

1 Background Reading

Why Resilience?

This module is designed to be an introduction to the *Values in Healthcare* training (VIHASA). It is run as a two-hour facilitated workshop and can be extended by adding additional exercises. In order to lead the workshops we feel it is essential that the facilitators have attended a VIHASA training course for facilitators and have access to the *Values in Healthcare: a spiritual approach* training pack.

We chose the title *Resilience* for this introductory module as it suggests a practical and positive response to the stress and burn-out problems healthcare professionals face, one that promotes teamwork, and compassionate and spiritual care.

To ensure the best chance of success for the training sessions, it is important to have discussions with those commissioning the training before any of the VIHASA modules are run. These should aim to gain an understanding of the organisation's and/or participants' perceived needs, and their expectations of the training. A useful key question to ask is, 'When we have successfully completed the session/module, in what ways do you think that participants will be doing things differently?' Additionally, 'How might these changes be observed and measured?'

The VIHASA training is based on learning through experience and the following *Background Reading* is designed to give the facilitators some notes on resilience that may be helpful in discussions with participants. These notes may also be provided to participants as part of the *Session Review*.

Definition of resilience

Resilience is not an easy term to 'tie down' to an overall definition. However, it can be described as 'a resourceful response to a challenge' or as 'an adaptation to stress,' while acknowledging that different people respond to stress in different ways and at different times.

The word resilience comes from the Latin *resilire* – to leap back – implying the ability to recover quickly from illness, change, or misfortune.

Qualities of resilience

Why is it that some people can recover from life's problems while others decline into physical ill-health, depression or more serious mental illness? And what are the personality characteristics or qualities of people who can recover from what life throws at them and triumph in difficult times? Some factors that have been identified as enhancing resilience are: a firm view of reality and acceptance; a sense of values; a belief in one's purpose; and, the ability to innovate and think 'outside the box'.

When confronted with adversity we need to find a way of turning it around, coping, adapting or even thriving. Some of the personal qualities we can develop in ourselves and which will help to build resilience include:

- *Courage* in the face of adversity. Courage is not needed when we are safe and calm, but is required when we are faced with a difficult challenge. It may mean taking a risk when things can go wrong. Demonstrating courage can sometimes prove unpopular in the eyes of others, so there is a need for self-confidence. Yet courage unleashes a feeling of liberation – 'I am going to give it my best shot'.
- *Determination* when there are obstacles to overcome – 'I am going to stick at this by taking one step at a time'.
- Hope when everything appears hopeless. We need to ask ourselves how we would like things to be. Hope is not just about having positive thoughts, but also having a clear intention – 'I feel it is achievable'.
- *Self-awareness* about the state of one's thoughts and feelings. This means checking into ourselves to see if we are out of balance, physically, mentally, emotionally or spiritually, and then taking action – 'I must take responsibility to do something about it'.
- *Inner strength* derived from turning inwards. This comes from recognising and drawing on our special qualities – 'I am a peaceful, patient, respectful person'.

Putting the above qualities into action can help to develop two further qualities which can help to build resilience:

- *Resolve* to be persistent and inspired to find a better way – 'Others have done it, so I can too'.
- *Rediscovery of purpose* in efforts to reach goals – 'My contribution will make a difference'.

We all have the above qualities and can learn to draw on them. Other strengths include humour, generosity, flexibility, openness and trust. All these qualities of resilience are important, not only for healthcare professionals, but also for patients when faced with illness, uncertainty and difficult situations.

Metaphors for resilience

A useful metaphor for resilience is a reed bending in the wind. The reed adapts to and accommodates the stress of the wind and so doesn't break. A resilient individual faced with stress has flexible coping mechanisms that become evident when they are tested. They are able to check their thoughts and feelings, dig deep to draw on their inner strengths, and then put them into action.

Another metaphor for resilience is a ball bouncing back when it is thrown against a hard surface. This suggests the capacity we can have to bounce back from difficulties when we access our stable, 'true' centre, that is, when we are in touch with our unique nature and qualities.

Resilience quotient

Psychologists have coined the term 'resilience quotient' – and have demonstrated that resilience is a skill we can learn. The resilience quotient is a measure which takes account of key personal strengths identified as being important to resilience, including optimism, freedom from anxiety, taking personal responsibility, openness and adaptability, and a positive and active approach to problem solving. Having an internal locus of control and feeling responsible for change have also been shown to be important factors in building resilience, along with changing the way in which we make decisions – by cutting out procrastination and by 'reframing'. Reframing is a powerful cognitive tool we can use to transform the way in which we see and think about things. A good example of this is whether we choose to see a glass which is half-filled with liquid as 'half full' or 'half empty'. Challenges to our stability are inevitable, but it is our capacity to regain our poise quickly that enables us to lead a constructive and fulfilling life.

Group resilience

However, there is more to resilience than an individual's personal qualities and strengths. To remain resilient we need the support of friends, family and colleagues. At work individual resilience is boosted by support from colleagues and management. In addition, it helps if society supports us in dealing with adversity, both legally and morally. For example, individual soldiers may be personally resilient, but are helped in their determination to survive by family support and that of society, when it gets 'behind the troops'.

Finally, in challenging situations we can turn to and draw strength from something greater than our own being, for example, we can turn to God, Allah, to Nature, Universal Energy, the Way, the Source, etc.



Stop for a moment

A key tool in the VIHASA training programme is meditation. Sometimes the word ‘meditation’ can pose a barrier in healthcare training, yet it is often the case that when participants do experience meditation or visualisation exercises they acknowledge the benefit. Therefore, we are keen to introduce a meditation exercise that is practical, acceptable and simple so that participants can put it into practice immediately following the session and feel the benefit.

‘*Stop for a moment*’ is an adaptation of the ‘STOP’ exercise used in **Module 3 Positivity** and the hope is that it can become a term in currency amongst healthcare colleagues at work. This session starts and closes with the invitation to ‘stop for a moment’, and there are opportunities to ‘stop’ for longer moments during the session. These silent pauses can be accompanied by some gentle background music or one of the JAM (just-a-minute) tracks published by the Brahma Kumaris World Spiritual University (<http://www.just-a-minute.org>).

The relevance of this simple meditation tool in practice is to learn how ‘stop for a moment’ can be used in everyday life and in a variety of situations, for example:

- Before commencing any procedure, whether major, such as an operation, or routine, such as giving medication
- At the point of ‘exploding’, ‘having an outburst’ or ‘losing your cool’
- When about to enter a potentially difficult situation, such as taking an exam, or a sensitive interview with a patient
- When experiencing the feeling of ‘going too fast’ and needing to slow down.

How to practise *Stop for a moment*:

- Physically stop what you are doing.
- Take a few deep breaths, then breathe slowly.
- Stop by mentally applying a ‘*full stop*’ to your thoughts, and a *brake* on your emotions. You may even wish to say, ‘Stop!’ either silently or out loud in a determined way.
- Briefly stand back from the situation.
- Say to yourself, ‘I am calm’, and then feel the calmness beginning to flow through your body and mind.
- When ready, carry on.

2 The Facilitator's Guide to Resilience

Aims

- To identify the qualities of resilience and the ways in which it is expressed
- To identify ways in which resilience can be developed, drawing on personal experience
- To experience aspects of resilience through visualisation
- To apply learning to participants' own work and personal lives

Process

This session introduces the process and experience of VIHASA training by focusing on the important topic of resilience. Participants begin by working together to identify the qualities and actions of a resilient person. Following this, they work individually to reflect on how they have expressed resilience in their lives, in terms of their thoughts, feelings and actions. After a movement exercise, participants explore what helps to foster resilience, drawing on their own and others' experiences, working in small groups and feeding back in creative ways. A visualisation provides a follow-on opportunity to reflect on resilience at a deep, personal level. Finally, participants work on action plans to apply learning to their work and personal lives. The programme also incorporates some opportunities to stop and experience a few moments of silence.

Programme/plan for Resilience Module

Introduction	30 minutes
<i>Stop for a moment</i>	1 minute
Exercise 1 A resilient person	15 minutes
<i>Stop for a moment longer</i>	5 minutes
Exercise 2 Being resilient	20 minutes
Movement exercise	5 minutes
Exercise 3 Resilience in action	20 minutes
Exercise 4 Tree of resilience – a visualisation	10 minutes
Exercise 5 Action planning	10 minutes
Session Review and Closure	5 minutes
<i>Stop for a moment</i>	1 minute
Total time	2 hours approx.

This short session incorporates a lot of exercises and you will need to be organised and keep to time to get through it. View it as a taster to a full VIHASA module.

The programme above provides a basic structure for you to plan your session. You may wish to change the timings depending on the experience of the group, their expectations and the time you have available. For example, if participants have come to learn about the VIHASA programme, you may have to spend more time during the Introduction explaining VIHASA and shorten some of the exercises. If the focus is more on learning about resilience for participants' work, then you should spend more time on Exercise 3 and perhaps shorten Exercises 4 and 5. It is recommended to include all the exercises. If you have more than two hours available, you may wish to include one of the additional exercises below:

Additional exercises

Exercise 6 Creative feedback	20 minutes
Exercise 7 Health and well-being score	40 minutes
Exercise 8 Identifying support	25 minutes

If you plan to run the session for more than the two hours, or incorporate one or more of the additional exercises, it is best to schedule in a break.

Materials



- Flipchart and marker pens
- Blu-tack or tape to stick sheets to a wall or display board
- CD/mp3 player and relaxing music (optional)
- Plain paper and coloured pencils or pens (optional)
- VIHASA leaflets (optional)
- Exercise 2 Worksheet: Being resilient
- Exercise 5 Worksheet: Action plan
- Exercise 7 Worksheet: Health and well-being score
- Exercise 8 Worksheet: Identifying support
- Copies of evaluation form from the VIHASA training pack or from participants' organisation

Preparation

- 1 Read the introductory notes at the beginning of the session so that you are familiar with the way in which the theme can be introduced and explored.
- 2 If you have access to the VIHASA training pack, familiarise yourself with the main learning tools which are being used in this module (see **Part 4: Spiritual Tools**).
- 3 Read through the session guidelines and look at the suggested session programme. Again, if you have access to the VIHASA training pack, you might want to look at **Part 2: Guidance for Facilitators** and the movement exercises in **Part 5: Additional Resources** for more detailed guidance on running the session.
- 4 Photocopy any exercise sheets and make sure that you have any other equipment listed under *Materials* above.

3 Introducing the Module



Process:

Listening



30 minutes

Materials



- Flipchart and marker pens
- VIHASA leaflets (optional)

Opening remarks (10 minutes)

- 1 Welcome and introduce yourself.
- 2 Invite everyone to *Stop for a moment*, running through how to do this as explained in the *Background Reading* to the session.
- 3 Outline the aims, programme and process for the session.
- 4 Explain the relevance of resilience to work, drawing on the *Background Reading*.
- 5 Outline the VIHASA programme – you may wish to give a brief outline and have leaflets available
- 6 Run through any practical points, for example, location of fire exits, toilets.

Part A: Introductions exercise (10 minutes)



Invite participants to choose a partner and do the following:

- “ Sit with your partner and ask their name, and what they want to learn from the session, i.e. their personal aims and objectives. If appropriate, you may ask, ‘As a result of what your partner learns, what will they be doing differently?’ ”

Allow 5 minutes, prompting partners to change over half way through.

**Feedback
5 minutes**



Bring the whole group back together. Ask each participant in turn to share with the group their partner's name and what they said they wish to learn from the session/what they will be doing differently.

Part B: Setting the tone (10 minutes)



Invite participants to form small groups of three and to discuss the following:

“ In your small group, discuss briefly what qualities you feel makes a group such as this work successfully.”

Allow 5 minutes.

**Feedback
5 minutes**



Bring participants back together. Invite a representative from each small group to feed back and write up any qualities they identified on the flipchart.



Stop for a moment



1 minute

4 The Exercises

Exercise 1

A resilient person



Process:

Reflection and sharing in pairs



15 minutes

Learning outcome

At the end of this exercise participants should be able to:

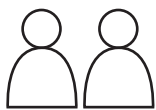
- ✓ identify the qualities and actions of a resilient person.

Materials



- Flipchart and marker pens

Facilitating the exercise



Ask participants to choose a different partner and invite them to do the following:

- “ Take a few moments individually to think of someone you feel is a ‘resilient’ person. What are they like (i.e. their qualities) and what sort of things do they do? Then share with your partner for 5 minutes each.”

Prompt partners to change around after 5 minutes.

Feedback 5 minutes



Use the remaining 5 minutes to invite feedback from the pairs and write up on a flipchart.

Note: this exercise could be used as an alternative to the **Part A: Introductions** exercise at the beginning of the session.



Stop for a moment longer



5 minutes

Exercise 2

Being Resilient



Process:

Reflection and sharing in pairs or groups



20 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ reflect on and identify their own expression of resilience, in terms of thoughts, feelings, actions and personal qualities.

Materials



- Copies of Exercise 2 Worksheet: Being resilient (or flipchart and marker pens)

Facilitating the exercise

1 Give participants copies of the **Exercise 2 Worksheet: Being resilient** or write the questions from the worksheet onto a flipchart.

2 Introduce the exercise as follows:



“ Reflect on your own for a few minutes. Think of a difficult situation, at work or somewhere else, that you dealt with successfully. Alternatively, think of a time when you ‘bounced back’:

- 1 What were your thoughts?
- 2 What were your feelings?
- 3 What did you do?
- 4 What strengths and qualities did you draw on?”

Allow 5 minutes for this.



3 Invite participants to share their responses with a partner, or in groups of three.

Allow 15 minutes for this.



Movement exercise



5 minutes

Helpful hint

If you have access to the VIHASA training pack you will find some movement exercises in **Part 5: Additional resources**. If not, invite everyone to move in any way which involves gentle stretching or deep breathing. This will help participants to refresh themselves before moving on with the session.

Exercise 3

Resilience in action



Process:

Creativity



20 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ understand what helps to boost resilience, drawing on their own and others' experiences.

Materials



- Flipchart and marker pens
- Tape or Blu-tack to stick sheets onto wall (optional)

Facilitating the exercise



Invite participants to form groups of three to four and provide direction as follows:

- “ In your small groups, discuss the question, ‘What helps you to be more resilient?’ Prepare a flipchart sheet to present your conclusions to the main group. You can use bullet points, images, poetry or any creative form you wish. ”

Allow 10 minutes for this before moving into feedback.

Feedback 10 minutes



Use one of the following ways of inviting feedback:

I Presentation

Invite one member of each small group to present their conclusions to the other participants while referring to their flipchart. Other members of the group can add supportive comments and help answer questions.

2 Gallery

Ask the small groups to display their flipcharts on the wall (using Blu-tack or tape). Invite everyone to walk round and read and talk about them. Re-gather as a group to discuss their observations.

3 Personal

Form a circle and ask each participant to talk about their experience and conclusions.

Exercise 4

Tree of Resilience – a visualisation



Process:

Visualisation



10 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ practise using the visualisation to experience aspects of resilience.

Materials



- Relaxing background music (optional)
- CD/mp3 player (optional)

Facilitating the exercise

- 1 Explain what visualisation is and invite participants to sit upright in a relaxed posture, with feet on the floor and hands held loosely on their laps.
- 2 Read out the visualisation below in a clear, gentle voice, pausing at ellipses (...) to allow an opportunity for reflection. You may wish to play some relaxing background music.

“As you begin to settle down in a comfortable position, allow your breathing to find its own gentle rhythm... as your imagination takes you along a path in the countryside on a lovely summer's day, where it's comfortably warm... Perhaps you can feel the soft grass under your feet as you pass through a wooden gate and find yourself walking towards a beautiful tree, standing in a peaceful space ahead...

As you approach this special tree, it seems to exude an energy which resonates naturally with your own... Perhaps you can imagine just how restful it could be to gaze up at this tree,

noticing its shape and colours and textures. It could be any kind of tree, although not an evergreen, but rather one which changes with the seasons, a tree which has existed in this quiet place for a long time...

When you are ready, you can sit comfortably at the foot of the tree, feeling the softness of the ground beneath you and the texture of the trunk supporting your back, the bark warmed by the sun, adding to a sense of relaxation as you just begin to day dream a little...

And you can wonder what it will feel like to gently merge with this tree in full summer, and feel its vibrancy as its branches stretch out towards a blue cloudless sky far overhead... Perhaps these branches are home to birds rearing their young, and you can almost hear the sound of their sweet song as you rest down deeply... As you look up through your green, glossy leaves, you may notice how the sun filters through, casting patterns on the ground, and how the canopy of foliage provides shade for small animals to lie in and doze, finding relief from the heat; and how it can also become a natural umbrella shielding all who pass by from the soft summer rains... Notice how you, the tree, are strong and full of life, roots anchored deep, drawing moisture and nutrients from Mother Earth...

And as summer days go by, you can feel the energy of your tree as it nurtures its fruits and they swell and ripen in the golden sun, providing welcome sustenance for humans and animals alike – juicy apples or pears, or crunchy nuts or even shiny conkers for children to play with... As the evenings draw in and you notice that first chill in the air, the leaves begin to curl and fall, carpeting the earth with rich golds, reds and russets, places for small creatures to hide, windswept piles for walkers to kick and crunch their way through as they bend in the face of the wind...

You can notice how you, the tree, is able to bend too, swaying flexibly in those autumn winds, anchored by those powerful roots; and perhaps you can hear the rustle of dry leaves as they cling to the branches and then are finally blown away by a gusty breeze, whirling into the misty air, until the tree stands stark and bare against a grey winter sky...

As rolling clouds herald the winter, they bring cold, heavy rain, hail and snow, but your tree stands firm and tall, its inner strengths gathered in, resting, resting...

Until, one bright day, the first buds appear, fresh and green, as you, the tree, seem to come alive, your revived energy rising up from the earth through your very core, pushing out new growth, tiny leaves unfurling, and then blossoms bursting into pastel shades of white and pink, full of life, your tree standing proud in all its glory, ready for the advent of another summer...

As you now detach gently from the tree and begin to walk away, you can turn around and look back at that tree, considering all the parts which make it the tree it is, which make up who you are:

Consider the roots of the tree as your heritage, your family and others who have taught you most in life, the source of your personal and professional values...

Consider the ground around the tree as the places where you live and work, the activities which make up your day, where you are right now in your life...

Consider the trunk as your personal strengths and qualities, your professional skills and abilities, what others appreciate about you...

The branches can represent your hopes, dreams and wishes, including the goals you have for your professional development...

The leaves are all those significant people in your life, those who are alive and others who may have passed on. They may include people who have made a difference to you in your professional life and the networks from which you draw support...

The flowers or blossoms on your tree are the gifts you bring to others through your life and work...

And finally, the fruits are the gifts you take away from this training to foster resilience in your personal or professional life... ..

Now see this tree as a beautiful whole, representing as it does, the whole of you – powerful and resilient in the face of challenge and change...

And with a sense of deep reassurance, you can now walk further away from your tree, passing back through the wooden gate, and then begin to come slowly back into the room, feeling the sensations in your feet and hands, feeling the breath coming and going, having a gentle stretch as you open your eyes, fully awake.”

Helpful hints This exercise will help participants to identify with the qualities of resilience at a deep, personal level. If you have extra time available, you might wish to provide everyone with paper and coloured pencils or pens at the end of the visualisation, and invite them to draw their tree of resilience. They could label the branches, roots, blossom etc with aspects of resilience they experienced during the visualisation. These could be shared or displayed during the rest of the session or at the end, as part of the Closure.

Exercise 5

Action Planning



10 minutes

Materials

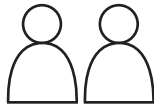


- Copies of Exercise 5 Worksheet: Action plan
- Flipchart and marker pens

Facilitating the exercise

- 1 Give participants copies of **Exercise 5 Worksheet: Action plan** and ask them to complete it individually.

Allow a few minutes.



- 2 Use the remaining time to invite participants to either share their responses with a partner or feed back to the whole group, depending on time and numbers. Highlight any important points on a flipchart.

Helpful hints

It is important that participants feel they are leaving with a few practical tools they can take away from the session, in addition to ideas and inspirations.

You can highlight any additional suggestions which have emerged during the session at the end of this exercise or in the closure, for example, stopping for a moment, learning to say 'No', making time for yourself.

If appropriate you may wish to use **Exercise 6: Creative feedback** from the Additional Exercises if time allows.

5 Session Review and Closure



5 minutes

- 1 Summarise the session and highlight the main learning points.
- 2 Give details of any further VIHASA training sessions if appropriate.
- 3 Invite participants to evaluate the session, using the VIHASA evaluation form or one from those commissioning the training.



Stop for a moment



1 minute

6 Additional exercises

Exercise 6

Creative feedback



Process:

Creativity



20 minutes

Materials



- Flipchart and marker pens
- Blu-tack or tape (optional)

Facilitating the exercise



Invite participants to form small groups of three or four. Ask the groups to summarise what they have learnt about resilience in one of the following ways, giving the following guidance:

Creative exercise

“On a sheet of flipchart paper, write your feedback together as a group poem – just 4 sentences or phrases which communicate an image of what you have learned or understood about resilience.”

After 10 minutes, invite each group to present their poem to the rest of the participants.

Presentation

“Summarise your findings on a flipchart. Decide on which member of your group will present your conclusions while referring to your flipchart. Other members of group can add supportive comments and help answer questions.”

After 10 minutes, invite each group to feed back in turn.

Gallery

- 1** Invite the small groups to summarise their findings on a flipchart. Allow 10 minutes.
- 2** Ask the groups to display their flipcharts on the wall (with Blu-tack or tape).
- 3** Allow a few minutes for everyone to walk around and read and talk about them.
- 4** Gather everyone back together to have discussion of their main findings.

Personal

- 1** Invite participants to form a circle and in turn, talk about their experience and conclusions.
- 2** Write up any thoughts/feelings/actions/qualities on a flipchart and spend the rest of the time discussing the group's conclusions about resilience. Summarise these on the flipchart.

Exercise 7

Health and well-being score



Process:

Reflection and sharing in pairs or groups



40 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ score different aspects of personal health and well-being and identify ways in which they care for themselves.

Materials



- Exercise 7 Worksheet: Health and well-being score
- Flipchart and marker pens

Facilitating the exercise



Part A: Scoring (15 minutes)

Distribute copies of **Exercise 7 Worksheet: Health and well-being score** to participants and ask them to work individually. Invite them to complete Part A of the form by scoring how they feel *now* on a scale of 0–10 against each of the aspects of health and well-being:

- Physical, eg physical functioning and health, energy level
- Mental, eg capacity to think, make decisions, plan and solve problems
- Emotional, eg positive or negative feelings which influence our thoughts
- Spiritual, eg extent to which we feel connected to something greater than ourselves, sense of purpose in life
- Social, eg our relationships, being part of a community

- Environmental, eg well-being derived from connection with, and care for, our physical and natural surroundings.

Allow 5 minutes.

Feedback
10 minutes



Invite brief feedback in pairs and or with the whole group, focusing on what factors tend to affect individuals' health and well-being scores, making them higher or lower.



Part B: Caring for yourself (25 minutes)

- 1 Now ask participants to individually consider ways that they care for themselves under each of the domains of health and well-being, using Part B of the worksheet to write these down under the relevant headings.

Allow 10 minutes before moving on.

- 2 Invite participants to share any reflections on what they have written, either with a partner or in small groups.

Allow 5 minutes before moving into feedback.

Feedback
10 minutes



Ask pairs or small groups to feed back any reflections on ways of caring for themselves, going through each domain of health and well-being in turn. Write the main points on a flipchart under each domain heading.

Helpful hints

It is useful to encourage people to identify activities for each domain, but also show how many activities address several or all domains. For example, doing yoga may benefit a person physically, mentally, emotionally, spiritually and socially. Walking or singing in a choir might also cover most of the domains.

Ask for any 'top tips' which were discovered in pairs or group reflections in terms of what individuals *already* do.

This exercise can be used in *Action Planning* by asking people how they might improve their well-being scores. You might wish to use the **Exercise 5 Worksheet: Action plan** so that individuals can make specific plans.

Exercise 8

Identifying Support



Process:

Reflection and sharing in pairs



25 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ identify people who support them in different ways and any gaps in support.

Materials



- Exercise 8 Worksheet: Identifying Support

Facilitating the exercise

- 1 Hand out copies of **Exercise 8 Worksheet: Identifying support** and ask the participants to work individually, by writing a chosen person's name alongside each question.

Allow 5 minutes.



- 2 Invite participants to reflect on their responses and share with a partner what they have discovered. Are there any gaps in support?

Allow 10 minutes before moving on to the final stage of the exercise.

- 3 Spend the remaining time inviting participants to identify areas at work where participants do receive support at work, both officially and unofficially. Beware that this is not the time to spend discussing *lack* of support, but rather focussing on colleagues and friends who do support them and what it is that they actually say or do.

Allow 10 minutes.

Exercise 5 Worksheet

Action plan

What can help you to be more resilient? Describe one useful thing you have learnt today and that you might like to put into practice:

Write an action plan by answering the following questions:

- What exactly are you going to do?

- When are you going to do it?

- How will you know you have achieved it?

- What may prevent you from doing it?

- Who is going to support you?

Exercise 7 Worksheet

Health and well-being score

Part A

For each item, score yourself on a scale of 0–10 in terms of how you feel right now (0 = low, 10 = high).

Aspect of health and well-being	Score 0 to 10
Physical	
Mental	
Emotional	
Spiritual	
Social	
Environmental	

Part B

List all the ways you currently care for yourself, under the relevant headings:

Physical

Mental

Emotional

Spiritual

Social

Environmental

Exercise 8 Worksheet

Identifying support

List the person you would choose to turn to for support in the following circumstances:

Making a mistake at work:

.....

A row with your partner/best friend:

.....

Following an accident in your car:

.....

A death in the family:

.....

To chat to when feeling low:

.....

To tell a secret to:

.....

If you had been diagnosed with a serious illness:

.....

A dispute with a colleague at work:

.....

A patient who has upset you emotionally:

.....

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