

Evidence-based targets for problem solving

Evidence-based targets	Progress toward internalizing these targets				
	20%	40%	60%	80%	100%
M When you encounter a problem, make sure that you understand the meanings of all the words in the problem statement. Don't assume! Unsuccessful problem solvers tend to skip over parts that they are unsure of and hope it works out (23).					
M When you first encounter problems, say “I want to and I can.”					
M Stress can be positive or negative (distress). Some stress is beneficial.					
M Selye's model of stress provides a framework for managing stress.					
M Stress management is related to positive self-image and to skill in time management					
M To manage stress, focus only on issues under your control					
M Do not use <i>negative</i> self-talk					
M Use problem solving to address stressful situations. proactively address the situation; do not avoid.					
M Distress may occur when you first encounter problems; manage it.					
M Over a dozen approaches are available to manage stress. Discover which ones work best for you and actively make these part of your routine.					
M Develop good stress management techniques before tragedy strikes;					
M Exam anxiety correlates with long and short term stress, self image and willingness to engage in solving difficult problems. You can positively change each of these to minimize exam anxiety (31).					
M Positive stress occurs when you successfully solve a problem; manage it. (9, 20)					

References 1 to 25 cite Novice versus expert research summarized in PS News 55
 31. Roney and Woods (1998) Prescription for Exam Anxiety