

Unbreakable Student Nic Hooper

Nic Hooper: [00:00:00]

You're a human being and you're not perfect, and you're going to get things wrong at times, and you're not always going to get the best marks and, you know, even worse than that, sometimes you might not always treat people in a way that you're proud of, and you're a human being and you know, you're going to make mistakes.

And so that's that's okay. And so I think I think that the thing about self critical thoughts is being able to bounce back from them quickly in terms of your behavior, because often self critical thoughts come along and then you have wasted a week before you bounce back from it and start doing the work that you needed to be doing, because you've been in this pit of self criticism.

Debbie Sorensen: You are listening to Dr. Nic Hooper on psychologists off the clock.

Diana Hill: We are four clinical psychologists here to bring you cutting edge and science-based ideas from psychology to help you flourish in your relationships, [00:01:00] work and health.

Debbie Sorensen: I'm Dr. Debbie Sorensen, practicing in mile high Denver, Colorado, and coauthor of ACT Daily Journal

Diana Hill: I'm Dr. Diana Hill coauthor with Debbie on ACT Daily Journal, and practicing in seaside Santa Barbara, California.

Yael Schonbrun: From coast to coast, I'm Dr. Yael Schonbrun, a Boston- based clinical psychologist and assistant professor at Brown University.

Jill Stoddard: And from sunny San Diego, I'm Dr. Jill Stoddard author of Be Mighty and The Big Book of ACT Metaphors.

Debbie Sorensen: We hope you take what you learn here to build a rich and meaningful life.

Diana Hill: Thank you for listening to Psychologists Off the Clock!

If you listen to this podcast, you probably know by now that we are partnered with Praxis continuing education, and there's a reason why it's because Praxis really can help you transform your client's lives by learning how to effectively promote lasting change with evidence-based approaches act, DBT, compassion, focused therapy.

And we love Praxis so much, especially because. Our very own Debbie Sorensen is going to be doing a workshop through Praxis. Tell us about it, Debbie. [00:02:00]

Debbie Sorensen: Yes. I'm doing a webinar on acceptance commitment therapy for burnout. This is for therapists who are working with clients who are burnt out. And of course, as therapists, we are also occasionally may experience our own burnout. So hopefully it will be helpful for that too.

It starts August 25th and it's on Wednesday afternoons just for a few Wednesdays in a row. So you can check it out on the Praxis website and learn more. I hope you can join me if you're a therapist, be great to have you there. And for all of the live online courses that Praxis offers, you can go to our website OFFTHECLOCKPSYCH.COM and get a discount code. Hello friends. We are here today with Dr. Nic Hooper, who is talking to us about his book, the unbreakable student, which is about that very special time of life, which is, you know, college years, as we say, in the U S or he's British, he calls them, He, he talks about being [00:03:00] at university and to me, he, he brings acceptance and commitment therapy skills into that specific time of life.

And man, I wish I would have known about this and had these, these ideas and skills in my life when I was navigating that, that time of life. And I'm here with Diana today to introduce the episode and Diana I know you you've done some work in this area and you had quite a few thoughts to share. What did you think about the episode?

Diana Hill: Well, I really found that. What I really appreciate did about Nic's approach was just sort of him, him starting by talking about his personal experience. And I think that I love that about act therapists when they're able to describe the reason why they are pursuing the work that they do. And then it's often very values oriented for him as a, as a parent And for me, I've been working with college students. I feel like since I left college and. Part of the reason why was my own struggles in college that led me to pursue psychology? Um, I did [00:04:00] really well academically, but not so much psycho-socially during college. Yeah. And I remember even a moment when I, um, I was, I was pre-med and I remember standing up and receiving this award for being the, I was the top student in organic chemistry and holding that award and it felt like it just.

Fell through my hands, because if people only knew why I had gone through mental health wise to get to that place, right. That. That's where I feel like act in psychological flexibility. Our college students need the help with, because the expectations that they come into college with, whether it's they need to Excel academically, or they need to Excel socially, or they need to be super independent, often sets them up for not having clarity around things like what to do with perfectionistic.

Tendencies or what to do with navigating, um, the real challenges of facing [00:05:00] substance use. And, uh, this is a time where there's a lot of sexual experimentation that caught, that comes up, or this is a time when you're leaving your family and maybe you don't have all of the skills in place of how to build sort of life skills of how to live independently.

And all of that is happening during the college years where I think act is so powerful as sort of a guiding principle. To help these folks

Debbie Sorensen: Yeah, I, I, when I used to teach adolescent development, we talked about this period, which is post adolescence, really, but it's. I call it emerging adulthood. There's this whole literature on emerging adulthood. And just thinking about so much growth happens just emotionally or figuring things out and sort of really a huge transition to striking out on your own.

So, absolutely there's a lot going on.

Diana Hill: you know, it's interesting cause Dan Siegel talks about it still as being adolescents all the way up to age 24, which, you know, I think it kind of makes sense in terms of the development of the, you [00:06:00] know, the frontal lobe and all of that. But, but what happens, I think during the college years, and I worked at a university counseling center for my, uh, Uh, pre-doctoral internship.

And what I found was it's like, it's this interesting time where one, you're trying to be on your own, away from your parents. And then at the same time, you still need some support. I remember having, uh, clients who. I would, I would meet with them in session and I would be like, oh my gosh, do your parents know about this?

And they would say no everything from like, I remember working with a client who hadn't been to class for like four weeks. They just dropped out. And no one's telling their parents that this is happening, but they're holed up in their room and no one really knows. Right? So this super increased risk for mental health problems, things like suicidality and it takes

Debbie Sorensen: As a parent, this, this has given me a lot of fear.

Diana Hill: Yeah. Actually, what I [00:07:00] often talk to my partner about is how working with college aged students helps me so much with my parenting now, because I feel like there's some, some real skills that I want my kids to have in place and going to college, like how do you have difficult conversations with people about.

Even just talking with my kids about sex. Like how do you have conversations about sex? How do you have conversations about racism? How do you, um, disagree with a friend and do something different than what your friend is doing? Because those are all the skill sets that you need to navigate really adulthood and end adulting.

and then I also think there's some real rich opportunities that are so unique to the college experience. I mean, if you think back to college, some of the risks that you take and some of the places that you explore that you wouldn't do as an adult that are just so wonderful.

And, uh, one of the, one of the most enriching things that. I have, I've gone through as a therapist with college students, and this I've done this a couple of times is, um, having clients that are either [00:08:00] gender fluid or transgender. And that college was a real opportunity for them to be able to come out and, um, everything from be called the name that they want to be called to actually maybe going through some of the change process.

And at the same time, how hard it is to do that. While also, still being in the context of your home. So you're going back home and not a whole lot is changing at home while you are changing during like, during this, this college time of really identifying who you are, what you care about, how you want to be in the world, taking risks, putting yourself out there.

And if there's anything that I think, um, is beneficial for college students is not only their psychological flexibility, but it's the psychological flexibility of the people that support and

love them. Whether you're a therapist or a parent too, to be flexible and open, to change and open to the positive growth that can happen during these years.

Debbie Sorensen: yeah. That's beautiful to support them and be there for them as [00:09:00] they go through this period. Yeah. Well, we hope you enjoy this episode, Dr. Nic Hooper. He's a lovely person and I think he, he has a lot to offer.

I'm happy to welcome Dr. Nic Hooper to the podcast. Nic, thank you for being here.

Nic Hooper: no, thank you so much for having me. I really appreciate it. And I've known of, uh, psychologists off the clock for quite some time. And some of my heroes have been interviewed by yourself and your colleagues. And so it's to be one of the people being interviewed is a, is a real honor for me.

Debbie Sorensen: oh, well thank you, Nic. Let me introduce you to our listeners. Dr. Nic Hooper is an expert in clinical psychology and a senior lecturer at the university of the west of England in Bristol, Nic is also a co-director of connect, which is an organization that offers a psychological wellbeing curriculum for primary school children.

He's authored many scientific articles, book, chapters and books, including the acceptance and commitment therapy diary, [00:10:00] which is published annually, the research journey of acceptance and commitment therapy and the acceptance and commitment therapy journal. Nick, we have to talk about this.

We published both two acceptance and commitment therapy journals on different continents with different publishers to come out at the same time and only just realized this a few months ago.

Nic Hooper: I know it's incredible time in early because you know, how much planning and preparation and how much variability there is in timelines with regards to books. And so like our journal journey here in the UK probably started two and a half years ago. And I assume that you'll start is around that time.

And for them to both come out exactly the same time, it was incredible. I remember sending an email to my publisher saying you're never going to guess what another act journalists coming out within a month of our act journal. And of course, uh, W w we're in the game of selling of selling books. And so the publisher was probably thinking, oh [00:11:00] no, a competitor, you know, these, these, this act journal coming out with a really, with new harbinger, a really big publisher might impact the sales of our own of our own journal.

And so it, it felt sort of important to me to reach out to you and just say, let's be friends. You know, I don't view us as being in competition together. I'm really happy. You've got your journal. I'm really happy. We've got audio. And I'm sure that they do slightly, slightly different things. And so no, it's been lovely to see, to see the progress and the, uh, on your act journal, uh, doing so well.

And I'm sure that us Oz is doing fine as well. And so, yeah, I know to come out exactly the same time. It's remarkable. Really?

Debbie Sorensen: it is because, yeah, we both started so long ago and they came out within, I think, about a month or so of each other. And I just so appreciated you reaching out to me that you discovered this first. Um, and it meant a lot to me because I think we didn't have to turn it into a, a competition or a problem.

There's world room in the world for two act journals

Nic Hooper: Yeah. Um,

You know, I wanted [00:12:00] you to feel like I supported you in the same way that you immediately supported me and our project here in the UK.

And so I'm much, I, it felt important to reach out and just say from the outset we offer him, we are going to be friends going forwards and that's, and that's that irrespective of the fact that we're selling a book that is very similar to a market of people though, that might choose one over the other.

So now I was really happy to reach out. I'm really happy that you got back to me so quickly with such support and love as well.

Debbie Sorensen: well, thank you. And what I discovered through our interaction is that you have another new book. You are quite productive when it comes to writing Nic, and your other book that is just coming out in July, 2021 is called the unbreakable student six rules to staying sane at university. And that's, I think what we're going to orient the conversation around today.

It's really a book that uses acceptance and commitment therapy. [00:13:00] Geared toward. Undergraduate students. And there was such a sweet story behind how you got started writing this one. Can you tell that story, Nic? Because they're just, just the sweetest thing.

Nic Hooper: Yeah, I definitely can. Um, and so, yeah, I've written this, this book and it's, um, it feels like the book that I was born to write, you know, they say how everyone has got that one book in them. And I think this was, this was my book, but when I originally started writing the book, it wasn't directed towards students.

Uh, my son was two years old, it was his birthday. And, um, and we were watching the film, the lion king. And in that film, there's a scene in that film. I'm going to ruin it for anybody that has a more, the lion king. If you haven't watched the lion king. Yeah. You haven't been alive. I.

love you.

Debbie Sorensen: Yeah. If you haven't seen the lion king fast-forward for about 30 seconds, right?

Nic Hooper: Yeah,

yeah. And maybe even [00:14:00] just fast-forward that scene as well, because it's much easier emotionally to do that. Um, because in that scene, the, uh, the daddy lion dies. And my, uh, my son at the time sort of looked up at me and I was, I was crying at the time because I, there was this moment where I just thought, oh, my words, I could not be here.

Something tragic could happen to me. And if that happens, then. Um, I wouldn't be here to tell you stuff about life and how tricky it can be and what to do about that. And so I actually, nobody, I haven't said this before in any of the podcasts or anything, but I actually wrote a blog to my son the next day it was called Dear Max, I think.

And I think it has sort of 2000 hits and about two days or something like that, it seemed to really resonate with people where I was trying to sort of tell him about the dance that happens between, between love and pain. And anyhow, as a result of, of writing that blog, I, um, [00:15:00] started to write a book to him.

And the idea was that this book would be given to him when he was 18 years old. If I happen to not be around at the time. So I said to my wife, I'm writing Max a book, it's a book of life advice. I want you to give it to him when he, when he's 18 years old, if I'm, if I'm not around at that time. So my wife still has access to that file on my computer.

It knows where it is, you know, in case, unfortunately that should, that should happen to me. And so I started writing this book to Max and it probably took me a year. To write this book. And at the end of it, I realized that I had essentially put my own philosophy for living for life into word format. And that's what I mean when I say, I feel like I was born to write this book.

I was the only person that could write this book because this is a combination of all of my experiences in life. And a big part of that combination is act is, um, being able to manage my unwanted thoughts and feelings in a more functional way while being able to move towards [00:16:00] my values. And so a lot of what has been funneled into this book to my son is a rap based principles, which shows like in some ways, how much I really believe and act as a treatment approach.

And then the book was written. And I had the thought, well, I wonder if this might be useful to more people than, than just my son. And so I ended up sending it to a few people and they sent, I ended up getting sent to a publishing house and the publishing house said, um, this is I'm ready. And its current format. You need a literary agent. Now you can imagine I've written this book to my son.

I'm thinking a literary agent. I'm not sure I want to be a writer writer, but you know, I was, I was committed at that point. And so I thought, well, I'll see how this goes. And I got put in contact with a literary agent who I ended up signing a contract with. So it's really bizarre to say I've got an agent, but I do have an agent.

So we were really hard and we ended up getting a contract with a big trade publisher here in the UK called little brown and little brown said that they would take it on as long as it was written to [00:17:00] students.

Now, the thing that happened for me at that point was it was really interesting because I wrote the book to be given to my son as an 18 year olds. I, I wrote it in a tone that I use with my students because I'm a, I'm a university lecturer. I spent the last 15 years as in universities, teaching students and, and trying to help them navigate their way around the unwanted thoughts and feelings that can happen when you're at university using ACT based principles.

And so to make a jump from a book that was written to my son's an 18 year old to students, generally, it really wasn't a big jump. It didn't take a whole load of effort to be able to change the, the gist of the book to go from my son to students, because it turned out that that book was written just as much to my students as it was to my son.

Debbie Sorensen: yeah. I mean, I think that it is you. I feel like I know you better from reading the book, so it w [00:18:00] it really, your heart and soul is in there. And in the book you write about that love and pain connection. And I think you can see that. You know, it just in the heart with what you wrote this starting with that letter to max.

I mean, it's so beautiful.

Nic Hooper: I appreciate that.

Debbie Sorensen: So the book again, it's a guide for students looking after their wellbeing at university.

It's funny and fun to read, and it has practical advice. It's really grounded in acceptance and commitment therapy, but also psychological science, just in terms of helpful tips, practical wisdom, and you have some great stories and examples. Because, you know, this age, university, age student population, so, well, it's this really interesting time of life.

I think sort of the transition from adolescence to adulthood, there's so much happening. And to me, that point in life is really unique. It's really exciting. There's a lot of vitality. It can also be, I think for many a challenge, hence the need for [00:19:00] some, some well-being tips. What are your thoughts about some of the most unique challenges that arise during that particular time of life?

Nic Hooper: I think that university students in terms of challenges have to face new social situations. I remember being a student. It's hard to walk into a room of people where you don't know anybody and strike up conversations. It's hard to be five minutes late for a lecture, and to walk into a lecture theater with 200 people, it's hard to go into, uh, a, um, we have halls of residence here where you're in a, basically a flat with, or apartment with six or seven people.

It's hard to go into that and not know anybody and have to manage your way through that. Social situation is hard to turn up to, um, clubs, sports clubs, or hobbies, or not know anybody and be able to strike up a conversation. And I think that the way that I. [00:20:00] Um, or some of the conversations that I've had with the students, a lot of the challenges are social around being able to navigate their way through those introductions and also being able to manage relationships on an, on an ongoing basis.

And so I think that's the biggest thing they've got to do that of course, away from their support system, away from the people that they usually seek advice from and away from, um, people that they know they're safe around and they have their, they have their backs. And so I think that that would be the major, the major challenge.

I think that university students have, and that's of course, without you've got to manage their own finances for the first time, or they have to cook for themselves for the first time or they're fully responsible for their own study and behavior. If they don't do anything. If they don't do any work at university, the lecturers aren't gonna be chasing them.

Cause that's not the lecturer's job at university level it's self-directed study. And if you don't do anything, you'll waste a year of your life?

Not really achieving a whole lot. And so managing the pressures of course, with [00:21:00] deadlines and reading the module handbooks and turn it up to exams on time and knowing, and having revised for those exams.

I think that that is a lot of pressure. And the, you know, the strange thing is, is that of course, university is painted as, colleges would be the word that you say over in the U S right? But at the universities here in the UK, they're painted as this time of fun and games. And they are for a lot of people.

I wouldn't want people to think that this book is painting university in a, in a negative or cynical way, because lots of people have wonderful experiences at university and they do come with challenges. And if you look at the statistics for mental health, with university students, and if you look at the rise of number of people that are seeking treatment counseling services at university students, you'll see that actually a lot more people than you might think are suffering at university and need help in being able to being able to deal with that.

And so it is, um, I think there are lots of, [00:22:00] lots of challenges for university students, and which is one of the reasons why this book is so, uh, it is written for this population. And of course this. Aligns with my own experience of students, because I, for example, in any given week, we'll teach eight seminar classes and each seminar class will have 25 students in it.

and out of that 25 students. There are always a number of them that maybe are not comfortable in their own skin that are maybe struggling in certain ways. And that's showing itself in lots of different behaviors, but out of those, out of those 200 kids, I call them kids because that's what they are in my,

Debbie Sorensen: compare compared to,

Nic Hooper: yeah, Yeah.

exactly. And they are adults of course, but you know, maybe that's a Freudian slip in some ways me saying kids because I can't get away from putting my own son's face on my students. [00:23:00] And so my son is my kids is my child. And so I don't know whether I call

them kids because I think in my eyes, and maybe this sounds grandiose, but I'm going to say anyway, I'm playing some role in replacing a parent.

I'm in a caring and pastoral role. I have to care for the welfare of my students. And maybe that's the reason why I call them kids. But plenty of those kids in those seminars, they are struggling in certain ways. And so the, the stats, they align with my own personal experience of being in a university and, and seeing students.

And so the book is aimed at those students, mostly aimed at students that are struggling a little bit and need to know how to manage the thoughts and feelings, and still keep that feet moving towards the things that are important. That I'm, if anyone out there knows act, that's essentially the, the act sentence.

Um, but I also think it's, it's not, it's written for students that are absolutely fine. And I say that because. Uh, a sh a young person out there might have an experience [00:24:00] that lead them to a point where they're absolutely fine, but psychological trouble is they're always just around the corner. And so when they come, then all of sudden, you've got this protective strategy for how to deal with it.

And you can also talk to your friends about it as well. And you can also use the rules within the book. So it's a flourish to start doing to not just not have symptoms of psychological ill health, but also to flourish and to have positive energy within, within your life. And so I really think that anybody could read any student, could read the book and get something from it and take something from it in terms of, uh, doing things differently in their lives.

Debbie Sorensen: I mean, to be honest, I think we all could, cause there were some nuggets in there that I could use myself and I'm well past university age, I w as you're talking, I'm just thinking that one, if you think about, uh, if you think about a growth mindset approach to life and. I think those years you're learning so many things about yourself, about the world academically, [00:25:00] but also the lived experience.

And I think one of the things that people are often learning is how to handle their emotions, how to live effectively, how to handle, you know, self doubt and, and different types of thoughts that arise. And so that's why I think your book is really an important one because that's part of the growth and learning process.

I think of that particular time in life for, for pretty much everyone, whether you're struggling or like you said, whether you're, you're not, I mean, we all have our, our challenges.

Nic Hooper: Yeah, I, I, it's funny, you said you mentioned growth mindset because in an early version of the book, I had a paragraph on growth mindset and especially in the context of self stories and how, um, your own view of yourself can sometimes be a little bit of a, of a prison. And of course, that. Um, links with a fixed mindset.

You know, this idea that things are a certain way and can never change. And what does that mean for one's life? If you think that, for example, you're not a good public speaker and you've got a fixed mindset then that can never change. Right. And so [00:26:00] what does

that mean for you? Does that mean that you don't go for interviews doesn't mean that you don't turn up for presentations at university, whereas holding self stories lightly.

Seeing them as these things that we build in order to navigate our way through the world more efficiently, but maybe not in a, not in an ontological way. But what I mean by that is like, not as if they're really hard bits of truth that we need to hold on to, like, if we hold those things more lightly or if we have a growth mindset, like public speaking ability is something that can change is something that we can work on.

And the more that we work at, the better we'll get at it, if we've got that sort of attitude towards self stories or, or any self story then it's, who's going to help you to, to be in the world a little bit better.

Debbie Sorensen: that's right. That's right. It gives you more freedom. Yeah. So you offer six main areas of wellbeing, and these are really big ones with robust support for wellbeing for everyone. It's, they're very, you know, you can't really dispute that these are good things for [00:27:00] people, and we're going to walk through, if you got a couple of those today, what I thought would be fun, Nick is to highlight a few of my favorite ideas from your book grappling, with examples that they write about, and also that people will relate to university students, but also the rest of us.

And I want to start here. Okay. So in your book, you write about avoidance, right? The cycle of avoidance, the unhelpful things people sometimes do when they're struggling, that, you know, usually ultimately make things worse and a great example of this. That many people have at university is procrastination, right?

So you have a big exam or you need to stay on top of your reading. And instead you're watching TV scrolling around, you know, social media scrolling around. Um, could you talk about avoidance using that as an example?

Nic Hooper: Yeah, sure. I can. um, so procrastination and avoidance, I think that when you take [00:28:00] on or when you have a piece of work to do at university. It's not a particularly pleasant experience.

Like people don't like writing essays students. I just don't like writing essays. They don't like research and essays and more, probably more importantly, they don't like the feelings of self doubt that can come when you're writing a messy, the feelings of I'm not good enough. And so of course, the easy way to avoid those feelings of self-doubt.

So to avoid the feelings of, I just can't be bothered to do this right now. Uh, the easy way to avoid that is just to not do it. It's just to not make a, make a start on that, on that essay. And so what you do instead is you go and watch Netflix with your friends, or you play on computer games or these days, I mean, students are really good these days.

Maybe they go for a run or something or do something that's actually pretty helpful. It's still avoidance, but it's just like more functional avoidance. And then of course they get to the day before the, um, The [00:29:00] submission for the assignment and they haven't started it. And now they, they basically are forced into starting it.

And so they started at eight or nine o'clock in the night and they finish at four o'clock in the morning and they hand it in a nine in the morning without even having proof read it, which of course is going to affect their mark. And so here you can see sort of how avoidance plays out. Like we get certain thoughts and feelings and we don't like them.

And so we tried to get rid of them. And some of the things that we do to try and get rid of unwanted thoughts and feelings are not particularly helpful to our long-term future. And in this case our education is important and so hands and in assignments of good quality is important to a long-term goal of doing well in education, having careers and stuff.

But the, uh, in the short term, the avoidance can sometimes cause us to not do those things that are important to us and me in the longterm. And so I think that I talk a little bit in one of the chapters. About willingness as a way to manage this sort of, you have to be [00:30:00] able to interact with unwanted thoughts and feelings in a more flexible where you can't see them and run for the Hills and you need to be able to pick them up and look at them and put them in your pocket and continue with action towards the thing that is important to you.

And the thing about wildernesses. Yeah. I can give a, a lighthearted example with procrastination because it's quite funny presentation, isn't it though. The students will tell jokes about how they were going to start it. And then they saw a bottle of red wine and the next thing they knew it was four o'clock in the morning and they hadn't done it, you know, sort of a funny thing, but willingness can be applied in so many different in so many different contexts at university.

Some of them a lot more serious than procrastination, like managing conflict with friends or lecturers even, or, um, Being willing to experience the discomfort that happens just before. You're about to go into an exam or

uh, do a presentation. And so, [00:31:00] um, I think that within the book, each way to wellbeing, also each of the chapters, I talk about different ACT process, but really you can apply any acts process to any particular situation.

And willingness seems important in many, many situations as well as procrastination.

Debbie Sorensen: Yeah. I mean, I think even that. Test anxiety, exam stress example for willingness I've I've seen some folks in my practice over the years who have that, who just have a surge of anxiety right before exam. Could you talk about how you might utilize willingness in a moment when you have an exam in 45 minutes and your, your anxiety's through the roof?

Nic Hooper: Well, the thing about willingness is it's hard to conjure on the spot. And so, you know, without any sort of. Training, you could call it prior to this without any experience of, without any experience of contact and [00:32:00] discomfort and keeping going, then you probably wouldn't have a generalized skill that would allow you in that, in that particular situation to keep going.

And so I, in the book, I talk about how a brilliant way to practice exercise is something that I do with my students, which is where I get them to stare into each other's eyes for two

minutes. When I tell them do not break eye contact and this particular exercise, of course it ramps up discomfort.

Discomfort goes through the roof when you stare and in some somebody's eyes, but I tell them, you know, you can feel that discomfort and you can keep holding eye contact. You can keep doing this particular thing. And what they learned from that is all right, discomfort. Isn't something that I need immediately need to run away from, but it is something that they need to practice.

And so if they were in that exam situation, I wish I had a magic wand that could make them feel willing. But willingness in that situation is the action of continuing with the tests, taken that discomfort with them, picking it up, putting in that pocket and taking them with them and knowing the discomfort is a natural [00:33:00] part of process for human beings when they're doing things that are important to them.

And so, yeah, it probably wouldn't be something that I would be able to conjure on the spot, but with a little bit of practice and chatting beforehand. And I think that I was able to manage it. I think that wellness as well is just, is absolutely crucial with regards to the social situations that I was talking about earlier on, you know, you get invited to a party and a lot of people, a lot of students that I speak to these days, I don't want to use the word socially phobic, cause it puts like a diagnosis on them, but they are at least nervous or apprehensive of going into a social situation.

So what is that on that way? They're, they're feeling, uh, sweaty palms. Their heart is beating and their mind has gone wild saying you're not very good at socializing. Don't, don't go into that party. And if you listen to your mind and your [00:34:00] discomfort in that situation, and if you want to get rid of your discomfort, the easy way to do it was just to go back to your room. You just go back to your room and you play on the PlayStation or you watch watch movies. And then of course you wake up the next day and you don't feel very good. And the reason is because you didn't do this thing, that was, that was important to you. And so in that situation, if you could rewind you're on the way to the party, you've got sweaty palms and you've got a fast top and you've got all these negative thoughts and feelings going through your mind.

If you can, if you can be willing to have them. If you can pick them up and you can look at them and you can appreciate why they're there and why they happen and still keep moving your feet towards that, that room. Then I think that you're going to have a life that is filled with more freedom and more Liberty.

And I think that's the thing that I try to get across. Yeah, I think it's chapter five of the book, which is like life opens up when discomfort, isn't something to run away from. You can really, all of a sudden, you're not making decisions on the [00:35:00] basis of that. Won't feel very nice. you're making decisions on the basis of moving, moving tools, things that are important to you.

And my career is just an example of that. That's an example of having thoughts and feelings that I don't like being willing to have them and keep them pushing the journal, a diary. They

were just ideas in my mind, in my mind. And of course over the course of a number of years, the amount of self doubts.

And feelings of unworthiness that you have sometimes crippling, but being able to keep going is essentially is essentially willingness. And this book is no different and neither is connects and even doing a PhD in the first place, all of these things, they require me to make this come from my friends.

And so, um, it's a, it's a, it's a, it's a cool skill to develop them to and to practice. Uh, if you wanna, if you wanna live a life of freedom.

[00:36:00] **Debbie Sorensen:** Yeah, I think it's like you're training, like a muscle you're building up over time. Each time you do something outside your comfort zone, each time you open up to your emotions, you get a little better at it, a little better at it. And then you learn, I can feel nervous and. And go into this social situation, go into this exam, write a book, get a PhD, whatever the case may be.

But I think you're right in saying that you can't just save it up until that one hard moment and expect the skill to be there. It's a, it's

Nic Hooper: Yeah, absolutely. I do. I do agree with you. I think, I think wilderness is almost a shortcut to exposure. You know, you, you, you, if you can get to it, then you can learn about how you respond in such situations. And then the next time you're in those situations, they're a little bit less intimidating. Um, and so, Yeah,

I, I, uh, I agree, but it's something that you'd need to practice a generalize scale of discomfort being okay.

Um, which won't happen overnight for us.

Debbie Sorensen: right. [00:37:00] So let's talk about, so, so among the wellness or among the areas of wellbeing that you offer are some pretty. Concrete ones related to the benefits of things like exercise, sleep, eating well, just physical self-care. And we all know that this is helpful for our physical and mental health, but it can be a challenge.

And I'm just thinking of, well, myself now, but also when I, back when I was a student, just thinking of a high achieving student, who's busy, who has a lot going on work, school friends. Who's noticing that, you know, during times of high stress, maybe, you know, she's struggling to take care of these things.

Maybe there's thoughts getting in the way, that kind of thing. Could you just talk about, I don't know how you might some of the challenges to, to this type of self care and what advice you'd have for people.

Nic Hooper: Yeah, I think that [00:38:00] I, there's a lovely illustration in the book of a, a window with a load of plates and cups being thrown out of it. And the illustrator for the book he picked up on, uh, me saying something along the lines of when life gets tough, it's always self-care that gets thrown out the window.

First. It is exercise is your eating well, it is your sleeping habits. And yet those, those are the fundamentals of life. They, you know, they really serve as a ground in anchors for us. And so, in fact, when times get tough, there's no, there's no better time to practice your exercise and to practice your sleeping habits and to practice your, your eating habits.

Um, And so, yeah, I've, I've gone on a journey myself for that. I mean, when I was in university, I was never thinking about exercise or eaten. Awesome. Definitely not asleep. And yeah, those things would have helped me when I [00:39:00] started to feel overwhelmed. And of course, around testing periods, around exams, exam periods, it's easy for students to get into the habit of studying for 12 hours a day or 14 hours a day.

And that's essentially the road to book and it's the road to low quality work during those periods, being able to continue with a semi-decent exercise regime, being able to have good sleep hygiene and eating healthily is only going to help you to study rather than hinder your, your studying. The problem is, is that.

When you start doing those things, you'll start having thoughts, uh, of a variety of thoughts. That probably won't be very helpful. Some of it which might be, I haven't got time for this. I haven't got time to do these things well or another might be, I can't be bothered to go for a run. I run in his heart.

I don't want to, I don't want to go for a run. And so it's [00:40:00] important to be able to relate to such thoughts in a functional way when they, when they come along and in the book, I talk about diffusion, which is

Debbie Sorensen: Yeah, I feel like you could, you could. Use me as an example of this, because I think that the story I tell myself all the time is I'm too busy to Carver. I mean, not all the time, because I do exercise and to some degree and try to get some sleep. But I think that's the thing about it going out the window.

I totally relate to that. Cause I think when I'm busy, I always think I'm too busy today. I just need to get these things done. I'll do it later in the week. I'll do it tomorrow, et cetera. So yes, exactly what you're saying, hits the nail on the head for me.

Nic Hooper: It's fun. Isn't it? It's like it's, it's a hard choice to choose to self care. I think that that's that's the, the friction there is that self care for people. It comes with these really positive connotations and their positive behaviors who doesn't want to eat well, who doesn't want to be fit and strong, who doesn't want to [00:41:00] want to get a good amount of sleep.

And yet when you're busy and you're up against it, it is a hard choice to sacrifice. Doing work, especially if you are send me addicted to work. Like I am, I I'm, I'm choosing discomfort, the discomfort of eating well, choosing the discomfort, making sure I have good, good sleep hygiene and making sure that I'm exercising.

So it's really not. It's self-care is a hard thing. It's not an easy, it's not an easy thing, but it's really important to people's psychological health. And that's the reason why that particular bit of advice is in the, is, or in the chapter descriptions because all of the chapters in the

book they're derived from the five ways to well-being that turned into the six ways to wellbeing.

And so the five ways to wellbeing are relatively well-known. Uh, as you pointed out earlier in the. In the interview. So connect with others, give to people, embrace the moment, et cetera. And these were put together by the new economics foundation a long time ago, but an ex-student of mine working with, uh, [00:42:00] Joe Ciarrochi in Australia, did her thesis on the six ways to wellbeing, which was the five ways to wellbeing plus self care.

So, um, key times really, **Dr. and, uh, and Joseph Ciarrochi**, they, they, they investigated, uh, the five ways to wellbeing and saw that self-care was w was really important as well. And So that's the reason why that made it into the book, but it is

hard.

Debbie Sorensen: you use, how would you work with it? Thoughts like the one I have about, I don't have time. What, what strategy would you use for that?

Nic Hooper: Yeah. Well, I mean, with. I would definitely go with a diffusion strategy. The thing about the fusion is that I always get caught into explaining the fusion rather than doing the fusion. And so I was probably with a thought, like, I don't know, I'm too busy to go running. It would probably be a, uh, you know, I'm having the thoughts that I'm too busy to go [00:43:00] running and being able to see, look step back and watch that.

Or maybe, uh, I, in the book I talk about like watching your thoughts on a lecture on a, on a slides in a, in a, in a lecture. Uh, but I think more than that, I think that what I see powerful with shootings is explaining to students that our thoughts don't always have to cause up behavior. I think it, a discussion about the nature of thoughts really helps to power diffusion and especially the idea that, um, That w that truth and all the thoughts, it doesn't matter, um, relative to workability.

And so I would say to students, we have a lot of thoughts and our minds, fetus thoughts, and sometimes our thoughts are helpful with regards to our long-term goals. And sometimes they're not so helpful with regards to our long-term goals. And the [00:44:00] interesting thing about thoughts is we don't always have to listen to them.

So for example, if you have the thought I'm too busy to go running, or maybe it was the thought I'm too busy to go running. If I go run now, I'm not going to be able to do so much work. I'm going to say to the students, you know, you might be right. that?

thought might be absolutely true, but is it helpful if it stops you from doing this really important well-being behavior or student might say, if I have a cigarette, I, um, I'm going to feel relaxed afterwards.

I might say so. You're right. You're right. Maybe that thought is absolutely true, but is it workable? Is it useful if stopping smoking is really important to you? And so like really having students think about the nature of thoughts and how, um, workability is a, is a better way of interacting with thoughts over truth.

Uh, I think really works to set the stage for diffusion sets. This set the stage for you sat in your [00:45:00] chair right now, having the thought I'm too busy to go running. I'm being able to spot it and being able to go, ah, there you are. I see you. I see you that thought I see what you're trying to do here. I'm going to get my trainers on.

I'm going to get out the door. And so I think it's such a, I, I loved the diffusion part of the, of the act model that has helped me immensely to spot the thoughts that often come up. I have. Uh, I think Steve Hayes a long time ago, he, like, I think he asked someone like, how old is this in some sort of, uh, some sort of interview or video or something like how old is this?

And I, I find myself coming up against those old thoughts that are sometimes big passengers on my bus, but because of diffusion, I'm able to look at them and recognize them. I'm able to go, ah, there you are. I see you there. I know why you, I know why you exist and I'm going to keep doing this thing because it's important to this value is important to this life direction.

[00:46:00] **Debbie Sorensen:** I, I have been having that thought. I'm too busy for a very long time. I mean,

decades

Nic Hooper: Yeah. It doesn't

Debbie Sorensen: I'm always too busy. And I just had, as you were talking that I can just like, take that with me, stick it in my pocket and bring it with me on my run because I think you're right. You can still move your feet.

Nic Hooper: Yeah.

I think what's really interesting though, is that, of course you're not the experts. According to my bio. I'm an expert as well. And you know, I've been in and around act since I was, well, I wrote my dissertation on it with Louis McHugh and I was 20 years old, so 16 years ago. And of course the, these, you never become a Zen perfect psychological being.

Do you? And it's so important for act clinicians and people who love accent. I see it so much for them to be on the level, the level, the same fields as their clients to say I'm on the same field as much students. And I tried to get that across in the book. Like [00:47:00] I'm not going to reach a point where, uh, where I'm not going to need these skills.

I'm always every time I, I hate running, I hate it. Every time before I run, my mind is brilliant. It's like a, an excuse machine coming out, but, you know, being able to relate to those excuses spot and spot the thoughts that my mind is feeding me and still run means that I get to be fair and I get to be strong.

And why is that important for me? It's important. So I want to grow older and I want to see my son grow up and I want to be able to travel and be able to move my body. So it's linked to all these different values that are going on as well. And so, like, I think that clinicians, uh, practitioners that's, that's cool.

Then we embody act and we were never passed them on to thoughts and feelings. They're never going to see that they're never going to cease to

Debbie Sorensen: They never go away forever. Do they?

Nic Hooper: No, they don't, they don't, and they get the better of us. they?

get the better of us as well. That's the other, that's the only thing that I need to get across to my shoes.

I'm not perfect. Like it was only a few days ago where I wasn't feeling particularly well and, you know, cut screen, I've drunk a [00:48:00] bottle of wine and watched films till four o'clock in the morning. You know, like we're not perfect. Like we fall foul to the power of the human mind sometimes as well. But if, if we can, most of the time relate to our thoughts and feelings in a more functional way than the wheels of our life.

Keep turning, which is what I think is important.

Debbie Sorensen: right. Keep keeping at it. You know, I want to talk about,

I want to talk about how I think students can sometimes be so hard on themselves. You know what you're talking about? High, high achieving students who are working hard and they have exams coming up. And when I've really found that sometimes. Self criticism can be really high when people are doing hard things like going to school, you know, taking exams, applying for various jobs and graduate programs, et cetera.

What advice do you have for helping students who [00:49:00] maybe could stand to go a little bit easier on themselves? Do you see that first of all, do you see that in the work that you do?

Nic Hooper: Yeah. Yeah. I mean, high expectations. I did the amount of times that I've said this sentence to shoot hints. There is, and they'll say there, who is, I see there's little you on your shoulder with a big stick hitting you over their heads because of course we're our own worst critics. Um, we generally speak and of course, This happens at university.

It manifests in different ways, you know? So like some students are quite obviously self-critical and they have self-critical foods and that functions for them in a semi-functional way, because what they do, then it goes to the library. They study for 10 hours. So they study for 12 hours. So that's self criticism and then needs to avoid it, or actually [00:50:00] making them study longer, which makes them achieve more.

The self-critical thoughts never go away by the way, but it, you know, it works for them. Whereas other students, they shut down. Self-critical thoughts come along. Like I'm not good enough, or I'm not smart enough. Or, you know, the work that I'm doing, isn't up to standard or anything along those lines. And so what they do is then they go and they party, or they, uh, they avoid in various, various, less useful ways.

And so you can, you can. You can get over all of that with self-compassion. And that's why in the one chapter of the book I talk about self-compassion, I'll explore a little bit as well. And

you know what, as I was writing this chapter, Debbie, I'll be truthful with you. I only noticed this re this relationship as I was writing.

So this particular chapter wasn't in my original book with, [00:51:00] with max and I talk in it about the dance that happens between self-compassion and values about self-critical thoughts and values and how often self-criticism comes when we don't act in a way that's in line with our values. And so on the one hand values of these wonderful things, where the more that we move towards them, the more that we do them, the happier that we're going to be generally the better I'll.

Well, our psychological wellbeing will be, but if we don't. Moving away that's in line with the values, or if we act in a way that's counter to our values, of course, we're not going to like ourselves very much. And so the question is then what do you do?

when you've acted in a way that's counter to your values and self-critical thoughts come along.

And the only answer that I've got to that as self-compassion is this understanding that look, you're a human being and you're not perfect, and you're going to get things wrong at times, and you're not always going to get the best marks and, you know, even worse than that, sometimes you might not [00:52:00] always treat people in a way that you're proud of, and you're a human being and you know, you're going to make mistakes.

And so that's that's okay. And so I think I think that the thing about self critical thoughts is being able to bounce back from them quickly in terms of your behavior, because often self critical thoughts come along and then you have wasted a week before you bounce back from it and start doing the work that you needed to be doing, because you've been in this pit of self criticism.

And so I like, I make no promises in the. Book of being able to control or get rid of self-criticism as long as you're a human being, that's probably going to be the case for, uh, for students, but being able to, to have heart for yourself and love yourself when you make your mistakes and being able to get back on the horse on that horse quickly is going to be a useful, a useful thing for you to be, to be able to do.

And so, yeah, there's lot. There's lots to sort of like unpack in that chapter with regards to values and [00:53:00] self compassion, but students, I tell.

them you're going to mess up. You're going to mess up in bigger ways than you've ever messed up. You need to know that now going into life, you're going to mess up and you know what? It's okay. It's Okay.

You can keep going after, after that's happened.

Debbie Sorensen: I do think the thing about shame is that we tend to not want to share it because we want to keep that part of ourselves hidden, but you kind of put it out there in a way you even, I think in the book you said, even just writing it and reading it, you felt a surge of, of shame.

But I know we all have those things. I mean, I've certainly done things. Things that I hate to think about because it brings that surge, but if we can shine a light on it, I think it frees us up and we can actually get support instead of feeling like we have to hide that part of our history or our experience.

so I want to move into kind of toward the end of the conversation to one of my very favorite parts of the book, which is in your [00:54:00] chapter about embracing the moment and embracing that moment of that particular time in life. You, you write about you call it the heartbreaking nature of time.

And it was just so beautiful to read about that. And here's another quote that you have you say, grab this university adventure with both hands, throw yourself into your experiences. Tell us about time passing and embracing the moment

Nic Hooper: Yeah, I'm glad you picked up on this. This was a, this was a moment for me, this, this chapter, because I was writing the chapter about mindfulness. And of course at university, you say the word mindfulness to students, like, ah, that mindfulness thing that fads modern meditation, I'm going to do meditation.

You know, you, you get that sort of reaction to it. And so, as I was trying to justify the inclusion of mindfulness and, uh, this, in this book, [00:55:00] I gave it a very concrete and pragmatic function, which is our minds wander. When they won that we can't do the thing that's in front of us. Therefore, if we practice mindfulness prior to that, we're going to get better at sports in one on one-on-ones of ones that are, bring them back to.

What's important in the moment I talk about, uh, you know, in exams, for example, when your mind is wandering to the various things going on and in your exams, you're not concentrating on the thing that's in front of you. And I wrote the chapter and I thought that's not what, that's not just what mindfulness is about.

Mindfulness is about a lot more than that. And it was triggered by me watching the film about time. And, uh, I'm not sure if, uh, I'm sure you've heard of this film in the, uh, in the U S but in the UK, it did really well. And it was about, um, I'll tell you the, the hook of the story. It was about a family where the male members of the family could go back in time. And so if anything [00:56:00] happened that they didn't quite like, for example, imagine they're doing a podcast like this didn't quite go to plan, so they rewind an hour and then they can do the, they can do it again. Um, and so it, it, it, uh, it was a funny fell about how this plays out within, within the family and at a certain point, the dads in the family, he, um, he died.

Now, this wasn't a problem for the son because the son could always travel back in time to visit the dad. But there's like this shift in, in the, in the grounds, uh, that means that, um, that, that can only be visited one more time. And so the, uh, the sun goes back in time to visit his dads, um, both characters in the movie.

They come to know that like, this is the last time they're ever going to see each other. They can no longer see each other in these visits that happen. And the dad said to the son, um, I want to take [00:57:00] you somewhere now because I can still do this time. Travel thing. If you get over the, you know, the, the scifi elements of this movie, it's a brilliant movie.

And so the dad in that situation took his son back to a moment where they were on the beach, throwing stones in the sea. And the son was about seven years old at this point. And of course the dad was a lot younger too. And as I watched this film, my wife was in the, was in the, um, the room with time. I was crying so hard.

I couldn't speak, I just, I couldn't get words out of my mouth. And the reason for it is because we so easily wish away time. I so easily wish away time. Like, I'm not sure if people out there have got little ones, but like playing teachers or shopkeepers. It's destroyed and it's soul destroying to play those games.

And so you're just like watching your clock or play on your phone and your child is having the time of their life playing with you. And you're not fully there [00:58:00] because it's hard and it's, and it's a slug. And I just thought, and yet when I'm on my death bed, this is the exact moment I'm going to want to relive this moment that I'm not fully in.

Right. And engaging with at the moment, uh, you know, at this particular time. And so like mindfulness, isn't just about developing these useful attention skills so that you can do well in exams. It's about realizing that time is moving and you can't go backwards. So it's about really engaging with what's going on around you at the moment

with the knowledge that those more of these moments, they're not coming again.

Like they're gone, like time has gone on, we're going to move in in one direction. And so, like, I remember writing that chapter. I was in a caravan in Wales, which is, which is where I'm from. And halfway through writing the chapter, someone who I didn't know from a neighboring caravan knocked on the door and I [00:59:00] opened it and I was in floods of tears.

And this poor ran, the person was like, like a rabbit in the headlights. Like what have I walked into here? And I'm like slug sobbing or something. They're like, I just brought back, you know, the cricket bat, like thank you. And I took the cricket bat or something and went back in. But I just, every time I think about this, I think it's the, I think it's the single biggest thing that human beings struggle with in terms of struggle to get the head around.

It's such a deep and complex thing to get this, to get your head around this idea, that time is moving and you can't have it back. And so that's what I did with mindfulness shuts. And I'm really glad that you brought up because it's just something I'm particularly proud of that chapter, because I think it's such an important message for students, which is.

I know it can be a slug. I know it can be hard. I know that, you know, you're in strange social situations so that you're away from your families or that you're having to deal with these, these, uh, pressures. But these are the moments. [01:00:00] These are the moments you're going to look back on and you're really going to want to want to be able to go back to it.

I know that right, because I used to be you 16 years ago and my parents do know what they want. They want to be me and my grandparents. They want to be my parents. And like, we all want to be back in the situations we happen to find ourselves selves in. And so really grab it with both hands as best as you as best as you can.

Debbie Sorensen: you know, it's so funny, I'm pretty content overall in a lot of ways, I'd say I'm more content now in my, you know, my middle aged life with two kids as the psychologist than I was back then, but I have so many memories and I can't, I just have this vision of myself. I went to college in Boulder, Colorado, and on a beautiful day toward the end of spring semester.

And I mean, it's when it's beautiful weather in Boulder, Colorado, I was sitting by the fountain outside in the, you know, kind of the student outdoor area and just having such a moment of loving it. And [01:01:00] I sometimes I think it would be so great to go back to that moment and experience that again, you know, as a 20 year old and I'll never be able to, and that's not to say I'm not content now, but it's just, that is a moment in time that.

I kind of wish you could phrase it and go back to,

Nic Hooper: And of course you can't. I'm not stuck. That's

Debbie Sorensen: Yeah, I could go back to Boulder, but

Nic Hooper: yeah,

Debbie Sorensen: be not 20 anymore,

it's not the same thing.

Nic Hooper: Yeah. I remember, um, I'm not sure who it was that said it to me, but they were like, you know, how, how do we. Grab the moments. And I think sometimes it can feel as though grabbing the moment is like grabbing a clouds, you know, you can't fully fully grab it.

Then they're like how the best I could come up with was, um, which is the, like the homework bit of the book, which is like three deep breaths. I just find myself these days just like really trying to slow down and just breathe in three times and really be sort of like where I am. And I try to do it on multiple [01:02:00] occasions every day, just to really sort of like be where I am and also hold the sadness.

And the melancholy that comes with this day has gone at the end of the day and I can't get it back. And that is, I have to accept that. I have to accept that that is the nature of being a, being a human being. And that sometimes I also got to accept that I'm not going to grab the moments and I'm not going to be this person that is fully present all the time and have a bit of heart and a bit of self-compassion for that as well.

Debbie Sorensen: yeah. Savor the moment, the best you can.

Nic Hooper: That's right.

Debbie Sorensen: Okay. So one final question for you. If you could go back to your younger self, when you were, you know, in university and give yourself one piece of advice, what would it be?

Nic Hooper: wow. What a question? Well, I can give, I guess what I would, um, I would go [01:03:00] back and say, life's hard. That's what I would go back and say, I'll go back and say,

you don't, you don't quite know it yet, but like life can be hard and, uh, people can suffer and people respond to suffering in various ways. And when they're responding to that suffering, they're just trying their best to deal with something. And when they do that, be patient, uh, beloved, I'll be open and, uh, and just be, be there, not with any groundbreaking. Um, this is. Or, you know, answers to the world's questions too, but just be that and sorry, the reason why I'm slowing that down is because you'll know that in the book, I talk about my dad's a little bit and, uh, I, yeah, that's what I'm talking about, that I'm talking about [01:04:00] understanding that human beings are imperfect and that, they're gonna react in funny ways to suffering and that that's perfectly understandable.

That's perfectly okay. And no reason to feel lots of anger and resentment. Yeah. That's, that's what I would go back and say.

Debbie Sorensen: Yeah. I love that. Thank you. That's really, really moving. Thank you, Nick. Thank you so much. I really enjoyed the conversation today and getting to know you sharing

Nic Hooper: you already do. Yeah. I know because in the book, of course, like I give so much, it was just really important that the, uh, the redone that they read Rita knows me as a, I know that to be able to, to listen. And I think that that what I wanted from the book wasn't answers, it was, look, if you're going [01:05:00] through some stuff, my book might help.

I'm not making any promises to students that this is going to be life-changing stuff. And some of this stuff might work for them. Some of the stuff might not work for them. And just, she won't be into so complex for me to be able to go with these are definitely gonna change your life. And so I need them to know that, like these stuff, that in my life I've done and they've worked for me and they might work for you.

And I hope they do. And so, uh, you know, I gave them myself also like that, that personal stuff, it breaks up the psychology a little bit and it sort of wraps, wraps the reader in which I think is important in a book about wellbeing. But, um, no, I mean, I, I'm glad that you, that you liked to, and thank you for having me on this, uh, on this wonderful podcast.

I really appreciate it. And I'm, I'm sorry for the occasions where I haven't really made a lot of sense, but luckily I've got self-compassion that can, uh, that can save me right.

now.

Debbie Sorensen: we all need it. We all need it. Thank you so much, Nick. It was wonderful talking to you.

Nic Hooper: All right. Thank You Debbie. You take care. Okay.

[01:06:00] You too. **Diana Hill:**

thank you for listening to psychologists off the clock. If you enjoy our podcast, you can help us out by leaving a review or contributing on Patron.

Yael Schonbrun: You can find us wherever you get your podcasts and you can connect with us on Facebook, Twitter, and Instagram.

Jill Stoddard: We'd like to thank our strategic consultant, Michael Harold, our dissemination coordinator, Katy Rothfelder and our editorial coordinator, Melissa Miller.

Debbie Sorensen: This podcast is for informational and entertainment purposes only, and is not meant to be a substitute for mental health treatment. If you're having a mental health emergency dial nine one one. If you're looking for mental health treatment, please , visit the resources page of our website off the clock. [psych.com](https://www.offtheclockpsych.com).