EMOTIONAL FREEDOM TECHNIQUES (EFT)/TAPPING FOR ANXIETY MANAGEMENT

NORTHEASTERN UNIVERSITY SCHOOL OF NURSING

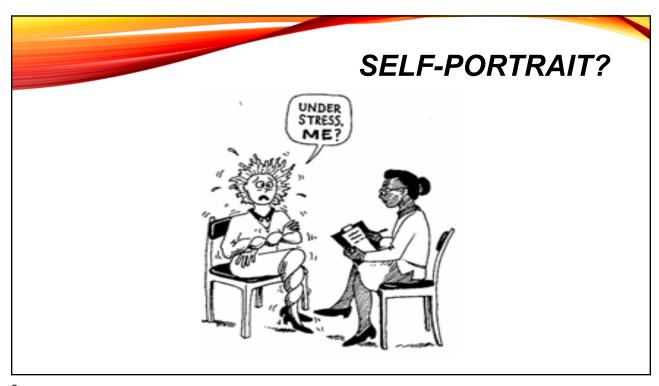
Amy H. Gaesser, PhD, NCC, NYSCC Counselor Education Department The College at Brockport, State University of New York agaesser@brockport.edu June 17, 2020

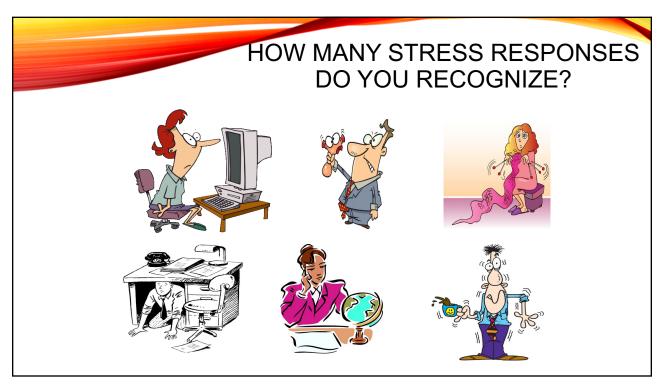


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OBJECTIVES:

- 1. Identify what is known about the prevalence of anxiety in school-aged youth in the U.S./worldwide.
- 2. Identify the underlying neurobiological pathways for anxiety.
- 3. Define tapping/EFT.
- 4. Describe how tapping/EFT works to reduce anxiety for adults and students.
- 5. Identify resources & studies that support use of tapping/EFT in school-age youth.
- 6. Learn steps for using EFT.





Anxiety is a natural and important emotion

- Signals us to be alter to change or potential dangers
- Self-preservation and survival
- With right supports, can be a source of motivation or a catalyst for restructuring/balance

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Without buffers to mitigate the stress response, individuals can develop increased anxiety, mood swings, and bursts of hyper-vigilance, which can negatively impact concentration and creative production

(Sapolsky, 2003)

STRESS AND YOUTH

- Anxiety is the fast-growing mental health concern among schoolaged youth
- One in eight or approximately 9.3 million young people are affected (ADAA, 2016)
- Two and a half million K 12th grade youth refuse to go to school and/or participate in parts of their school day due to anxiety (ADAA, 2013)
- One in four 13-18 year-olds will experience a lifetime prevalence of anxiety (NIMH, 2016)

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STRESS AND SCHOOL PERSONNEL

- Job-related stress is a significant concern for school counselors (Rayle, 2006)
- Levels of stress have been negatively correlated with career satisfaction and commitment (Baggerly & Osborn, 2006)
- Augmented stress related to work demands increased the likelihood of leaving the profession (McCarthy, Kerne, Calfa, Lambert, & Guzmán, 2010)
- Effective management strategies can decrease chronic stress and burnout (Shin, Park, Ying, Kim, Noh, & Lee, 2014; Wilkerson, 2009)

Anxiety significantly restricts critical functions for school success by:

- Inhibiting the clear processing of information (Eysenck & Derakshan, 2011),
- Interfering with the accurate perception of one's environment (Derakshan & Eysenck, 2009),

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- Impeding concentration, judgement, and reasoning (Blanchette & Richards, 2010; Hopko, Crittendon, Grant, & Wilson, 2005),
- Unsettling behavior (Beilock & Gray, 2007; Nieuwenhuys & Oudejans, 2011),
- Diverting cognitive resources usually involved with creativity toward continual threat assessment instead (Eysenck, Derakshan, Santos, & Calvo, 2007).



Examples from the Field

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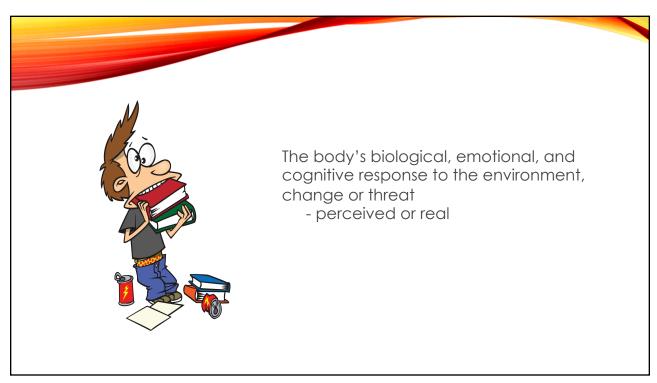


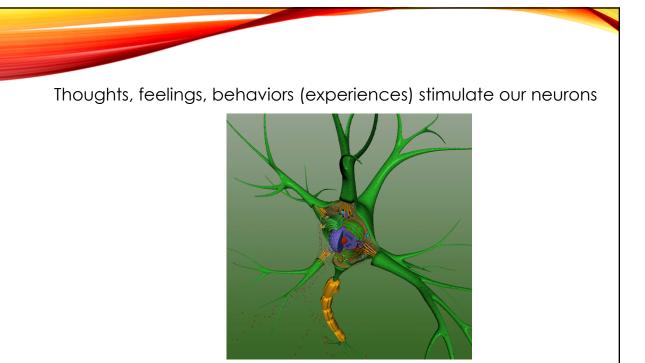
The Neurological and Physiological Impacts of Anxiety

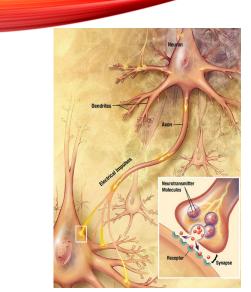


Thoughts, Feelings & Actions

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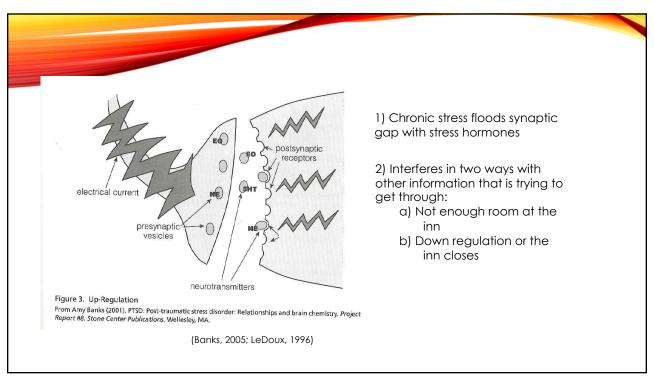


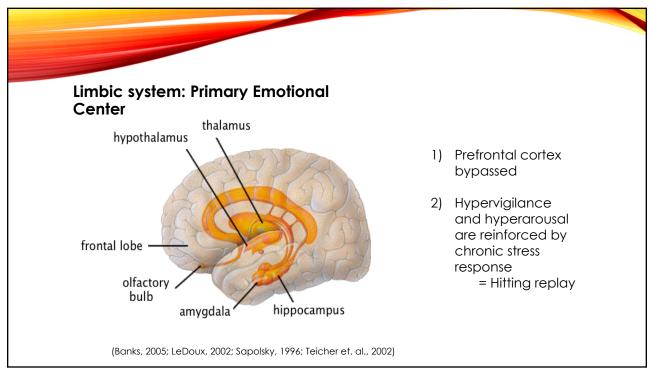


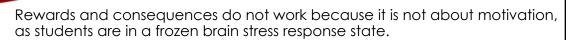


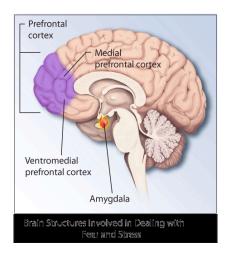
- 1) Information carried from neuron to neuron by a biochemical process across the NEUROSYNAPTIC GAP
- 2) Chemical reactions create electrical impulses or energy pathways via which information travels
- 3) The speed at which information travels, in part, depends on the smoothness and openness of the pathway
- 4) Myelination:
 - a) Process of building neural pathways
 - b) Reinforced as message is repeated
 - Think of it as the highway being paved

(Banks, 2005; Dispenza, 2007; Pert, 1997 & 2000; Teicher et.al., 2002)







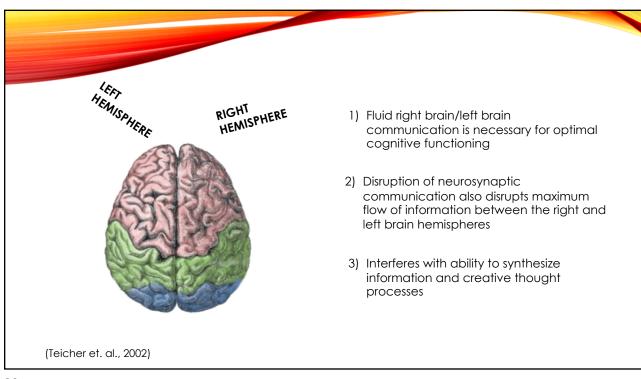


Executive functions go offline:

- Lose emotional regulation
- Inappropriate social and emotional behaviors no longer inhibited
- · Planning and event sequencing difficult
- · Issues with long term memory storage

(DeSautels, 2016)

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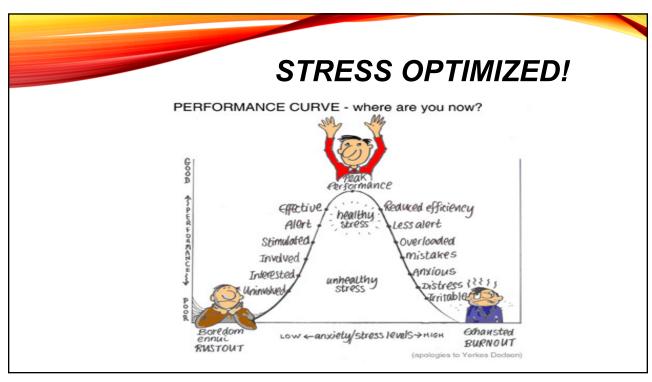
DISCUSSION:

How might the neurological and physiological responses inform your work with students?

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NEUROPLASTICITY

- Brain and nervous system are widely represented throughout the body with mutual receptors
- Neurons can take on new functions
- Capacity of the brain to restructure itself
- Capacity of individuals to change their behaviors



Emotional Freedom Techniques (EFT): An Energy Psychology Intervention

ENERGY PSYCHOLOGY

Meridian-based treatment approach that balances, restores, and improves human functioning by stimulating acupuncture points in combination with traditional cognitive interventions (such as systematic desensitization and imagery-based therapies)

(Feinstein, 2004, 2005)

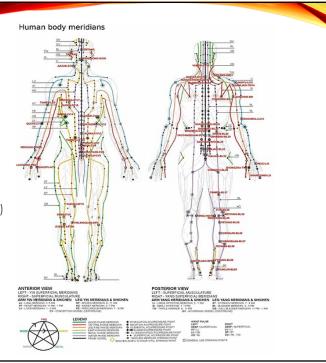
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Meridian System:

- Utilized in Chinese medicine and acupuncture to restore and/or maintain health
- A system of pathways through which qi/life force energy flows

(Darras, de Vernejoul, & Albaréde, 1992)

- Physical evidence
 - Primovascular System (Stefanova, 2013)
 - Bonghan Duct System (Soh, 2009)



EMOTIONAL FREEDOM TECHNIQUES (EFT)

Combines acupoint self-stimulation with traditional counseling methods such as self-awareness building, desensitization, and strength-based cognitive reframing

(Craig, 2011)

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EMOTIONAL FREEDOM TECHNIQUES (EFT) Tapping Points Diagram Image used with permission of Dawson Church, PhD. Soul Medicine Institute

EFT IN SCHOOLS

High School: https://www.youtube.com/watch?v=RorLCW0gxqq

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KEY EFT STUDIES

- Stimulation of acupuncture points **regulates activity in the limbic system** (Hui, et al., 2000)
- Utilization of EFT techniques correlated to significant decrease in measures of psychological distress (Rowe, 2005)
- More rapid elimination of fear memory pathways (Harper, 2012)

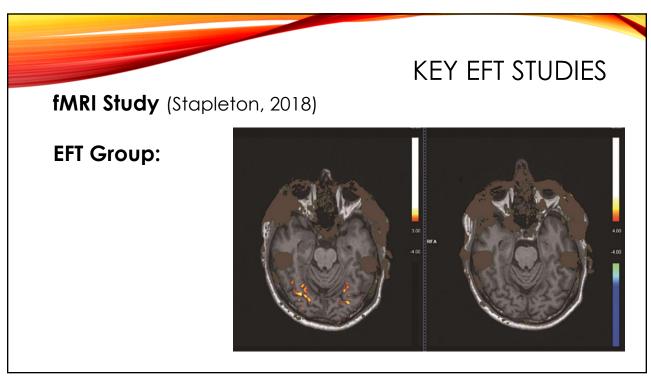
KEY EFT STUDIES

- Use of EFT correlated to a reduction in cortisol levels (Church, Yount & Brooks, 2011)
 - Cortisol is a physiological marker for stress
- Randomized controlled study comparing CBT and EFT interventions for adolescent anxiety, grades 6 -12 (Gaesser & Karan, 2016)
 - EFT participants showed significant reduction of anxiety within 3 sessions

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KEY EFT STUDIES

- Assisted with test anxiety (Sezgin & Özcan, 2009)
- Reduction of anxiety; Less stressed in school-related activities (Stapleton et al., 2016)
- Improvement in remedial reading scores (Hammond & Boltman, 2009)



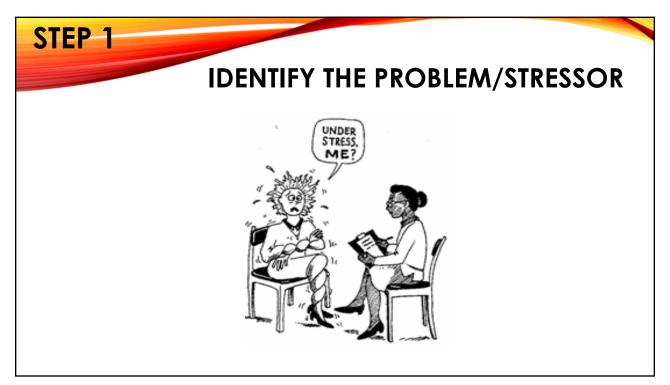
EFT IN SCHOOLS

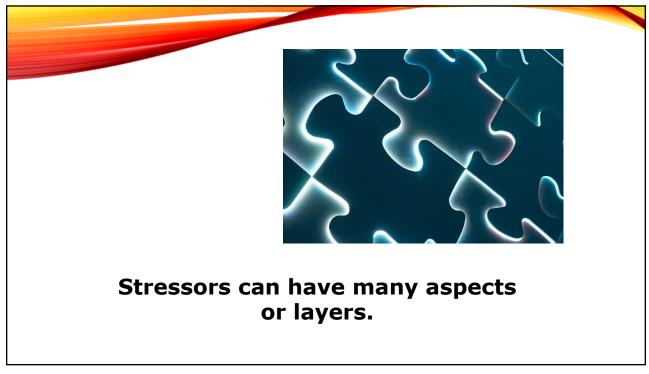
Middle School: https://www.youtube.com/watch?v=dPqQGsYFsX4

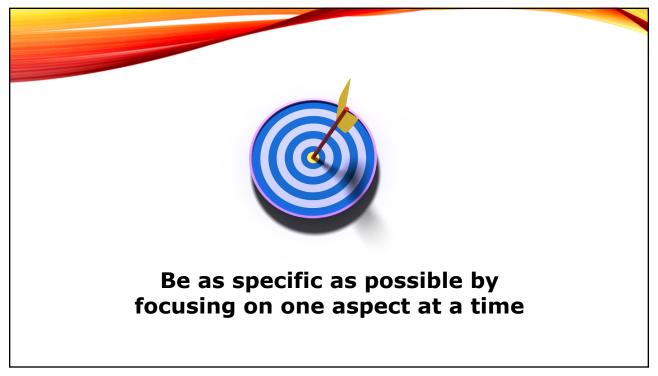
EMOTIONAL FREEDOM TECHNIQUES (EFT)

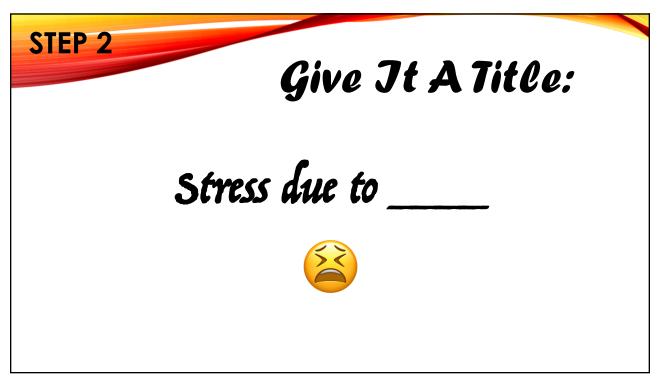
The Basics

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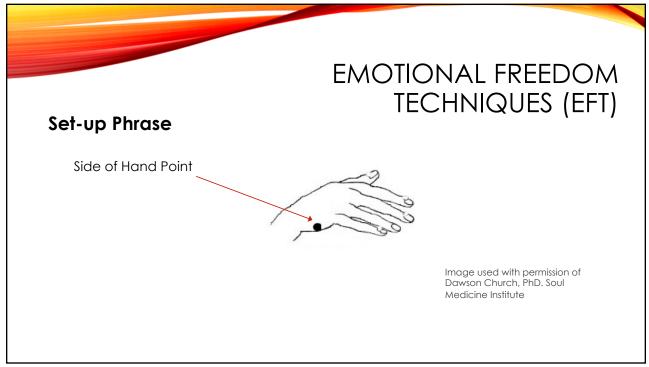












STEP 5

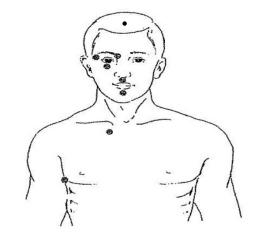


The Reminder Phrase

· a way to focus while tapping on the points

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The Tapping Sequence (used with the Reminder Phrase)



- Eyebrow
- Side of the eye
- Under the eye
- Under the nose
 - Chin
 - Collarbone
- Under the arm
- •Top of the head

Image used with permission of Dawson Church, PhD. Soul Medicine Institute

Location of Tapping Points: Let's Find Them!

Eyebrow – at the inner edge of either eyebrow

Side of eye – on the bony area beside either eye

Under eye - on the orbital bone under either eye

Under nose - In the indent under nose

Chin – halfway between lower lip and point of chin

Collarbone – immediately below the collarbone (To find, from the U-shaped notch about where a man ties his tie, move right or left about 2" to a small depression immediately below the collarbone.)

Under arm – 4" below either armpit (usually on the side seam of one's shirt)

Top of the head - crown of the head

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STEP 6 Blind rage 10 Boiling over 9 RATE YOUR STRESS LEVEL 8 Danger ahead Feeling angry **AGAIN** 6 Resentful 5 Tense stress 4 Okay Stress 3 Liking it 2 Feeling good Sea shore calm

If stressor is not at 0, change the words on subsequent rounds: SET UP PHRASE:

""Even though I <u>still</u> have <u>some remaining</u> overwhelm with paperwork, I am a great counselor!"

REMINDER PHRASE:

"<u>Remaining</u> feeling overwhelmed with paperwork."

REPEAT STEPS 4 – 6 using above phrasing

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Follow the daisy chain.



FINDING THE WORDS

- •The words we use come from the person being helped.
- •If that is you, they are your own words.
- •If it is another person, use his/her exact words.
 - •Take one aspect at a time.

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TIPS & REMINDERS

SOME POSSIBLE "SIDE EFFECTS" OF EFT

Physical effects

- *Yawning

- *Sighing *Tearing *Laughing *Feeling sleepy
- *Energy rushes
 *Tingling
 *Relaxation

- *Muscle twitch



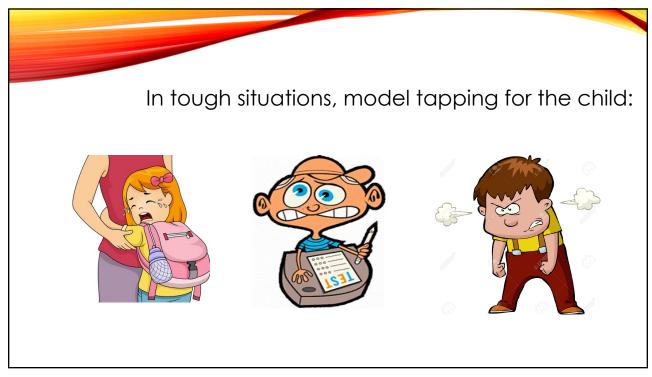
Increased emotions *Tearing up

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When EFT doesn't seem to work



- •Issue is too general
- New aspect arises
- Dehydration
- •Core issue not discovered



EFT IN SCHOOLS

Elementary: https://www.youtube.com/watch?v=WHnhOEEa2BQ





DISCUSSION:

- 1) In what ways might you integrate EFT:
 - a) for yourself
 - b) at your school in your work with students
 - c) at your school to support your colleagues
- 2) What supports and/or resources would you need to do this?

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Keeping it in the wheel house: Maintaining scope of practice

- Stress/anxiety management tool
- Focus on the positives Build strengths/self-confidence

EFT TRAINING & CERTIFICATION

EFT International https://eftinternational.org

(Note: formerly The Association for the Advancement of Meridian Energy Techniques; AAMET)

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EFT TRAINING & CERTIFICATION

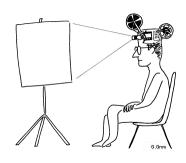
EFT Level 1 & 2 Training Online for Health Professionals

September 25 – 27, 2020

https://www.efttappingtraining.com/eft-level-1-2-health-professionals-training-september-25-27-2020/



The Movie Technique



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EFT FOR VETS WITH PTSD

https://practitioners.eftuniverse.com/1284-trauma-videos/173-tapping-forptsd-vignettes-of-veterans

ENERGY PSYCHOLOGY FOR TRAUMA: PROJECT LIGHT

https://www.youtube.com/watch?v=rY09U270o0U

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CONTACT INFORMATION

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