
SLOWING DOWN IN SESSION

A Reflection for Dietitians

THE MENTORD PODCAST

Part 1: Exploring Your Own Urgency & Impulsivity as a Provider

Take a quiet moment to reflect. We recommend journaling your responses or using this in supervision.

When do I most often feel urgency in my work with clients? *(Examples: certain client emotions, specific diagnoses, end of session time pressure)*

What physical sensations or thoughts signal that I'm slipping into fix-it mode? _____

What do I believe will happen if I don't fix something right away?

Part 1 continued...

What expectations (from school, internship, past jobs) might be fueling this urgency?

When was a time I slowed down and it actually helped the session? What felt different?



*Slowing
down isn't
stepping
back—it's
stepping in
with
intention.*

Part 1 continued...

How do I define “being effective” as a dietitian?

What do I want to include in that definition going forward?

*You don't need to fix
everything to be effective.
Your calm presence is
already doing the work.*

Part 2: Noticing Urgency & Impulsivity in Clients

Reflect on how urgency shows up in your clients' language, goals, and behaviors.

How does urgency show up in my clients? *(Examples: wanting a meal plan immediately, distress over "falling off track," pressure to eat intuitively right away)* _____

When my client is in a spiral, what is my first instinct?

What happens if I match their urgency with action? What happens if I slow down instead? _____

Part 2 continued...

*Urgency is
often a
cue for
regulation,
not action.*



What might my client be believing when urgency is present? (Ex: "I'm failing," "I have to fix this now to be okay")

What messages do I want to send to my clients when they are in urgency? (Examples: "You're safe even in this moment," "We don't have to rush to be doing it right")

Part 3: Integration & Intention Setting

What would it look like to practice slowness intentionally in my next 3 sessions? _____

What scripts or mantras help me regulate when I feel urgency rise?

- *"I don't need to fix this to be helpful."*
- *"We have time."*
- *"Slowing down builds trust."*

Part 3 continued

How can I build in more space for co-regulation in my sessions?

(Ex: pausing before jumping in, validating before educating)

What support do I need to keep practicing this shift? *(Ex: supervision, nervous system tools, boundary setting, team support)*

Use this worksheet as often as needed—it's not a one-time exercise. Becoming a more grounded, responsive provider is an ongoing, compassionate practice. You're doing great.