worker (laminated with pictures for educational station – 1 copy)20

School Guidance Counselor (laminated with pictures for educational station – 1 copy)21

Certified Yoga Instructor.22

Mindfulness Life Coach23



MENTOR CARD

LAB OUTLINE COVID #2

GREET TEAM AT DOOR

Sit with team for welcome. Guide team within stations, keep track of time, work quickly. There are three stations. Each station is packed with activities so you will to move quickly and efficiently.

LEAD MENTOR OBJECT LESSON

STATION #1 EDUCATIONAL DISPLAY TEEN STRESS

Supervise the team while they complete handouts. Supervise video.

STATION #2 STRESS REDUCTION

The mentor will lead the team in each of the 3 substations. The mentor should operate the videos for each station starting with MINDFULNESS/BREATHING. When the video is complete hold the breathing poster and have the students read the directions and choose their favorite exercise to practice breathing for one minute. Conclude with reminding them to do breathing exercise when you are stressed. Ask them to think to themselves about how they are feeling in the present moment. Follow this exercise with the videos/active participation for then YOGA, and finally MEDITATION. After each activity ask them to think to themselves about how they are feeling in the present moment reminding them that this is an example of being MINDFUL.

STATION #3 HABITS

This station is a discussion about the egg drop object lesson and how habits are formed and broken. Goal of this station is to elicit as much discussion as possible.

CONCLUSION AND EXIT SURVEY

Gather as a large group for conclusion. Questions and answers

PRIZES

- Emoji stress balls - should be given as rewards/incentives to students throughout the lab
- Motivational posters - Exit prize



LEAD MENTOR CARD

COVID #2

WELCOME AND INTRODUCTION

MENTORS WILL DIVIDE UP INTO GROUPS

as students enter and all groups will sit on the floor in the center of the room. **This lab has a different opening compared to the other labs in that we will have a group object lesson after the Welcome.** The teams will start at the station previously designated with mentors and rotate. The mentor leads their team through the each of the 3 stations. The site coordinator will help with the flow, indicate time to rotate, mentors will keep track of the timing of the activities within each station.

ASK STUDENTS ABOUT COVID CBL SECOND SESSION:

- What happened to our patient who was referred by the Physical Therapist to the University counseling service?
- How would you feel about going to the counselor if you were the student athlete?
- What would your thoughts be about quitting vaping?

DESCRIBE 3 STATIONS:

Today you will work as a mental health counselor in learning about and practicing techniques that will help with stress reduction and habit cessation. These are things that everyone can use in their lives to be healthier and happier.

Our 3 stations that you will rotate through with your teams are:

- Station #1 Educational display
- Station #2 Stress Reduction Lab
- Station #3 How to Quit a bad habit

CONCLUSION AND EXIT SURVEY

Gather all students in the center of the room. Final questions for the group and opportunity to ask questions.

POSSIBLE QUESTIONS/DISCUSSION:

- How do you think our patient will be affected by their counseling?
- In what ways do you think they could improve their lives?
- Which stress reduction skills could be useful in your life?
- What useful habit breaking skills did you learn?
- How do you think that health care professionals manage stress in their lives?

EXIT SURVEY AND PRIZES

Motivational posters for prize.



EDUCATIONAL DISPLAY HANDOUT

COVID #2

FROM THE VIDEO

What is the part of the brain that is responsible for feeling anxiety?

FROM THE TEEN STRESS FOLDOUT

What causes of teen stress can you identify with?

Which of the symptoms of stress have you experienced?

What are some of the worst ways that you have dealt with your stress?

PICK UP A STRESS FIDGET BALL AND PLAY WITH IT FOR 60 SECONDS

Do you feel less stress afterwards?

FROM THE PERIODIC CHART OF EMOTIONS

Look at the major categories of emotions and identify which category you are feeling right now.

Now look at all of the emotions within the category that you chose and identify which specific emotion matches the best with the way that you are feeling right now.

WHAT DID YOU LEARN FROM THE JOB DESCRIPTIONS OF THERAPISTS

TITLE: OPERATION CANDY GRAB - OBJECT LESSON

Setting	1 small table
Attribute Focus	Intellectual curiosity, responsibility
Skills	Habits and how they are formed
Supplies	Lunch tray, bag or container to hold and hide from view - 2 raw eggs and 6-8 candy bars, candy bars – each rotation will need 1 small, 1 medium, 1 large candy bar, paper towels and/or hand wipes, hand sanitizer

OPERATION CANDY GRAB OBJECT LESSON

The element of surprise is critical for this lesson.

So do not give away any hints or details beforehand. It is very important for every member of the team to follow all instructions. Have them agree to do this! Choose 2-3 volunteers who want to win a candy bar, (ask about food allergies). Pick enthusiastic ones to come up and kneel on the floor surrounding an empty lunch tray.

Emphasize that the audience has an important role and must be completely **silent** during the demonstration so as not to help the volunteers.

THE RULES

- They can only use **ONLY ONE** hand to grab.
- They cannot interfere with each other.
- They must stare at the tray and nothing else.
- Grab the candy bar from the tray as quickly as possible.
- The first person to touch the candy wins the prize.
- They will have several attempts to get candy.
- If they are caught cheating they will be disqualified.

HOW TO PROCEED

Each time you drop the candy, it will be a bigger and better candy bar. Ask for a volunteer to be the judge to check for cheating and settle disputes. You carefully choose the candy out of the bag without them seeing the candy and drop it from above. Do this 2-3 times with the candy size getting bigger each time. Silently remind your audience to be quiet with each drop. On the 3-4th drop select the raw egg without them seeing it. When it is dropped each of the subjects should be conditioned to grab it. This will elicit a LOT of excitement in your audience.

EXPLANATION

Tell the students that you want them to think about this lesson and there will be a station for further discussion later in the lab.



STATION INSTRUCTION CARD

HOW TO BREAK A “BAD HABIT” - COVID #2 STATION #3

IDENTIFYING A BAD HABIT

- What did you observe from the object lesson?
- Was the habit of dropping the candy hard to establish?
- Was it hard to resist the habit even when the stimulus or reward wasn't present?

Some habits are formed quickly and are hard to overcome even when it doesn't make sense to continue the behavior. Let's talk about habits and how they are formed.

DISPLAY GRAPHIC

- **SCROLL** through examples of bad habits – smoking, junk food, sedentary behavior, drinking too much, overspending, staying up too late, watching too much TV, overusing smart phone, biting nails, worrying. **ASK** Are any of these habits surprising to you?

TOP 10 BAD HABITS

Americans Want to Kick

- #### 1. Smoking


 - > 15.1% of American adults smoke.
 - > Nearly 70% of smokers want to quit.
 - > More than 40% of smokers have tried to quit within the last year.
- #### 2. Junk Food


 - > 57% of Americans, aged 18 to 29 years old, eat fast food at least weekly.
 - > 70% of adults who eat fast food weekly believe it's not good for them.
- #### 3. Sedentary Behavior


 - > 80% of adults don't get the exercise recommended by the U.S. government (equal to 30 mins of walking 5 d/wk).
 - > 75% of Americans want to get in better shape.
- #### 4. Drinking Too Much


 - > 17% of Americans binge drink more than 4 times a month.
 - > 79,000 deaths each year are attributed to alcohol in the U.S.
 - > 1.3 million Americans enter alcohol treatment each year.
- #### 5. Overspending


 - > 52% of Americans spend more than they earn each month.
 - > 62% of Americans say they want to save money.
- #### 6. Staying Up Late


 - > 33% of Americans don't get enough sleep.
 - > 74% of sleep-deprived people over 30 say sleepiness impacts their work.
 - > 50% of young people drive while drowsy at least once a month.
- #### 7. Watching Too Much TV


 - > Americans watch 5 hours of TV a day on average.
 - > 48% of Americans say they don't have enough time to do what they want to do.
- #### 8. Overusing a Smartphone


 - > 36% of Americans are constantly using or checking a smartphone.
 - > Participants in a study unconsciously checked their smartphones 34 times a day.
- #### 9. Nail Biting


 - > 45% of teenagers chew their nails regularly.
 - > 20% to 30% of the general population chronically chews their nails.
 - > Nail biters may spend \$4,000 more in dental work during their lives.
- #### 10. Worrying


 - > 40% of Americans worry every day.
 - > People who worry a lot are less likely to find a solution to a problem, according to research.

- **SCROLL** through **How are Habits Formed:** Relate back to Candy Drop activity and ASK students identify these things from the egg drop activity.

» **CUE** – staring at the drop zone

» **ROUTINE** – grabbed candy quickly

» **REWARD** – keep candy if you were first, prize gets bigger and better

» **MEMORY**- repetition with candy reward

HOW ARE HABITS FORMED?

Habits help your brain execute routine actions quickly and efficiently while you actively focus on other things.

Cue
A cell phone notification buzzes, triggering you into action.

Routine
You initiate a response using the prefrontal cortex (the thinking part) of your brain and open Facebook.

Memory
If you repeat this loop for an average of 66 days, the brain moves it to the basal ganglia, brain structures responsible for unconscious behaviors.

Reward
You feel connected to your friends and family, and your brain releases dopamine, a chemical that causes pleasant feelings.

Now when you notice the cue, your infralimbic prefrontal cortex prompts the basal ganglia to initiate the habit even after you no longer receive a reward for the routine.



BREAKING A BAD HABIT

The good news is that you do have control over your habits, it's called cognitive control or will power. But often will power alone doesn't break bad habits because it is usually very weak when you are under stress. Going back to our Candy Grab experiment:

What kind of stress were they under?

Do you think they had will power to resist grabbing the egg when the egg dropped?

- **SCROLL** through the 9 steps for kicking your worst habits – and go through each step. Ask questions in red.

9 Steps for
KICKING YOUR WORST HABITS

- 1**

Focus on one habit.

Shifting one unhealthy habit can have a huge impact on your life and help you shift toward other healthy habits.


- 2**

Note reasons to quit.

Whether it's for health, relationships or financial reasons, decide why you want to quit, and write it down.


- 3**

Track your habit.

Pay attention to your habit. Note how often you currently do it.


- 4**

Determine the triggers.

Notice what your triggers are and why they make you want to do the routine.


- 5**

What's the Reward?

Notice what reward you are receiving for your routine such as a connection with family or a distraction from a boring routine.


- 6**

Change your environment.

Get away from cues to give your brain time to switch out of habit mode when you're triggered.


- 7**

Create an alternative.

Replace the old routine with a new healthier routine for the same trigger.


- 8**

Get support.

Many people quit bad habits without social support, but it can help to talk to your doctor or meet with people with the same goals.


- 9**

Forgive yourself for relapses.

It takes a while to change any habit, and the brain circuitry for the habit stays in place. Remember why you're quitting, and recommit.



CAUTION - when selecting a student behavior to break carefully choose one that is not intentionally choose a less controversial. If students fail to identify a bad habit, choose from: (examples: chewing your fingernails, eating too much chocolate, procrastination, swearing, over sleeping, staying up too late, playing video games, too much social media, etc.”)

1. Focus on one habit at a time

Can anyone think of examples of bad habits that you should quit? Pick one

2. Note reasons to quit.

Can anyone think of reasons to quit _____?

3. Track your habit. Pay attention or be mindful

4. Determine the triggers to make you want to do the routine habit.

What would trigger _____?

5. What's the reward for the habit?

What would the reward for _____ be?

6. Change the environment or get away from the cues so that your brain has time to switch out of habit mode when you are triggered.

Can anyone think of ways to change your environment?

7. Create an alternative healthier routine for that same trigger.

What would be a good alternative to _____?

8. Get support. It can really help to meet with people you trust for accountability. Sometimes it is helpful to meet with people who are trying to overcome the same habit.

Can anyone think of examples of this? Who would you turn to for support in breaking a bad habit?

9. Forgive yourself of relapses



PSYCHOLOGIST

A Clinical Psychologist identifies and diagnoses psychological, emotional and behavioral issues in clients, and develops and implements treatment plans. Clinical Psychologists treat clients with more serious issues than counseling psychologists do.

SALARY

\$70 – 140,000 per year

TASKS AND DUTIES

- Diagnoses or evaluates mental and emotional disorders of individuals and administers programs of treatment
- Observes patients in various situations
- administers and interprets psychological tests
- provides consultation to other mental health professionals
- Treats psychological disorders.
- Assesses patient progress and modifies treatment programs accordingly
- communicates with and counsel's family members as appropriate.

SKILLS

- Bachelor's degree with prerequisites in sciences
- Doctoral degree in Clinical Psychology.
- Experienced with specialist psychological assessment and treatment of a wide range of mental health problems of varying severity and complexity.
- Proficient with psychological therapies, risk assessment, training and supervision.
- Proficient with planning and performing psychological interventions.
- Current awareness of developments in relevant fields.
- Knowledge of crisis intervention techniques.
- Ability to observe, assess, and record symptoms, reactions, and progress.
- Ability to effectively communicate including Interviewing and evaluation skills.
- Ability to use independent judgment and to manage and impart confidential information.
- Emotional stability and can cope with human suffering, emergencies, and other stresses.
- Skill in preparing and maintaining patient records
- Documents therapy
- Provides crisis intervention
- Participates in educational programs and workshops to enhance professional development
- May develop and implement clinical research programs.



LICENSED CLINICAL SOCIAL WORKER

Social counselors are social workers who diagnose and treat the mental, behavioral and emotional issues of individuals, couples, families and groups. They may work in institutions, such as health-care facilities, or be in private practice, which requires administrative and record-keeping skills.

SALARY

\$31 – \$81,000 per year

DUTIES AND RESPONSIBILITIES

- Providing mental health counseling to individuals, groups or families—if one is a clinical social worker
- Conducting initial assessments of clients' situation to determine needs and goals
- Researching and advocating for appropriate public assistance resources for clients
- Communicating with clients' care teams
- Providing crisis intervention as needed
- Referring individuals to appropriate treatment centers, as indicated
- Ensuring that all case files, and other records, strictly comply with policies, regulations, and procedures
- Coordinating treatment planning and maintaining ongoing contact with outpatient providers for the continual care of patients
- Actively participating in ongoing training as needed in order to meet all certification standards and credentialing policies

SKILLS AND COMPETENCIES

- For an entry-level job, you will need at least a bachelor's degree in social work (BSW),.
- Some jobs require a Master's Degree in Social Work (MSW).
- All educational programs for becoming a social worker require students to complete supervised fieldwork or an internship.
- All states and the District of Columbia require social workers to be either licensed, certified, or registered.
- Service Orientation: A strong desire to help other people is essential.
- Active listening: You must give clients your full attention whenever meeting with them.
- Verbal communication: Your clients will be depending on you to convey information to them, their families, and other service providers.
- Interpersonal skills: In addition to listening and speaking skills, you also need social skills so you connect with people.
- Time management and organizational skills
- Critical thinking: You must be able to weigh the strengths and weaknesses of alternative solutions when helping your clients solve problems.

[CLICK FOR LICENSED CLINICAL SOCIAL WORKER JOB DESCRIPTION](#)



SCHOOL GUIDANCE COUNSELORS

Guidance Counselors help students develop the academic and social skills needed to succeed, personally and professionally. Counselors in elementary and secondary schools help students overcome obstacles that may inhibit their learning. Students come to school with a wide range of problems and challenges. They may have learning disabilities, come from a low-income family, experience abuse or neglect, or have an addiction. School counselors work in collaboration with parents, teachers, principals, medical professionals, and social workers to identify and address these problems.

SALARY

\$33 – 92,000 per year

DUTIES AND RESPONSIBILITIES

- Evaluating students' abilities and interests through aptitude assessments, interviews, and individual planning
- Identifying issues that affect school performance
- Helping students understand and overcome social or behavioral problems
- Counseling individuals and small groups
- Working with students to develop skills, such as organizational and time management abilities and effective study habits
- Helping students create a plan to achieve academic and career goals
- Collaborating with teachers, administrators, and parents to help students succeed
- Teaching students and school staff about specific topics, such as bullying, drug abuse, and planning for college or careers after graduation
- Maintaining records as required
- Reporting possible cases of neglect or abuse

- referring students and parents to resources outside the school for additional support

SKILLS AND COMPETENCIES

- College degrees master's degree in school counseling or educational psychology, as well as supervised experience with a completed internship.
- Licenses and certifications: state-issued license or certification to practice
- an internship or practicum completed under the supervision of a licensed professional school counselor, and successful completion of an exam.
- Trustworthy: Maintain the confidentiality of students, parents, and teachers
- Perceptive: Understand what's really going on to find a solution.
- Objective: Be nonjudgmental
- Truthful: Be honest with students, teachers, and parents to gain their trust
- A problem-solver: Be able to properly handle difficult situations
- Ethical: Seek the proper intervention. When students discuss crimes, abuse, or neglect, counselors have an obligation to report this information to the appropriate authorities
- desire to help others

[CLICK FOR LICENSED SCHOOL GUIDANCE COUNSELORS JOB DESCRIPTION](#)



CERTIFIED YOGA INSTRUCTOR

A yoga instructor is a certified yoga teacher who conducts classes with groups of people which involves meditation and yoga poses. A yoga instructor guides students to "connect to breath" while conducting a series of physical and mental exercises.

SALARY

\$ 29,000 - 98,000

DUTIES AND RESPONSIBILITIES

- Performing yoga poses in precise alignment, using the correct terminology, and safely guiding students through the flow of the practice
- Be knowledgeable in the implementation of the chakra system and mindful meditation
- Conduct and lead yoga classes.
- Visually assess students to determine their level of practice
- Assist students to achieve precise alignment
- Demonstrate practice and techniques
- Possess the ability to move energy through the body
- Transform energy during the warm-up, build-up and cool-down stages
- Motivate students with words of encouragement
- Connect with students during the yoga classes through fun, intelligent sequencing
- Offer training recommendations to improve the practice of yoga
- Engage in administrative duties

SKILLS AND COMPETENCIES

- Yoga certification with Yoga Alliance.
- Minimum of 200 hours of experience.
- CPR/First Aid certification.
- Education or experience in health and fitness is preferable.
- The art of teaching the Vinyasa Flow.
- Knowledge of the Chakra System, Pranayama, mantra and mindful meditation.
- Business and administration skills.
- Ability to work after-hours, on weekends and public holidays, as needed.
- Possess excellent interpersonal and communication skills in order to build relationships, as well as lead yoga sessions

<https://www.betterteam.com/yoga-instructor-job-description>



MINDFULNESS LIFE COACH

A Mindfulness Life Coach's job is to have one-on-one sessions with clients to help highlight their strengths and identify areas for development. Very similar to counseling, this job will require you to develop an on-going and confidential relationship with each client.

SALARY

\$ 55,000 – 120,000

DUTIES AND RESPONSIBILITIES

- Mindfulness Life Coaching is all about deep emotional healing.
- A professional life coach will use self-help techniques to introduce clients to a path of self-awareness and positive goals, such as increasing productivity and managing stress
- They are expected to catch up and review the progress of each client over several sessions
- Even though mindfulness life coaches often work with clients individually, they may also hold development workshops for groups of varying sizes

SKILLS AND COMPETENCIES

- Many reputed companies expect candidates to have training from accredited institutions in addition to a bachelor's degree in Psychology or a related subject
- Excellent observational, listening, and communication skills
- An ability to demonstrate empathy towards others is the most important factor

<https://careerspages.com/mindfulness-life-coach-job-description/>



REFERENCES

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3. [Deep Breathing exercises for kids](#)
4. Video – [Mindfulness](#)
5. Video – [Chair Yoga](#)
6. Video – [Meditation](#)
7. [How to Quit a Bad Habit](#)
8. Job Description – [Psychologist](#)
9. Job Description – [Licensed Clinical Social Worker](#)
10. Job Description – [Licensed School Guidance Counselors](#)
11. Job Description - Certified [Yoga Instructor](#)
12. Job Description - Mindfulness [Life Coach](#)