

The background features a series of concentric, curved lines in various shades of blue, creating a sense of depth and movement. The lines are more densely packed on the right side, where they appear to curve inward, and more spread out on the left. The overall effect is reminiscent of a tunnel or a vortex.

# Developing Resilience in our Students what we know and what we still need to learn

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# Outcomes

- Consider potential factors that deplete resilience in students
- Consider ways to build resilience development into the curricula

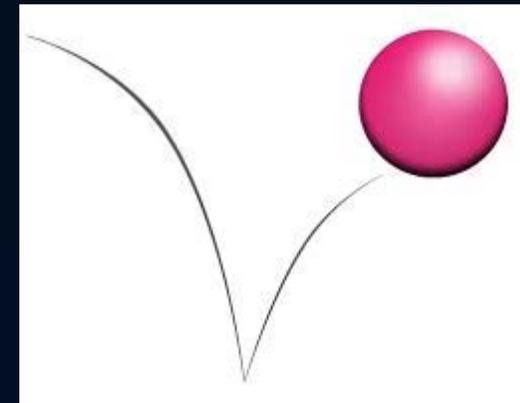
*WDG 1 Academic Capacity*

*WDG 7 Service Provision and Workforce Education and Training*

*WDG 11 Workforce Impact*

# Resilience – what we know

- Resilience, the ability to bounce back from setbacks and to thrive in challenging times
- High **resilience has been** positively associated with well-being and negatively associated with perceived stress. (Kermott 2019)
- Higher **resilience** in the executive workplace environment is associated with better mental **health**, reduced stress, and greater well-being (Kermott 2019)
- Stress is the 'global health epidemic of the 21st century'. Many of us now work in constantly connected, highly demanding work cultures where stress and the risk of burnout are widespread. (WHO)
- The most commonly identified factors that deplete resilience, include (Bond 2014):
  - managing difficult people
  - office politics
  - overwork
  - personal criticism



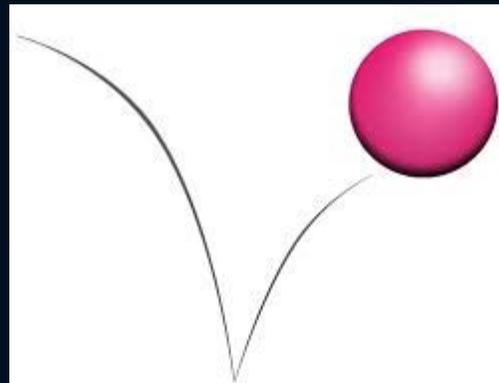
# Low Resilience – the risks

## The risks:

- Burn out
- Poorer performance
- Demotivation
- Lack of job satisfaction
- Staff turnover
- Absenteeism
- Decrease in quality of self care

Resilience is not easy to develop, learn and put into practice

- It takes courage and commitment
- It can be learnt
- It is essential to develop in students



# Burn-out an "occupational phenomenon": International Classification of Diseases

Burn-out has been included in the 11th Revision of the International Classification of Diseases (ICD-11) as an occupational phenomenon. It is **not** classified as a medical condition. (May 2019)

Burn-out is defined in ICD-11 as follows:

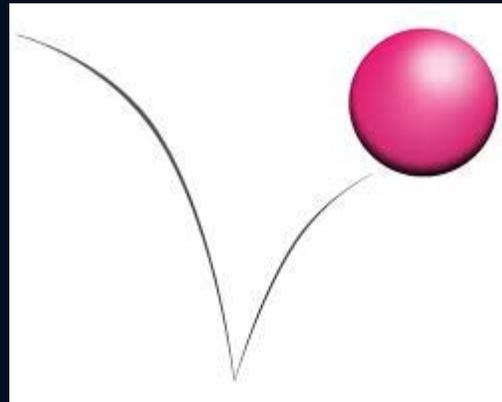
- "Burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:
- feelings of energy depletion or exhaustion;
- increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy

The World Health Organization is about to embark on the development of evidence-based guidelines on mental well-being in the workplace.

The psychological and physical problems of burned-out employees, are estimated to cost cost \$125 billion to \$190 billion a year in healthcare spending in the U.S.

# Personal Resilience

- Setbacks are often unavoidable
- The most resilient people will experience setbacks
- Resilient people generally:
  - Anticipate issues
  - See issues as challenges
  - Have the ability to stay strong remaining in control
  - Recover quicker
  - Learn from the experience and have an ability to keep moving forward



# Factors that deplete Resilience



# Looking back to your undergraduate years – what factors do you think could deplete resilience in students?

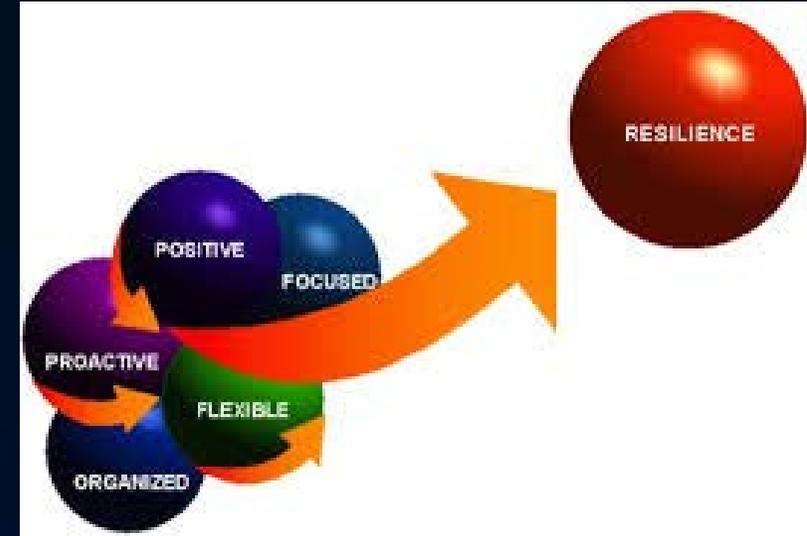
	SD	D	N	A	SA
Lack of a clear understanding of pharmacist opportunities after the degree course				70	30
Lack of academic support		40	20	40	
Lack of student (peer) support	10	30		60	
Student isolation		30		60	10
Student workload		10	30	60	
Understanding the relevance to practice of subjects		10		60	30
Understanding the relevance to practice of assignments		20		40	40

## Comments

- Failure to meet self-expectations and goals
- Juggling placements in community/hospital, assignments, study and working in community pharmacy - can be overwhelming.

# Activity 1

- Brainstorm factors that potentially deplete student resilience



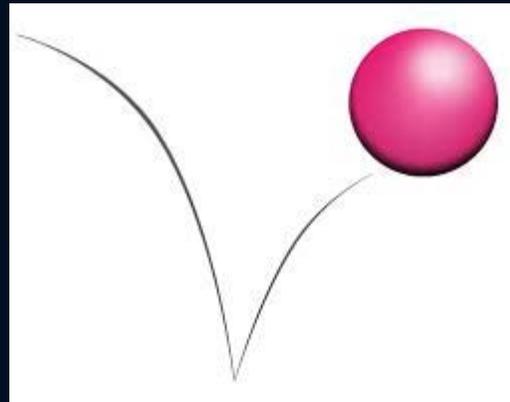
# Resilience vs Persistence

“While persistence is defined as: the fact of continuing in an opinion or course of action in spite of difficulty or opposition”

“Resilience is on the other hand: ‘the ability to resist, absorb, recover and adapt successfully to adversity or a change in conditions”

‘To be resilient we must be prepared to try, fail, review, change course, dust ourselves off and go again, and adapt to the environment we find ourselves in’

C. O’Sullivan 2016

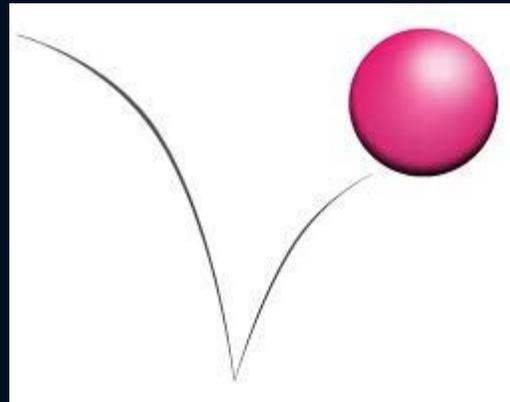


# Resilience vs Persistence

“Resilience is all about asking for help, recognising when your way is not working, and rather than going solo, it’s about looking up and out and collecting resources that other people are glad to give.”

“Because here’s what we know for sure; resilient people ask for help more often, and they have the highest number of positive relationships there to use when they need to crowdsource.”

C. Wakeman 2017



# A scoping review about resiliency education

- Reflective Practice
- Storytelling
- Peer support and mentoring
- Professional Support and Mentoring
- Developing Mindfulness and Meditation Practices
- Enhancing Self Knowledge and Personal Competencies

(Low et al J Nursing Ed 2019 vol 58 no 6 321-329)

# Staying on Track Seminar (Stallman 2011)

The *Staying on Track* seminar (Stallman, 2009)

A 90-minute, strengths-based, resilience-building seminar

Designed to increase resilience literacy, resilience and help-seeking when needed in university students.

The seminar introduces students to six building blocks of resilience:

three that help students buffer against stress (Realistic Expectations, Balance and Connectedness)

and three that help students manage stressful situations (Positive Self-talk, Stress Management and Taking Action).

These building blocks incorporate known components of resilience (see American Psychological Association [2010] for a summary) presented in a way that is relevant to university students.

# Road to Resilience APA (2010)

## 10 ways to build resilience

- Make connections.
- Avoid seeing crises as insurmountable problems.
- Accept that change is a part of living.
- Move toward your goals.
- Take decisive actions.
- Look for opportunities for self-discovery.
- Nurture a positive view of yourself.
- Keep things in perspective.
- Maintain a hopeful outlook.
- Take care of yourself.

*The key:  
to identify ways that are  
likely to work for you as  
part of your own personal  
strategy for fostering  
resilience.*

## Activity 2

Consider some ideas to build resilience development into the curricula

## Activity 3

Consider one to two ideas to develop for potential inclusion into the curricula

# Summary

Students should be aware of the realities of workplace adversity and the negative influences stress may have on their health and well-being if left unmanaged. (Low 2019)

It is essential to know how to develop resilience as an approach to aid in overcoming workplace challenges and persevere in a demanding career (McDonald 2016)

Research demonstrates that “the development and maintenance of personal resilience may well be significant for sustaining physical, mental and emotional health across the span of a career” (McDonald 2016)

# Summary – what we still need to learn

What do students think depletes their resilience?

What do students think develops their resilience?

What strategies actually work ?

We require longitudinal studies to provide the evidence of what works and translates into their professional workplace.

# References

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