# THE IBS COLLEGE CONFIDENCE JOURNAL

**Reflect. Reset. Feel More in Control.**



WELCOME

# Reflect. Reset. Keep participating.

The IBS College Confidence Journal
A guided companion for your real campus life.

**YOUR PERSONAL COPY**

Taylor Westbridge | Digital Edition, 2026
Campus IBS Ready | Bonus 5

**RIGHTS + CONTACT**

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**ONE FOCUSED ROLE**

The guide explains the method. The planner organizes your semester. This journal makes room to reflect on fear, self-talk, participation, and progress.

You can begin with one page. You do not need the perfect words.

READ FIRST

# A journal, with clear limits

These are educational reflection prompts, not diagnosis, psychotherapy, medical advice, or a treatment program.

**KEEP YOUR CARE PLAN**

IBS is real. A difficult day is not evidence that you failed to think positively. Follow individualized care from qualified professionals. Do not change medication, supplements, or diet because of this journal. [1]

**PAUSE + SEEK SUPPORT**

Skip any prompt that feels unhelpful. If reflection increases distress, stop and seek appropriate support. Contact a clinician or campus counselor when symptoms or worry repeatedly limit daily life. New, worsening, or concerning symptoms need medical advice.

**HEALTH + CAMPUS RULES**

Do not delay needed care to finish a page or attend an event. Your needs, care guidance, and confirmed campus rules take priority. This journal does not authorize exam breaks or accommodations.

Confidence here means having options and support, not controlling every symptom.

START HERE

# Open. Write. Save.

Choose the edition that fits your device. Both contain the same 40-page guided journey.

### CHOOSE YOUR EDITION

DESKTOP + TABLET: spacious A4 pages for typing, a stylus, or printing. MOBILE: narrower portrait pages with larger text relative to the screen. Answers do not automatically sync between editions.

### USE A PDF READER

Download the file and open it in Adobe Acrobat Reader or a reader supporting PDF forms. Tap the white answer boxes to type. For handwriting, use an annotation app. Browser and message previews may not save form entries. [3]

### TEST YOUR SAVED COPY

Keep an untouched original. Type a short test answer, save, close, and reopen that saved copy. Confirm your answer remains. Clear the test and save again. Menus vary by app. Use concise answers that fit visibly; continue longer writing in private notes.

Keep personal notes on a device or account you trust. A PDF alone does not guarantee privacy.

NAVIGATION

# Choose your next page

Tap a section below. INDEX, RESET, BACK, and NEXT buttons work throughout the journal.


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Pick the page that fits your moment. Blank pages and skipped prompts are welcome.

# Confidence on my terms

Feeling confident does not require feeling calm all day. Define the kind of college participation that matters to you.

> Example: “I want to attend my club meeting with options, even if I feel uncertain.”

## A moment I want more room for

Name an ordinary campus moment: class discussion, a shared meal, a club meeting, or time with a friend.

## What confidence could look like there

Describe an action or a response, rather than a symptom-free outcome.

## What I want this journal to help me notice

Choose one focus: kinder self-talk, useful support, participation, or small progress.

Your goal can change as your needs change.

YOUR BASELINE

# I am more than a difficult day

IBS may affect your schedule. It does not describe everything you value, contribute, or enjoy.

### Three parts of me beyond IBS

Interests, relationships, strengths, roles, or qualities. Ordinary things count.

### One quality I have already used

Recall a specific moment when you were thoughtful, persistent, adaptable, or honest.

### Where I would like to use that quality next

Choose a campus situation that matters to you.

You do not need to turn illness into a lesson or a strength.

# Make room for what matters

Choose what you want your preparation to support. There is no required version of a successful college life.

### What matters to me this semester

Learning, connection, independence, creativity, rest, or something else.

### A small way to express it

What could that value look like in one real situation this week?

### Support that would make it more workable

A person, an adjustment, rest, or a question to resolve.

A smaller version of an activity can still matter.

THE METHOD

# Five phases. One reflection.

The Campus Flare-Proof Method™ links symptoms, your academic calendar, campus geography, and a response plan. Its name is not a guarantee against flare-ups.

**MAP + ANTICIPATE**

Notice the situation and the uncertainty: where you will be, what matters, and what you fear. Use your planner for routes and dates.

**PREPARE + NAVIGATE**

Identify a practical option and reflect on how you respond while participating. This journal does not ask you to ignore health needs or campus rules.

**RECOVER**

Afterward, separate facts from self-judgment, recognize support, and carry one useful lesson forward.

Choose one reflection, not five new tasks for every event.

ANTICIPATE

# Before the “what if” takes over

Choose one upcoming situation. A feared possibility deserves attention without being treated as a confirmed outcome.

> Example: “I fear everyone will judge me if I leave. I know where the exit is; I do not know what others will think.”

## The real situation

Event, place, and approximate date. Keep the description brief.

## What I am predicting

Write the thought in your own words. What am I afraid might happen?

## What is known, and what remains uncertain

Include current facts and any question that needs checking.

You do not need to solve every uncertainty now.

# Facts. Predictions. Interpretations.

A thought can feel convincing without providing the full picture. This page supports reflection, not a verdict on how you should feel. [2]

> Example: “An exit may interrupt class. It does not tell me whether anyone judges me, and I can ask how to catch up.”

## What I could describe as an observer

What happened, or what is confirmed? Avoid guessing other people’s thoughts.

## The meaning or prediction I added

What did I decide this says about me or my future?

## A more complete statement

Include the real difficulty, what is unknown, and an option or support available.

A balanced statement can acknowledge uncertainty. It need not sound positive.

ANTICIPATE

# When one moment becomes everything

Notice words like “always,” “never,” or “everyone.” Use one situation to examine a broad conclusion, without arguing away real symptoms. [2]

### The broad conclusion I noticed

What sentence made the whole semester or my ability feel settled?

### What this one event does and does not show

Identify the specific difficulty and the limits of what I can infer.

### What would be useful to find out next

A fact, a support question, or an experience to reflect on later.

A hard experience can require help without defining your future.

# Is my preparation serving me?

The purpose of preparation is to create workable options. Rest, care, and approved support can help participation; needing them is not a failure.

### One preparation step I use

For example, confirming a restroom route or clarifying an exit procedure.

### Its effect on my choices

Does it support access, answer a question, or keep expanding into repeated checking?

### One proportionate adjustment

What can I keep, simplify, or discuss with a professional?

Do not remove needed supports or challenge yourself to ignore symptoms.

# A choice, with room to adapt

Reflect on one activity you are considering. Attendance is not the only valid outcome; a decision should fit your health, priorities, and available support.

### What I want, and what makes it difficult

Name the meaningful part of the activity and the actual barrier.

### What could make a manageable version possible

A shorter visit, a clarified rule, support, a different time, or another option.

### My decision for now, and when to revisit it

Participate, adapt, rest, or seek help. What would justify reassessing?

This is not an exposure exercise. You do not have to prove anything by staying.

# Enough preparation for today

There may be a point when repeating the same check gives no new information. Find a reasonable finish point for one situation.

### What I have already confirmed

Record only the facts that matter. Keep logistics in the planner or workbook.

### One unresolved question that needs action

What can I check once, and with whom? “None right now” is a valid answer.

### What I will return my attention to

A task, a conversation, rest, or another ordinary part of my day.

New information and changing health needs are reasons to revise a plan.

# If I need to leave class

Use this page before or after an ordinary lecture. The logistics belong in your class plan; here, reflect on what an exit means to you.

> Example: “I stepped out and missed one example. I can get the material; I do not have to describe this as failure.”

## What I fear leaving would say about me

Write the concern without treating it as a fact.

## A response that respects my needs

What would I want to remember if I need an exit, rest, or support?

## Afterward: what actually happened

What did I notice, and what remains unknown about other people’s reactions?

For labs, exams, or restricted settings, confirm procedures in advance.

# Before an important assessment

Let the Exam Week Workbook hold routes, materials, and rules. Use this page for the pressure you place on yourself.

### The fear underneath the exam worry

Is it interruption, judgment, grades, or what the result might mean?

### One realistic statement I can use

Acknowledge the stakes and a confirmed option without promising the result.

### How I want to treat myself afterward

What would be fair whether the assessment goes smoothly or not?

Follow confirmed testing procedures. A personal plan cannot grant an exam break.

# Privacy in a shared space

A shared restroom can bring up embarrassment, uncertainty, or frustration. You may reflect without recording intimate symptom details.

### The concern that feels most present

Privacy, noise, waiting, access, or something else.

### What I need, and what I prefer to keep private

Separate a practical need from the details I do not wish to disclose.

### A helpful support or next conversation

What access question, boundary, or trusted person could help?

Needing a restroom is a real need, not something you must apologize for.

# Living with other people

Reflect on sharing a room or common space. Boundaries can be practical and brief.

> Example: “I need some quiet time this evening. Could we talk about guests later?”

## A shared-living moment that feels difficult

Describe a situation rather than assuming what my roommate thinks.

## The boundary or request I want to express

What do I need, and what wording feels comfortable?

## What I learned, or still need to clarify

After a conversation, note facts and an appropriate next step.

You can request privacy without giving your full health history.

# An invitation, with options

Think about a meal, club meeting, hangout, or campus event you care about. Choose participation on your terms.

### What I would enjoy about going

Name something beyond “I should be able to do this.”

### A version that fits my current needs

Consider duration, support, a flexible plan, or rescheduling.

### Afterward: what mattered to me

What did I enjoy, handle, or learn, including if I changed plans?

Leaving early, adapting, or resting does not erase your interest in connection.

# Eating around other people

Use the Dining Hall Guide for meal decisions. Here, reflect on the social pressure surrounding a choice.

> Example: “I’m choosing what works for me today. Tell me how your class went.”

## The comment or judgment I anticipate

What do I fear someone might say or assume?

## What I choose to communicate

Write a short boundary, explanation, or change of topic that feels comfortable.

## What helped me stay connected

A person, a conversation, a different arrangement, or another detail.

This page does not identify foods as safe or unsafe or ask you to restrict eating.

# Support without self-blame

The Accommodation Preparation Checklist organizes formal requests. This page makes room for your feelings about asking.

### The belief that makes asking difficult

For example, worrying about being a burden or seeming less capable.

### What I need someone to understand

Describe the practical barrier and the help or information I am seeking.

### A fairer way to view the request

How can I acknowledge my needs without predicting the outcome?

Asking is a step toward information or access. Approval and procedures vary.

# When someone asks a personal question

You may answer briefly, redirect, or decline. Choose wording that sounds like you.

> Example: “I’d rather keep the health details private, but I appreciate you checking in.”

### The question or comment

Use a real example, or one I want to prepare for.

### The amount I want to share

A general explanation, a practical need, or no health details.

### My response, and what I need afterward

Write a short response. Note any support or boundary I may want.

You are not responsible for controlling another person’s reaction.

# Start with what I need

After a difficult episode, you do not have to complete a full reflection. Use this page when you have capacity.

## My immediate need

Rest, established care, support, privacy, or another need.

## What can wait

Which review, task, or conversation does not need to happen now?

## The smallest necessary next action

A message, a care contact, or a practical adjustment. Nothing extra is required.

If care is needed, pause the journal. Writing is optional.

# A debrief without a verdict

A brief review can preserve useful information. It does not need to explain every symptom or replay every detail.

## What happened

A few observable facts: the event, the change, and the impact.

## What supported me, or was missing

A route, a person, clear information, rest, or an unresolved need.

## One lesson worth carrying forward

Choose a useful adjustment or a question. “I need more support” counts.

Stop after one useful lesson. You can leave the rest uncertain.

# How I speak to myself

You can take responsibility for a next step without punishing yourself for symptoms.

> Example: “This was hard. I can ask for the notes and decide what I have energy for next.”

## The harsh sentence I noticed

Write it briefly; there is no need to repeat it.

## What I would say to someone I care about

Include the real difficulty and respect for their needs.

## A sentence I can honestly use for myself

Use plain words that feel believable rather than a forced affirmation.

Compassion does not require feeling good about what happened.

# After an embarrassing moment

Your feeling is real. Your conclusion about what everyone thinks may still be uncertain.

## What happened, without guessing reactions

Describe the specific moment.

## What I fear others concluded

What evidence do I have, and what do I not know?

## What would help me move forward

Privacy, support, a practical repair, or a kinder perspective.

You do not have to minimize the experience or predict that nobody noticed.

# Rest without earning it first

Rest and recovery are needs to consider alongside your established care guidance. An unfinished task is not a measure of your worth.

### The pressure I feel to catch up

What am I telling myself I must do immediately?

### What genuinely needs attention now

Identify any real deadline or necessary communication; what can wait?

### A recovery choice I can respect

What fits my current capacity, and when can I reassess?

Use your planner for rescheduling. This page is for the meaning you attach to rest.

# Returning at a workable pace

Returning does not require catching up perfectly. It may also require more recovery or professional support.

### What I would like to reconnect with

A class, a person, a routine, or another part of college life.

### A manageable return, if appropriate

What version fits my health, confirmed rules, and current capacity?

### What I want to remember if it is uneven

A realistic response if I need to adapt again.

The timing should fit your needs and guidance, not a journal deadline.

# Evidence that I can respond

Confidence can draw on moments of adaptation and support, including when symptoms did not disappear.

> Example: “I asked for help getting notes. I have one way to reconnect after an absence.”

## A situation I handled in some way

Name a recent moment; small moments count.

## What I did or accepted that helped

A decision, a boundary, a change of plan, or help from someone.

## What this shows about my options

Keep the conclusion specific. What might I remember next time?

Progress is not measured only by staying, finishing, or having no symptoms.

# Trust without certainty

You do not have to trust that your body will behave predictably. Reflect on your ability to notice needs and use support.

### What trusting myself could mean today

Recognizing a need, making a choice, or asking for care.

### A time I responded to a real need

What helped me respond, even if the outcome was imperfect?

### One support I want to keep available

A person, a confirmed option, or guidance I already follow.

Your body does not need to pass a performance test to deserve care.

WEEKLY REFLECTION

# Week 1 | notice what mattered

Use this page at a pace that fits you. Date your entry in the first box; missed weeks do not need to be made up.

### Dates + one meaningful moment

What did I participate in, adapt, or make room for?

### One difficulty + what helped

Recognize both. Did I use support, honor a need, or learn something useful?

### One intention for the next week

A manageable action, a boundary, a care question, or more recovery.

Count a small step without making it smaller by comparison.

WEEKLY REFLECTION

# Week 2 | notice what mattered

Use this page at a pace that fits you. Date your entry in the first box; missed weeks do not need to be made up.

### Dates + one meaningful moment

What did I participate in, adapt, or make room for?

### One difficulty + what helped

Recognize both. Did I use support, honor a need, or learn something useful?

### One intention for the next week

A manageable action, a boundary, a care question, or more recovery.

A harder week does not cancel earlier progress.

WEEKLY REFLECTION

# Week 3 | notice what mattered

Use this page at a pace that fits you. Date your entry in the first box; missed weeks do not need to be made up.

## Dates + one meaningful moment

What did I participate in, adapt, or make room for?

## One difficulty + what helped

Recognize both. Did I use support, honor a need, or learn something useful?

## One intention for the next week

A manageable action, a boundary, a care question, or more recovery.

Notice support as well as personal effort.

WEEKLY REFLECTION

# Week 4 | notice what mattered

Use this page at a pace that fits you. Date your entry in the first box; missed weeks do not need to be made up.

### Dates + one meaningful moment

What did I participate in, adapt, or make room for?

### One difficulty + what helped

Recognize both. Did I use support, honor a need, or learn something useful?

### One intention for the next week

A manageable action, a boundary, a care question, or more recovery.

Carry forward what helps; you do not need a bigger goal.

# Three lines are enough

For a moment when a full page feels like too much. Use once, then return to your next appropriate action.

## Right now

What is happening, in one sentence?

## What would help

One need, option, or person. No complete solution required.

## My next kind, practical step

What can I do, pause, or ask for now?

Save a fresh working copy for repeated entries. Seek care when the situation needs it.

# What I want to put into words

Write freely or begin with: “What I wish someone understood about this week is…”

## My notes

There is no required conclusion. Stop whenever you want.

Keep only the detail you are comfortable saving.

# What I want to remember

A personal summary for uncertain moments. Tap RESET whenever you want the short reflection page.

## A sentence that feels true and useful

Keep it believable and specific to me.

## My support + where to find it

A trusted person, campus resource, or professional contact. Sensitive details are optional.

## One choice I can give myself

Adapt, ask, pause, seek help, or take a manageable next step.

This is a reflection card, not an emergency care plan.

# What I am taking with me

Look back across the pages you chose to use. A mixed experience can still contain useful learning.

### What I see differently now

A thought, a need, a campus situation, or a way of speaking to myself.

### What helped, and what needs more support

Separate useful reflection from questions for a clinician or campus professional.

### What I want to continue

One practice, boundary, or source of support. No promise required.

You can return to one useful page. Finishing every page is not the goal.

SOURCES + CONTACT

# Keep learning. Use support.

The prompts are original educational reflections. They are not a clinical protocol and have not been tested as an IBS treatment.

**[1] NIDDK | IBS TREATMENT**

Individualized treatment and professional support. Mental health therapies are clinician-guided treatments; this journal does not provide them.

**[2] NHS | UNHELPFUL THOUGHTS**

General self-help information on examining thoughts and considering balanced perspectives. This informs reflection, not diagnosis.

**[3] ADOBE | MOBILE PDF FORMS**

Reader guidance for supported form filling on a mobile device. Features and saving behavior vary with the app and version.

**Tap a source card to open the official page.**

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