

Can you teach your trainee Resilience and EI?

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Developing people
for health and
healthcare

www.hee.nhs.uk

Disclaimer

- You are engaging with adult learners
 - you can't tell them what to do,
 - you can't make them do it and
 - they don't have to listen!!!!

AND

- You have an awesome job to do – developing a future workforce which needs to be resilient to cope with constant change

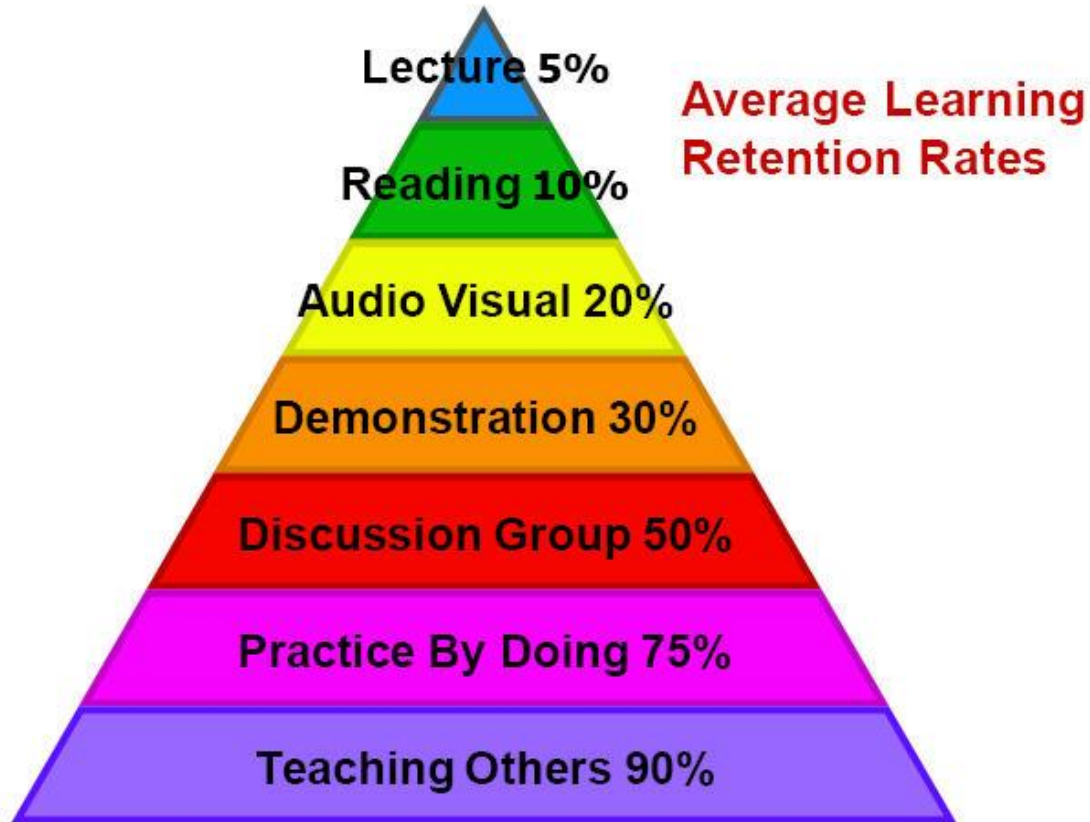
DO

- Keep finding better ways to help keep you sane - you are engaging with adult learners, who will make decisions for themselves, your job is to support them towards their preferred future
- And you have reports to write.....with supporting information to support your comments and judgements

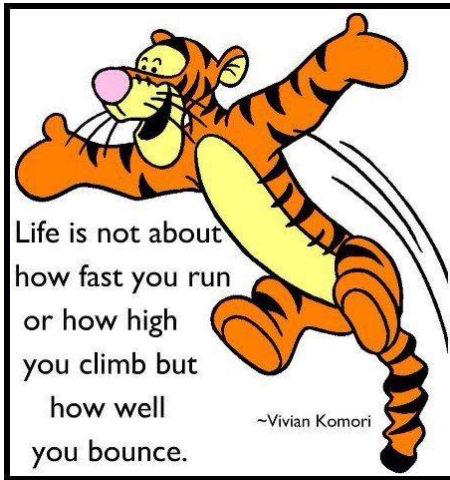
If this was a successful session

Or a very successful session

What would you notice?



Source: National Training Laboratories, Bethel, Maine



Resilience

*the capacity to recover quickly
from difficulties*

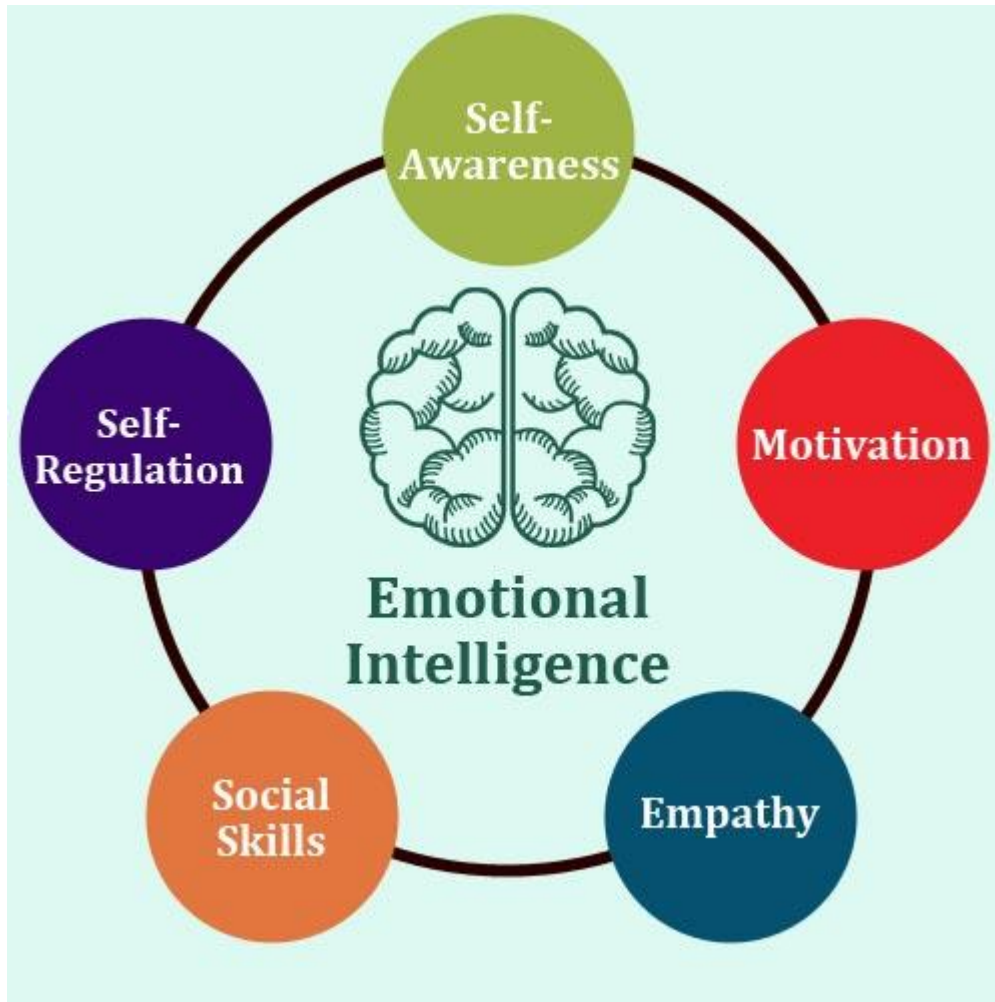
Resilient individuals view adversity and setbacks as opportunities for learning, growth, and development, find solutions

(Luthans and Youssef, 2007)

Emotional intelligence

The capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions in ourselves and in our relationships

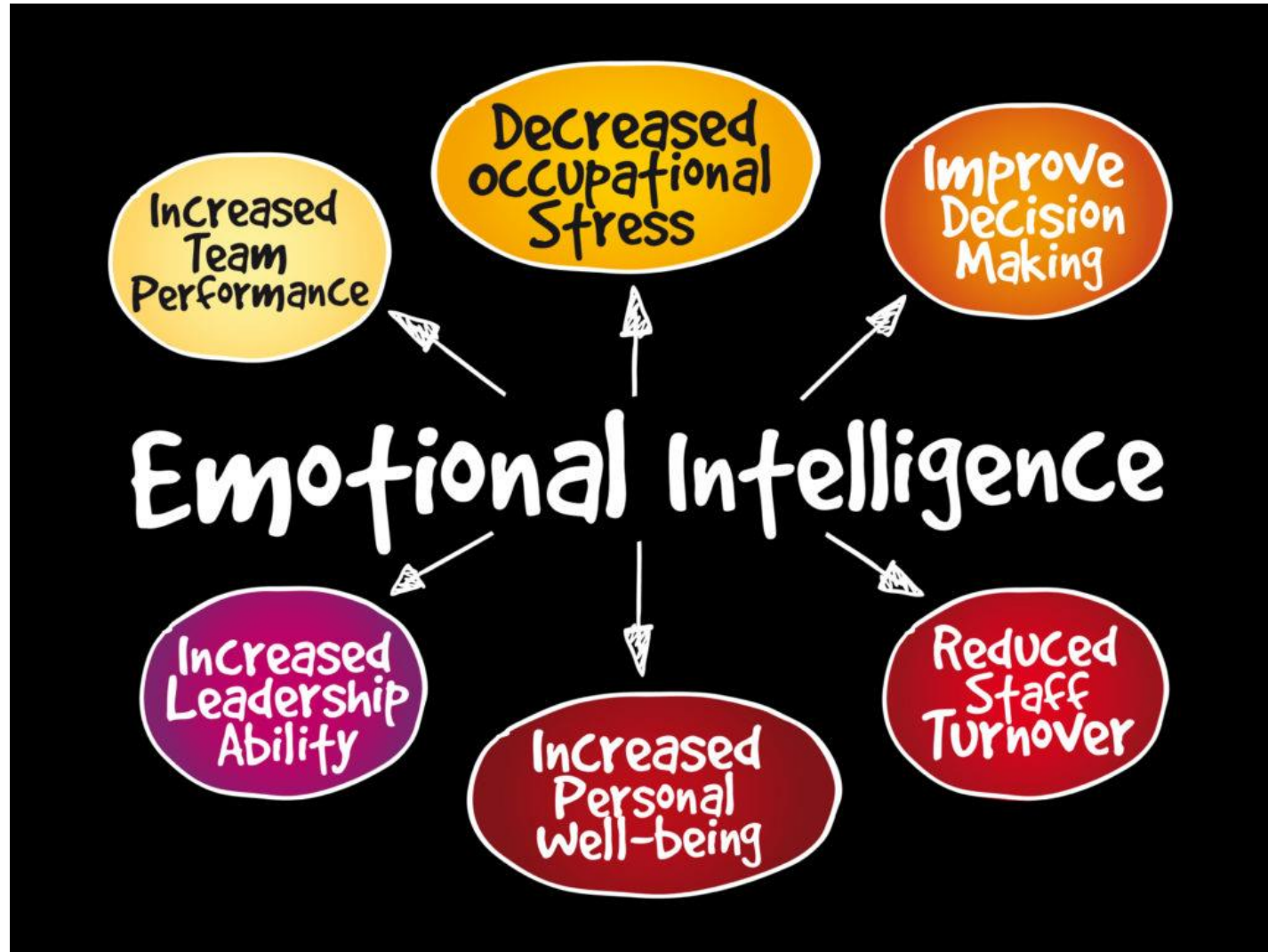
- It isn't fixed
- It does improve with age!!!
- It is a predictor for future success



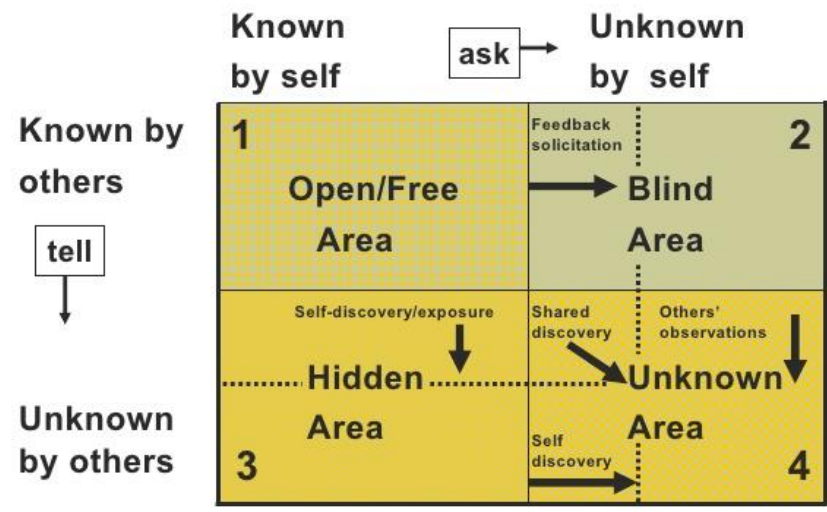
The Five Components of Emotional Intelligence at Work

	Definition	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humour
Self-Regulation	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgement—to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism even in the face of failure Organizational commitment
Empathy	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers
Social Skill	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams

*Daniel Goleman, "What Makes A Leader"
Harvard Business Review, November-December 1998*



The complete Johari Window Model





Health Education England

[Two-thirds of young hospital doctors under serious stress, survey ...](#)

1. <https://www.theguardian.com> › World › UK News › Doctors

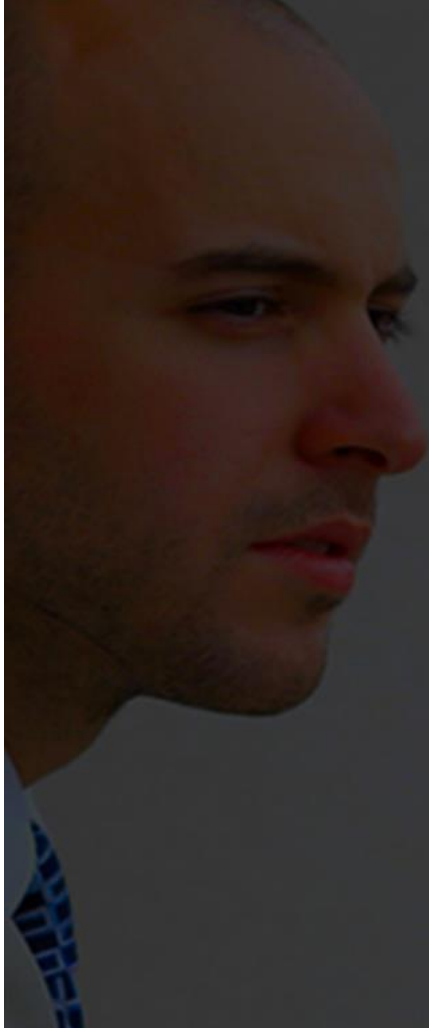
11 Feb 2017 - Many are so relentlessly busy that they go through entire shifts without eating or drinking, while others suffer **stress**, burnout, exhaustion and ...

[NHS doctors turning to substance abuse amid rising levels of stress ...](#)

1. www.independent.co.uk › News › Health

24 Jun 2017 - Among salaried GPs, 76 per cent had noted a rise in **how much** they ... The Independent “the **stress** levels are enormous” working as a **doctor** in ...



A close-up, profile view of a man's face, looking towards the right. He has short hair and is wearing a blue patterned shirt. The background is dark and out of focus.

“There’s a saying we have in the emergency room when we witness trauma and death among the innocent:

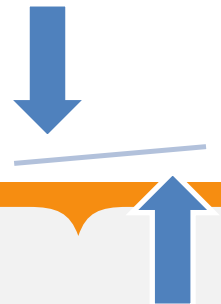
‘A little piece of my soul died.’

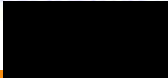
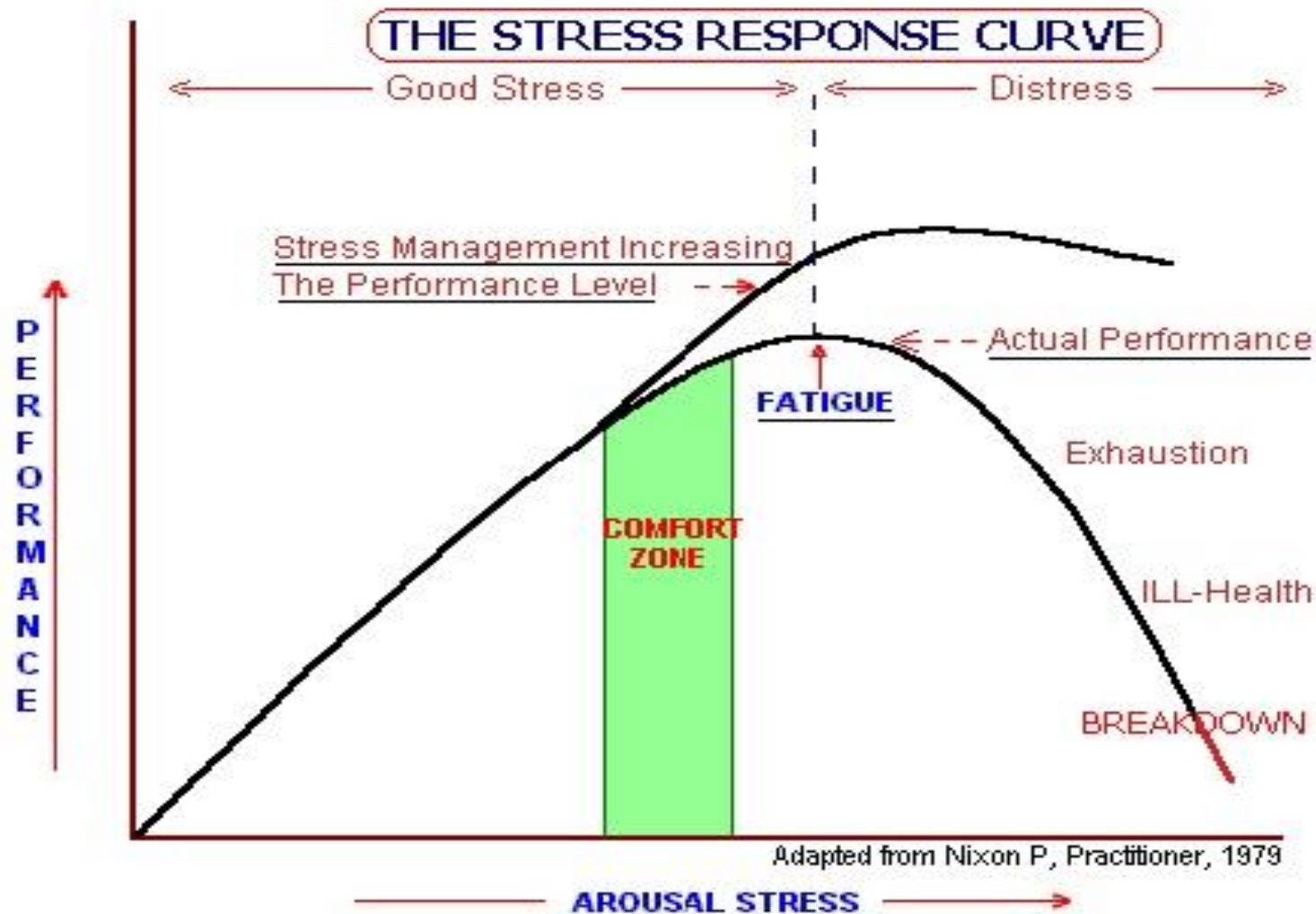
We’re never offered counseling and in the end you get the jaded emergency doctor who struggles to care. My psychologist says it wasn’t just the last girl. It was trauma after trauma after trauma.”

~ Emergency doctor revived after near-suicide

Why bother?

- 27%+ UK doctors show significant stress
- 7% substance misuse lifetime prevalence
- Doctors have a higher mental illness and suicide rate than the general population
- High rates of addiction and non-psychotic mental health problems compared to other professions e.g. law, teaching







HALT

Team
working and
supportive
network

Health

Promote
Work-Life
balance

Role models
Mentorship

RESILIENCE

Reflective
practice
Problem-
solving

Graded
challenges with
high
challenge/high
support

Set goals

Emotional
Self-
awareness

Attitude and perspectives

valuing what you do as a doctor,
maintaining interest in the job,
developing self-awareness and
accepting your own limitations

Balance and prioritisation

setting limits,
work life balance and
looking after and valuing yourself,
effective approaches to CPD

Resilience

Organisation of your work environment

good management,
having good staff,
effective systems at work

Supportive relationships

positive personal relations,
effective professional relationships
and good communication

What Stresses trainees?

Stress and Trainees

Career choices

Workload

Exam failure

Lack of available training

Relationships

Discrimination

Health

Bullying and Harassment

Housing issues

Long travel times

Financial issues

Carer responsibilities here and
abroad

Bereavement

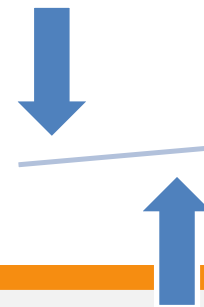


A FEW PEOPLE
ARE BORN
SURVIVORS...
THE REST OF US
NEED TO WORK
CONSCIOUSLY
TO DEVELOP
OUR ABILITIES.

AL SIEBERT

Role Models

1. Who would you describe as resilient?
(Friend, relative, or celebrity!)
2. What characteristics/qualities do they have which make them resilient?



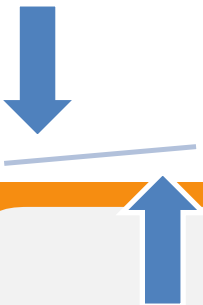
http://iandb0001s3.amazonaws.com/document/808d01f615181485114d1141705100/cover1_489127d1-9534-44bc-918d-cdf1faad03.jpg

Imitating Resilient Role Models

1. Break it into simple segments
2. Observe the skill in a variety of settings
3. Practice
4. Get constructive feedback

Where do you fit?

- Working day
- At home
- Different roles
- Today

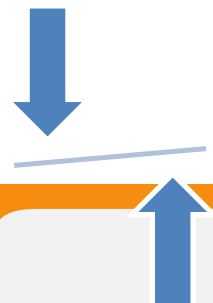


Resilience questionnaire

Thinking errors

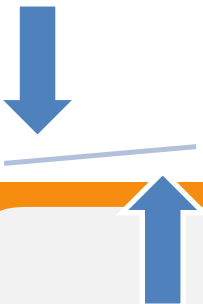
Events(antecedents) +Thoughts(beliefs)
= Feelings and actions(consequences)

- All or nothing thinking
- Over generalising
- Mental filter-everything is negative
- Jumping to conclusions
- Mindreading
- Magnification
- Emotional Reasoning
- Should must ought to statements
- Labelling and mislabelling



Better lenses

1. Think about something at work that is an issue at the moment
 2. Recognise the stressful feeling and write down how the issue makes you feel
 3. PAUSE – Shift your focus
 4. Breathe in 5 seconds
 5. Breathe out 5 seconds
- Ask – what would be a more efficient and effective response to the situation
- Write down your thoughts words and ideas





Thought Record

Situation

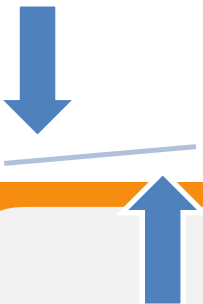
Feeling

Thinking

Challenge/alternative - (Evidence/Thinking errors)

Future plans /actions

- Use a thought record to interview each other about a recent issue you have dealt with –
- Interviewer-look out for and challenge thought errors



Cognitive Restructuring

- Calm – breathing mindfulness
- Identify Situation
- Analyze Mood
- Identify Automatic Thoughts
- Find Supportive Objective Evidence
- Find Contradictory Objective Evidence
- Identify Fair balanced Thoughts
- Monitor Present Mood

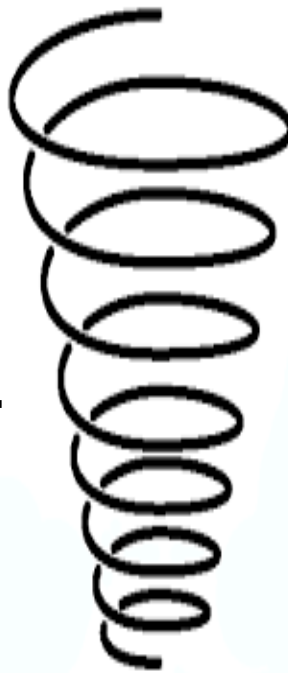
Practice resilience

UPWARD SPIRAL

Stress Mastery
Energise Body
Engage Emotion
Train Mind
Spirit in Action

DOWNWARD SPIRAL

Confused
Disengaged
Withdrawn
Vulnerable
Distress
Depression



POSITIVE STEPS

Prioritise/delegate
Recognise/stretch/diet/
exercise/ go outdoors
Talk/connect
Sleep/ time away/ exercise
Get help/mindfulness
Get help/CBT/lifestyle/
meditation

How?

Taking an interest in students and trainees	Unfriendly complaining / excessive criticism
Enthusiasm & patience	Expressing anger frustration
Provide clear explanations	Bitterness cynicism
Versatile, learner centred teaching style	Opinionated
Constructive feedback	Lack of confidence
Demonstrating clinical reasoning	Un-co-operative
Facilitation patient interaction	Lack of knowledge
Identifying opportunities for learning & reflection	Forgetting names face s
	Frightening humiliating
	Promoting unnecessary competition

HOW TO RAISE RESILIENT KIDS WHO NEVER GIVE UP
BASED ON SCIENCE

- 

Be a Supportive Role Model

Model resilient behaviors. Be calm and consistent. Admit your own mistakes and talk about how you'll get better next time.
- 

Let Them Make Mistakes

Let them see the consequences of their actions. They will learn how to bounce back from their mistakes and do better next time.
- 

Praise The Right Way

Give "process praise" by focusing on strategies, progress, or effort: "I can tell you've been working really hard," or "You really understand decimals."
- 

Teach to Manage Emotions

Teach that all emotions are okay. Deal with bad behavior to set limits. Brainstorm ways to fix the problem and prevent it in the future.
- 

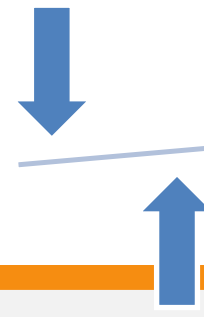
Teach to Problem Solve

Don't rush to solve problems for them or tell them the solution. Brainstorm solutions to address the challenge. Discuss potential consequences of each solution.

A GUIDED GROWTH MINDSET JOURNAL FOR KIDS
BigLifeJournal.com

Well-being

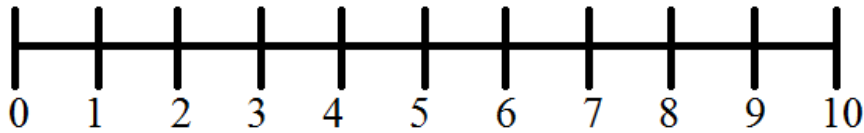
- Write down 3 things that went well in last day
- Why were they positive?
- Discuss in pairs



Approaches - exercise

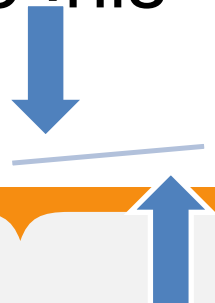
Glass half empty	Glass half full
How long have you had this problem?	What would success look like?
How do you feel about having this problem?	What will you notice about yourself / what will others notice about you (tip: keep asking anything else anything else (max 5))
What are the barriers to overcoming it?	What will be your first step, even a small one





Moving on - scaling

- 0-10 where are you now
- What makes you x rather than $x-1$
- What does 10 look like
- What would you notice – what would others notice
- What does $x+1$ look like
- What small steps can you take to achieve this
- What will you do in next 72 hours



Solution focus

- Scaling
- Past success
- Preferred future: – what does it look like – what will you notice
- Platform - what's already achieved / there
- Exception seeking - are there times when the challenge is not there – when , what was different
- Reframing - alternate, usually a positive interpretation of behaviour
- Indirect compliments: ask them to describe what was good about what he or she has done: “What do your colleagues appreciate in how you work?”
- The miracle question:
- Summarizing in their words: (language matching)
- What-is-better
- Normalizing

PSU offers include:

Specialist services

- Psychological support
- OH
- Career support
- Communication skills support

Expert advice

- Case managers
- Mentors
- Exam preparation
- Access to legal advice

Specialist assessments

- Dyslexia
- EI

Survivors

49-60: Very resilient!
44-48: Better than most
38-43: Adequate
0-37 Are You struggling?

Talk to someone

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Sarah.rann@hee.nhs.uk



- <https://www.headspace.com>
- <http://www.beatingtheblues.co.uk>
- <https://moodgym.com.au>
- <https://www.bma.org.uk/advice/work-life-support/your-wellbeing/bma-counselling-and-doctor-advisor-service>
- <https://www.mindful.org/meditation/mindfulness-getting-started/>
- https://heeoee.hee.nhs.uk/PSU_Home

So- what went well today?

On your way home think of three good things that happened to you today

.....



If this has been a really successful session

.....

(have you had enough!)



Health Education England

Better questions

Usefulness :

How can?

How would you notice afterwards that this conversation has been worth your time?

How can we make the remaining time as useful as possible?

How is what we talked about useful to you?

Better questions

Observations:

Could you, between now and our next conversation, pay attention to situations in which things are a bit better? ...

When you notice that things are better, could you pay close attention to what is different in that situation and to what you do different yourself?

maybe make a note so we can discuss next time

Better questions

Perspective change :

How will other people notice things are better?

Better questions

Coping:

How do you manage to deal with such difficult situations each day?

What helps you to keep going even though things are really hard?

Better questions

Continuation:

What doesn't have to change because it is already going well enough?

Better mindsets

Yes:

Is it alright if I ask you a question?

Would you like your situation to become a bit better?

Prediction:

Each night, before going to bed, predict whether or not you will succeed in
(whatever it is the trainee wants to accomplish) the next day.“

Better mindsets

Overcoming the urge:

Pay attention to what you do when you overcome the temptation or urge to fall back

Optimism:

What indications do you have that you will be able to achieve ...?,

What small signs do you see that indicate you will succeed in?"

Better Mindsets

Mutualizing: e.g. situations in which two individuals have disagreements –

It's pretty clear to me that both of you want to develop a plan that will be best for.....

you disagree at this point about what plan would be best but you share the common goal of.....”



Health Education England