



Burnout Education, Normatives and Digital Tools for European Universities

KA2: Cooperation for Innovation and the Exchange of Good Practices

KA203: Strategic Partnership for Higher Education

Project reference: 2020-1-RO01-KA203-080261

December 1st, 2020 - May 31st, 2023



BENDit-EU IO3: Curriculum for Students and Train-the-Trainer for Support Staff

Module 1: Training Day 1

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Presentation of the trainers






Burnout - is an emerging field (domain)


There are students who develop early burnout and cannot find a way to overcome/get out of this situation (like being lost in a forest and not finding the way)


Undetected and unresolved burnout is detrimental not only to students/physicians but also to their relationship with their patients → the presence of burnout can affect the quality of patient care


TRAINING DAY 1


 

 **Aim:**
To introduce academic burnout, its characteristics, and phases of burnout progression

 **Agenda:**
Burnout definition, relevance
Burnout symptoms, consequences, progression
Burnout - anxiety - depression circle

 **Participant outcomes:**
Define academic burnout and its main characteristics
Describe the burnout progression phases
Identify personal life instances of academic burnout





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The Day 1 agenda of the training curriculum is presented in this slide

Recognizing burnout is the first step to prevent it. The best word which describes Day 1 is AWARENESS



The first activity is participant introduction.

Participant introductions (in pairs):

Part 1a) Participants should first pair up to interview one another.

Each student will receive a a sheet of paper with questions for interviewing each other (see **handout/ worksheet 1.1**)

Part 1b) Participants should then introduce the person they interviewed to the whole group

Participant introductions (in pairs):

Part 1a) Participants should first pair up to interview one another.

Part 1b) Participants should then introduce the person they interviewed to the whole group

Sample questions for interviewing each other (handout/ worksheet 1.1.)

1. What is your name?
2. What country are you from?
3. What is your field of study?
4. What hobbies do you have?
5. What are your expectations from this course?
6. What topic(s) would you like to be covered in this course?
7. What is your reason for attending this course?
8. Is there something interesting about yourself that you would like to share with the group?



The participants can be divided into 3 or 4 groups, they will write on sticky notes their answers at the four questions, afterwards they will discuss their answers within the small group.

Then, each group will share their answers with the whole group and post the sticky notes on a whiteboard.

All participants will engage in discussions in groups and answer to the four questions listed below. (see **worksheet 1.2**) After reading the four questions below, they will first discuss their responses in their small groups. After 15 minutes, each group will present a summary of their discussion to the whole group:

- Please share the best word or sentence that you believe defines burnout.
- Can you describe a practical situation where burnout may occur?
- How would you describe a person who is experiencing burnout?
- How would you rate yourself regarding your perceived degree of burnout (on a scale from 0-10)?
- Do you believe that an international student can experience burnout due to culture shock, language, financial issues, and academic demand?

The purpose: to get some initial input on what they already know or believe about burnout.



The aim of this activity is to introduce the participants in the context of burnout through their own experiences

The participants are asked to write/ to draw/ to use sticky notes with their activities for a given period (e.g. one week, a month, a semester: "Let's see what is on your plate!")

Afterwards, they will discuss about their activities and aspects such as: "How many of these activities are for yourself or to help others? Do you feel being overloaded? Do you feel overwhelmed? How much time you spend on work, studying and how much for personal life and relaxation? Can you identify the percentage of time given for professional and personal life? Is there any imbalance?"

Instructions for the participants: On a round disposable paper plate write or draw words or phrases that describe the activities and responsibilities in your lives that fill up your time. Try to include all the tasks (job tasks, learning or training activities, household chores, parental activities or activities that assume taking care and helping your parents/ grandparents, any kind of tasks and obligations you have to do, such as preparing a presentation for your job or for a conference, part-time job tasks, helping your friends, etc.), as well as hobbies, leisure activities. You have 10 minutes to write/ draw on this plate and then you will "share" what is on your plate with the whole group.

How do you know when you have too much on your plate?

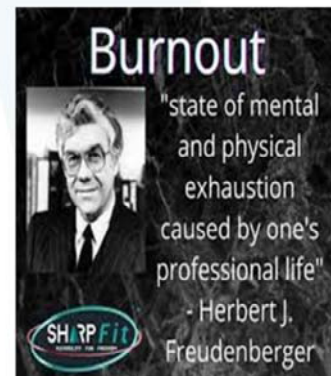
BURNOUT

Herbert Freudenberger - early 1970s

The term describes:

**gradual emotional depletion,
loss of motivation,
reduced commitment**

**among “helping” professionals in a clinic for drug
addicted patients**



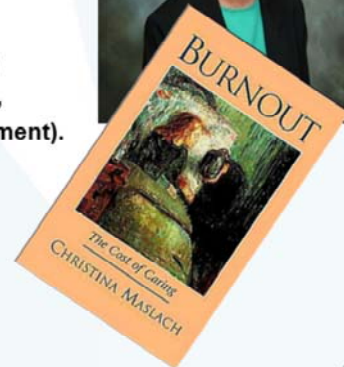
We should begin with history

The term 'burnout' was first used in a clinical sense in the early 1970s by Herbert Freudenberger

Christina Maslach & colleagues (1976)

-identified a psychological condition found in human services workers which:

- felt emotionally exhausted,
- developed negative perceptions and feelings about their clients or patients,
- experienced crises in professional competence
- a phenomenon restricted to the so-called caring professions (health care, education, social work, psychotherapy, legal services, and law enforcement).



It is time for some history of the term...

- Christina Maslach's project comprised a lot of exploratory, qualitative field research, which resulted in a lot of burnout descriptions based on observations, interviews, case studies, and personal experience.
- What also emerged from this exploratory work were three basic dimensions of the burnout experience:

These three dimensions appeared in many of the various definitions of burnout that were being proposed at that time beginning with the 1982 book *Burnout: The cost of caring*

At that time burnout was described as a phenomenon restricted to jobs related to human service workers.

"Burnout" was first used in relation to work
but the term has a longer history

**"She burn'd with love, as straw with fire flameth
She burn'd out love, as soon as straw outburneth"**
(W. Shakespeare, 1599)

**"Thomas Buddenbrook feels exhausted by
his political work and business ventures"**
(Thomas Mann, 1901)

**"Architect Query, who moves to Africa
to live in a leper colony, has gloom-filled
thoughts, is disillusioned, and suffers from
fatigue, apathy, and cynicism"**
(Graham Greene, 1960)

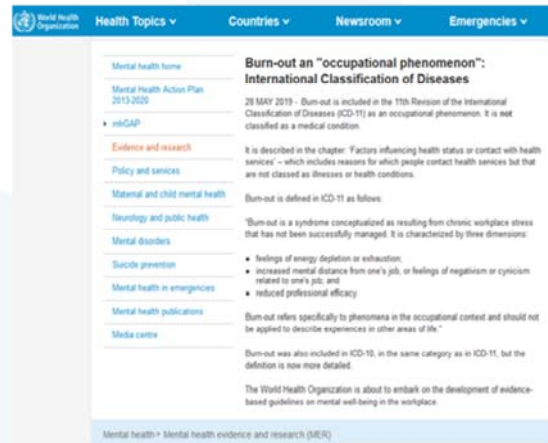


The term "burnout" has a longer history and here are few examples:

- W. Shakespeare in the seventh poem of *The Passionate Pilgrim* (1599): used "burn'd out" probably for the first time, in a psychological sense, that is, to describe a process of energy exhaustion in relation to love.
- Th. Mann (1901): the main character (Th. Buddenbrook) is portrayed as a present-day case description of burnout, as it includes mental exhaustion, disillusionment, and the loss of interest and drive
- Graham Greene (1960): described a fictional example of a burnout-sufferer

- WHO - ICD-11 (2019):
Burnout (code QD85)


- a “phenomenon in the occupational context”
- not classified as a medical condition.
- a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed




In 2019 WHO included burnout in ICD-11

It is a first step in recognizing burnout as important in professional context

Searching Google Academic


BENDIT-EU 

Google Academic burnout 

Articole Aproximativ 1.360.000 (de) rezultate (0,04 sec.)

Burnout
 MP Leiter, C. Maslach, K. Frame - The encyclopedia of clinical ... 2014 - Wiley Online Library
 ... Burnout refers to the emotional depletion and loss of motivation that result from prolonged ... of burnout, which might suggest effective solutions for alleviating or preventing burnout ...
 ☆ Salvați 10 Citați Citat de 241 ori Articole cu conținut similar

1.360.000

Google Academic academic burnout 

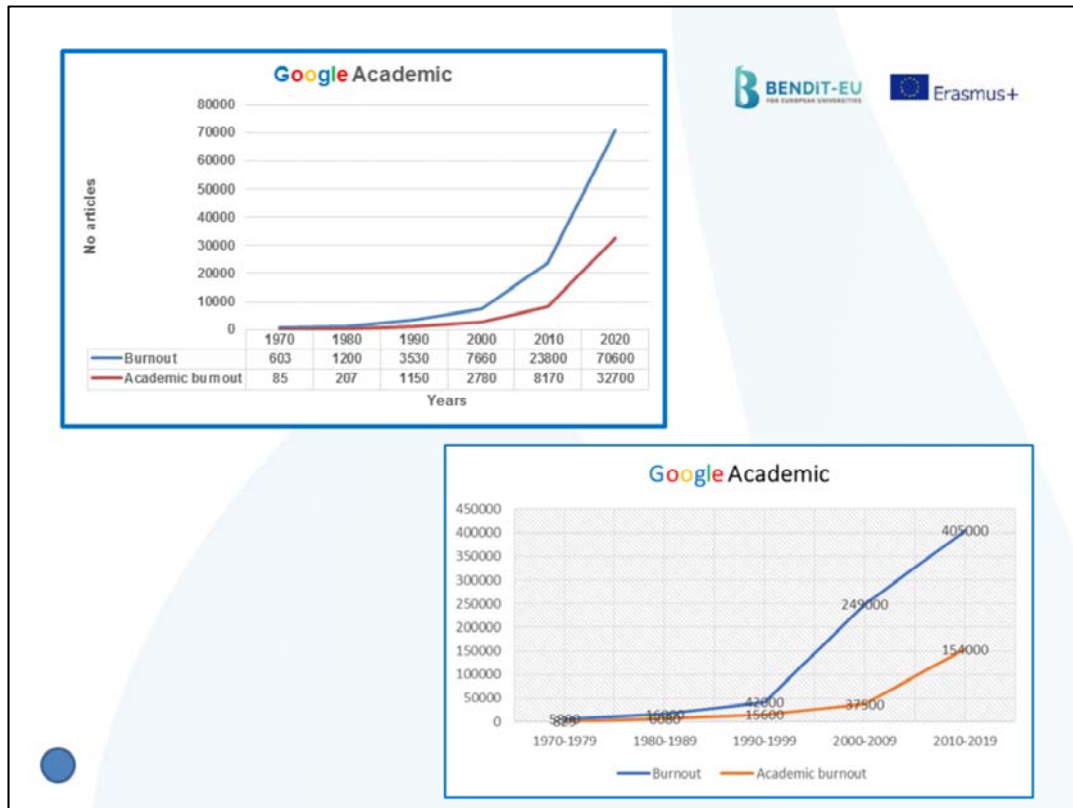
Articole Aproximativ 660.000 (de) rezultate (0,06 sec.)

Life stress and academic burnout
 SH Lin, YC Huang - Active Learning in Higher Education, 2014 - journals.sagepub.com
 ... "life stress and burnout is relatively limited. This study surveys academic burnout and life ... as a predictor of academic burnout. The "Undergraduate Life Stress Scale" and "Learning ...
 ☆ Salvați 10 Citați Citat de 281 ori Articole cu conținut similar Toate cele 3 versiuni

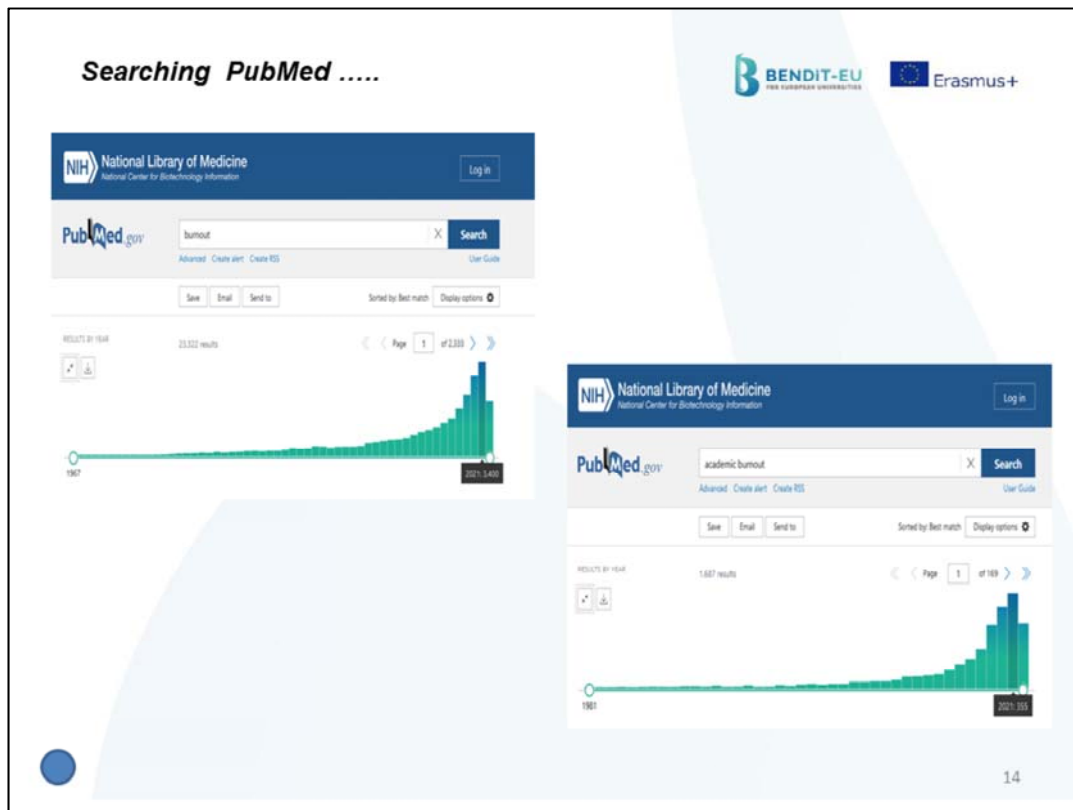
660.000

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A Google Academic search shows the number of results which highlight the importance given to burnout as an emerging phenomenon



These graphics show how the number of research and articles (from Google Academic) has grown exponentially



The same situation is revealed if we perform a PubMed search

Definition

BURNOUT

- a three dimensional concept in an occupational context

- 1) feelings of energy depletion or **exhaustion**;
- 2) increased mental distance from one's job, or feelings of **negativism or cynicism** related to one's job;
- 3) **a sense of ineffectiveness and lack of accomplishment.**

ACADEMIC BURNOUT

- a three-dimensional concept in the context of academic environment

- 1) **exhaustion** in the attempt to reach good results (with negative emotions towards their tasks);
- 2) increased mental distance from one's studies/ feelings of **negativism or cynicism** (a negative attitude towards the meaning and usefulness of studies);
- 3) **feelings of incompetence or ineffectiveness** in performing various academic obligations.



Burnout represents a 3-dimensional concept in an occupational context, an association of emotional exhaustion, depersonalization (or cynicism), and lack of personal accomplishment, that can occur among individuals who have people-oriented professions, such as human services, education, and health care”.

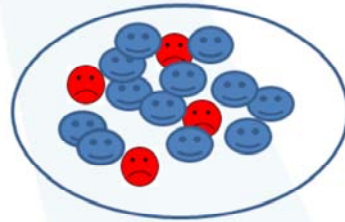
The concept of academic burnout is similar but symptoms occur in academic context. We suggest that students should be introduced with this concept by giving examples from their life as medical students... . A suggestion is to describe a situation a medical student might fit in...

- You wake up in the morning with a busy day of lectures and assignments ahead of you. You want to go straight back to bed – the thought of doing any of these tasks seems completely **overwhelming** to you. You're feeling irritable and can't seem to calm yourself down. Everything just feels too much.
- If this sounds like you, you may be experiencing academic burnout.

ACADEMIC BURNOUT Prevalence

Different studies: 28 – 61%

Burnout seems to be a cumulative phenomenon,
with a higher prevalence in clinical years.



! What is the **real** prevalence?

- prevalence may be underreported;
- some do not recognize the signs or symptoms of burnout;
- some others suffer and endure.

Questions:

How many times have you complained about being exhausted?

How many times have you sought counseling?

How many times have you address the counseling center?



- Reported prevalence varies between ...% and ...%
- Also, burnout seems a cumulative phenomenon, with a higher prevalence of burnout in clinical years.
- Research has shown that up to 50 percent of medical students experience symptoms of burnout. Other studies show that medical students are more susceptible to burnout than the average college-goer.
- The researchers are preoccupied with the real prevalence as it goes underreported....or is it there are individuals that endure because they think that they will perceived as being weak... so this perception should be chalenged and it is useful for our students to gain awareness on the phenomenon of burnout
- Thus... students should ask themselves the questions....

ACADEMIC BURNOUT

Gender differences



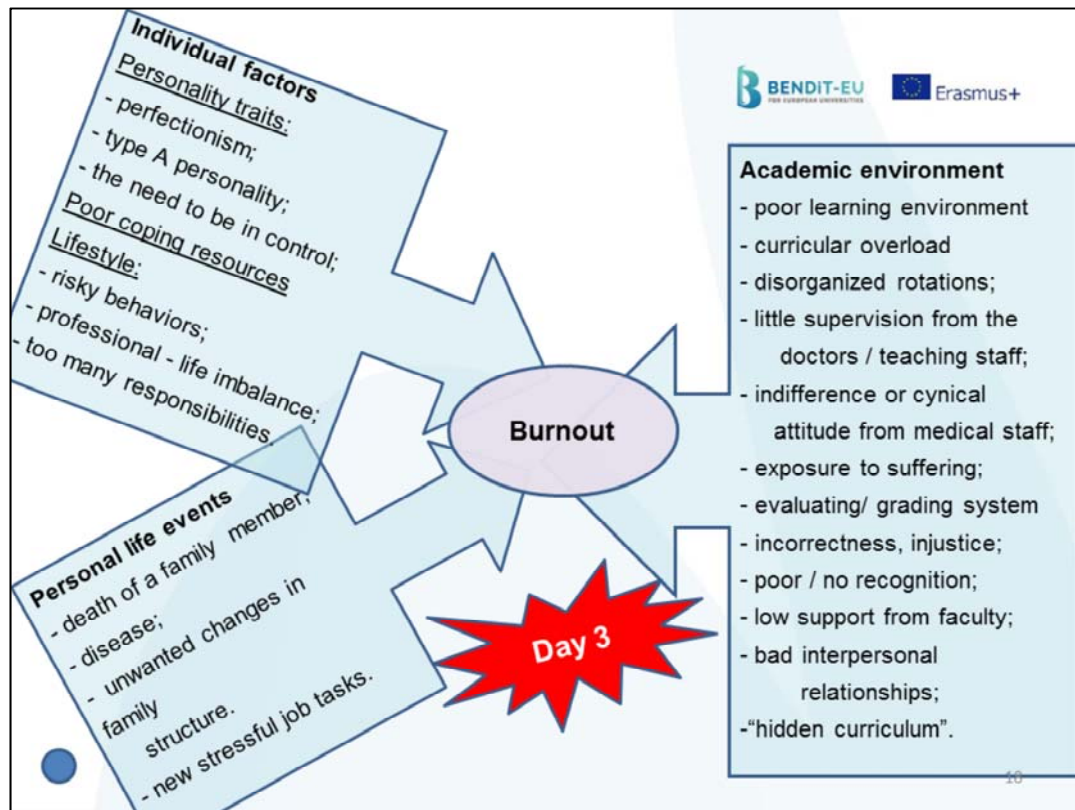
Different findings



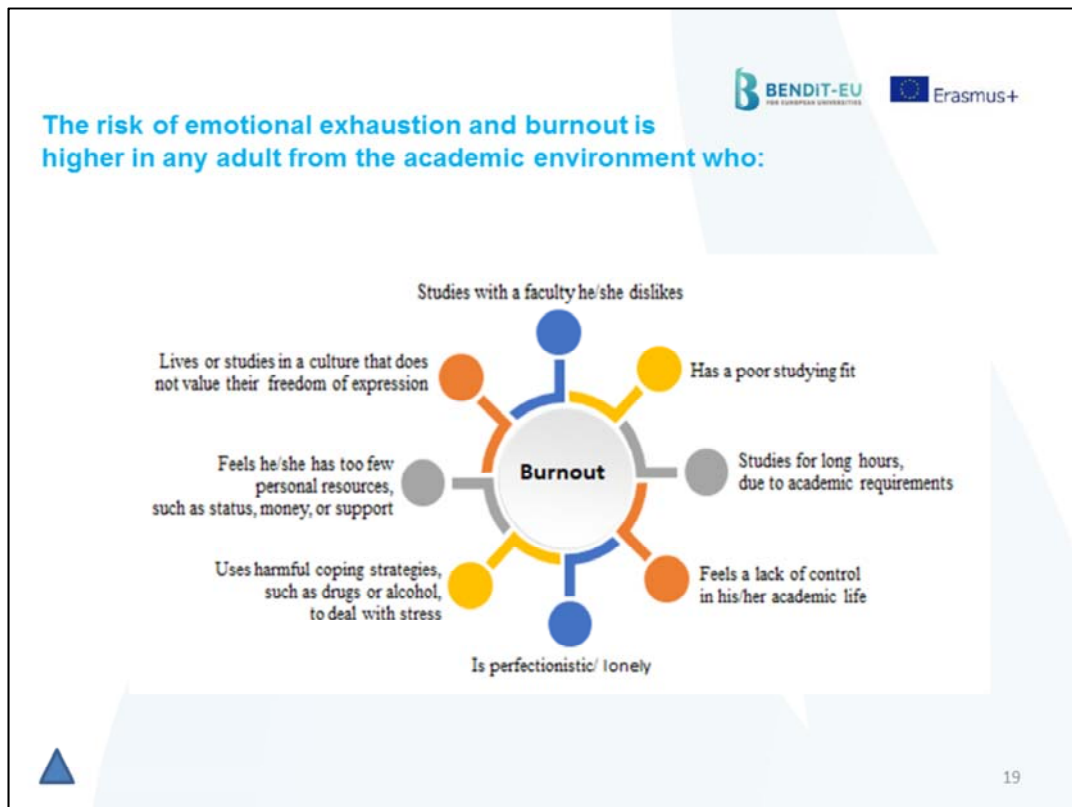
- **women are more likely to suffer from emotional burnout than men** (*Purvanova & Muros, 2010, meta-analysis*);
- **male students have higher burnout than female students** (*Borenstein et al., 2013*);
- **female students may have had less inadequacy and burnout in carrying out their academic obligations and responsibilities** (*Backović et al., 2012*);
- **there is no significant difference in burnout according to gender** (*Frajerma et al., 2019, meta-analysis; Kalkan & Dagli, 2021*).





Different findings show that there are gender differences in academic burnout experienced by college students. However, the findings vary from study to study.



Burnout occurs at the intersection of individual factors with an unfavorable socio-professional / academic context.
(These factors will be presented in detail in Day 3)




- It is expected that medical school brings on stressors that not every student can handle. Long hours of studying, essays, the constantly evolving nature of medicine all contribute to what feels like insurmountable pressure yet are still being told to push through burnout.
- Nailing down just one cause of medical student burnout is unrealistic as they are multiple, so we should train our students to be aware of the risks....
- On this slide are some that are unique or especially common to medical students: our aim as trainers being to understand How can we see, “at a glance”, that a student is more prone to experience burnout
- How to identify at-risk students
- Examples - for instance those students that have **bad study habits** such as:
 - Procrastination (most students would rather watch their favourite TV programme than read about microbiology....)
 - Putting off the hard work (If you put off the hard things to the last minute, it is likely to increase your stress level, making even the easy topics more challenging. In addition, putting off the hard work also means you will be tackling those difficult topics when you have the least amount of energy and time)
 - Getting distracted (“*I study better with the TV on,*” but many of the topics you will be studying are technical and require your full attention)

Interactive activity 4 (30 minutes)

Case studies: signs/ symptoms of burnout



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The participants will be divided into 4 groups and each group will receive a study case (see handout/ worksheet 1.4)

The task is to identify the signs/ symptoms of burnout

They have 15 minutes, then each group will present and discuss their case study.

The representative of each group will write on the flipchart the symptoms grouped by category (physical, emotional, behavioral) (see the attached document/ worksheet)

In four heterogeneous groups, participants will be administered various case studies to read (see worksheet 1.4). Based on their assigned case study, they will have to answer the questions:

1. Could this be considered burnout?
2. What signs and symptoms from the case study could indicate burnout?

The group will then present their case study and their conclusions to the whole group.

- Aim: to identify the characteristics, signs, symptoms of the components of academic burnout.

Symptoms and signs of burnout

Symptoms / signs	
Physical	<ul style="list-style-type: none">- permanent feeling of fatigue, lethargy;- low immunity, high predisposition to diseases (e.g., infections);- frequent headaches, back and muscle aches;- changes in appetite and sleep habits.
Emotional	<ul style="list-style-type: none">- feeling of failure and lack of self-confidence;- being helplessness, overwhelmed;- detachment from other people and from the world;- loss of motivation;- negative or cynical approach of life;- decreased satisfaction and sense of accomplishment.
Behavioral	<ul style="list-style-type: none">- loneliness, isolation from others;- withdrawal from various activities, refusal of responsibilities;- excessive consumption of food, alcohol or drugs to cope with challenging situations;- pouring out frustrations on innocent people;- absenteeism / shortening of the daily schedule.



Here is a summary of the burnout signs and symptoms grouped by their physical, emotional and behavioral aspects.

Burnout can be imagined as a multi-faceted diamond, with polymorphous symptoms.

Warning signs of Academic Burnout

1. You're feeling fatigued all the time
 2. You're not taking care of yourself
 3. Your performance is decreasing
 4. You became too sensitive
 5. You're feeling down
 6. Your social life is kind of absent
 7. You feel hopeless
- Name others...



To help students identify their symptoms of burnout, they can ask themselves questions such as those on this slide.



Interactive activity 5 (30 minutes)

Case studies: consequences of burnout



Aim: to identify the consequences of academic burnout. (15 minutes)

The participants will be divided in 4 groups and will use the same case studies as in the previous activity.

One representative from each group will write on the flipchart the consequences of burnout grouped by category (on mental health, on academic performance, on social life)

Then, each group will present their case study and their conclusions to the whole group.

Academic burnout – consequences

On mental health and well-being:

- anxiety;
- depression;
- substance abuse;
- suicidal ideation;

On academic performance:

- poor academic achievement;
- low academic satisfaction;
- decrease in study motivation;
- no willingness to continue education (dropping out).

On social life:

- poor or broken personal relationships;
- social withdrawal;
- loneliness;
- loss of interest in extracurricular activities.



This is a summary of the consequences of burnout.

Symptoms / signs

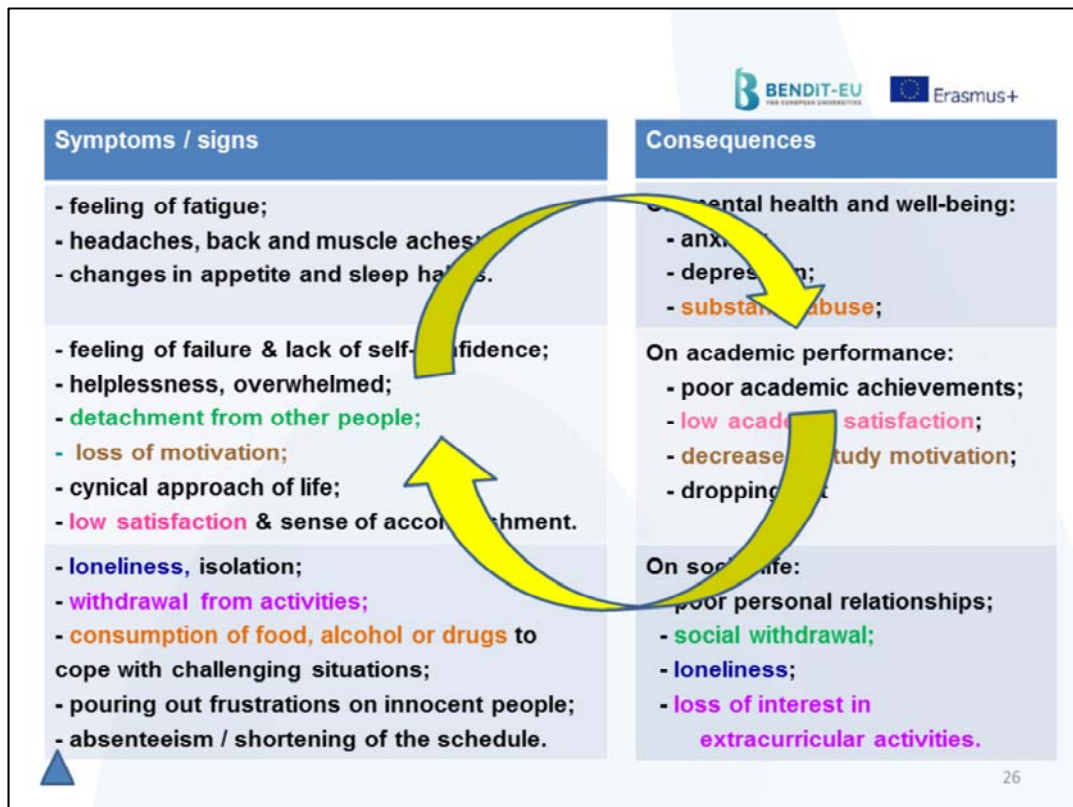
- feeling of fatigue;
- headaches, back and muscle aches;
- changes in appetite and sleep habits.
- feeling of failure & lack of self-confidence;
- helplessness, overwhelmed;
- detachment from other people;
- loss of motivation;
- cynical approach of life;
- low satisfaction & sense of accomplishment.
- loneliness, isolation;
- withdrawal from activities;
- consumption of food, alcohol or drugs to cope with challenging situations;
- pouring out frustrations on innocent people;
- absenteeism / shortening of the schedule.

Consequences

- On mental health and well-being:**
 - anxiety;
 - depression;
 - substance abuse;
- On academic performance:**
 - poor academic achievements;
 - low academic satisfaction;
 - decrease in study motivation;
 - dropping out
- On social life:**
 - poor personal relationships;
 - social withdrawal;
 - loneliness;
 - loss of interest

On this slide we want to remind you the symptoms and consequences of burnout.

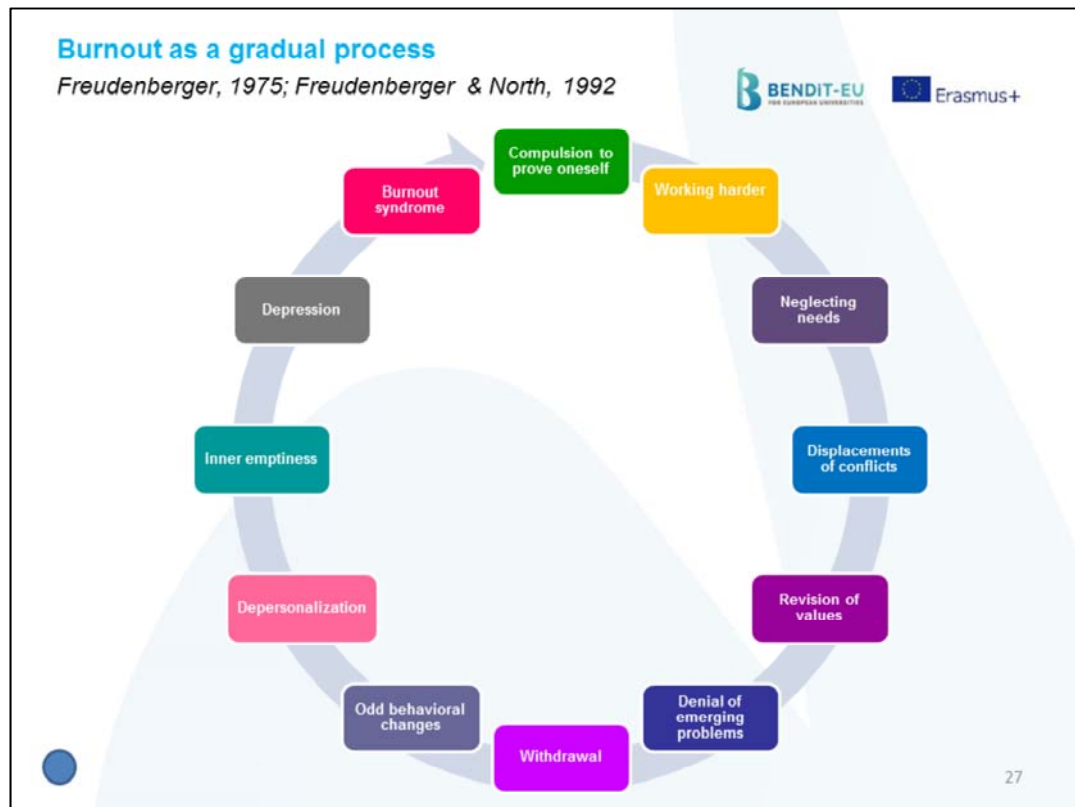
Can you find similarities between the symptoms and consequences of burnout?



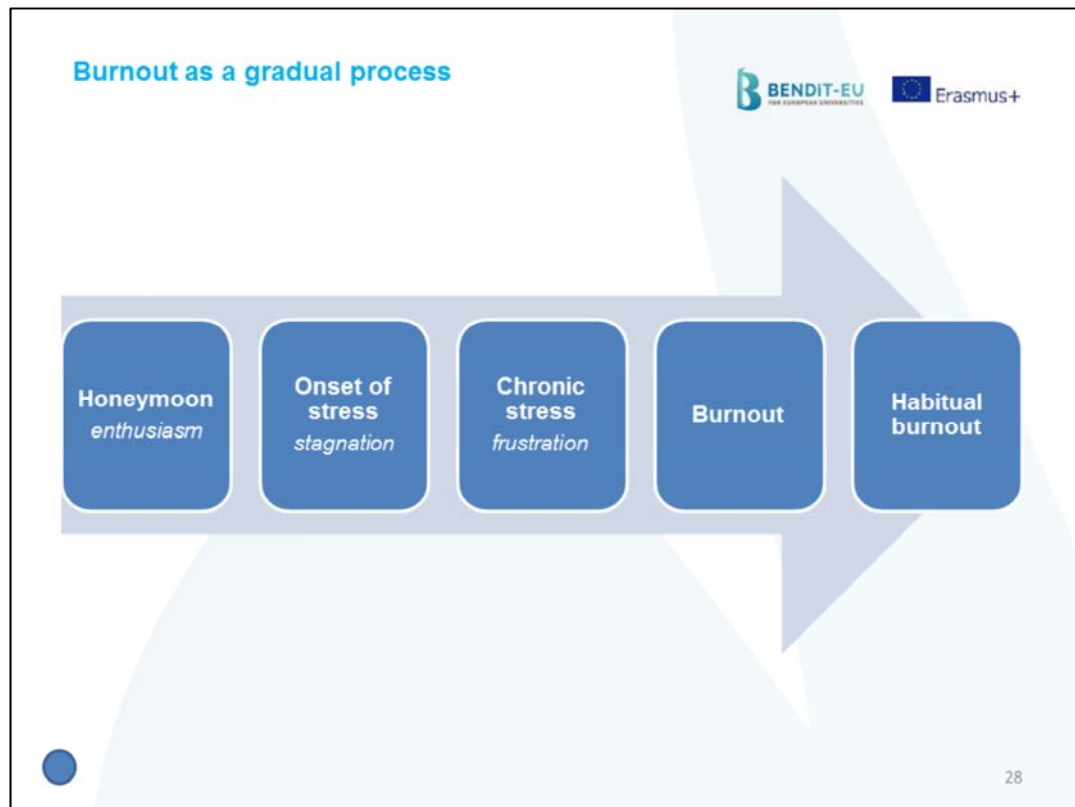
We can find similarities (or even same words) in both columns (symptoms, as well as consequences).

For example: loss motivation. isolation, withdrawal, substance abuse, low satisfaction

We can identify a vicious circle in which the symptoms become consequences and vice versa, the consequences can become symptoms



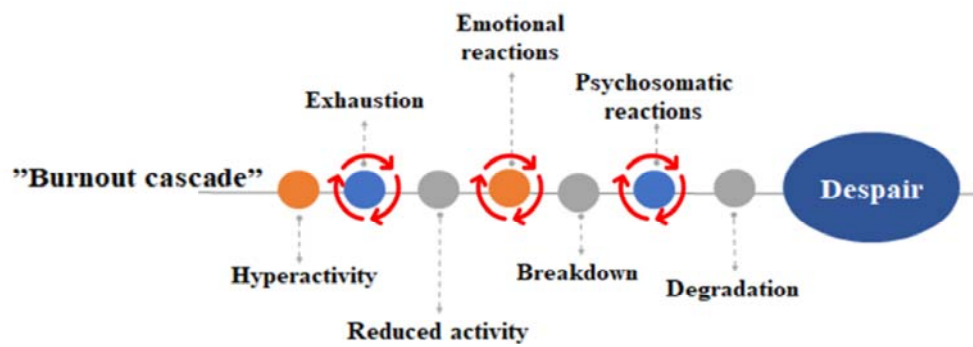
The onset of burnout is not sudden
Burnout occurs gradually, with minor signs that can be easily overlooked.
These are the 12 stages of burnout



Here is a simplified model – The 5 stages model

Burnout as a gradual process

Weber, 2000



Another way in which burnout was described as a dynamic process

Burnout as a gradual process

Leider & Buchholz, 1995



Empathy:

- identification with the thoughts and feelings of another person
- the ability to understand and feel that a person is suffering

Compassion - sympathetic feelings and concerns for a person who is suffering

- the desire to help

Rust-out

- due to boredom, monotony in routine, sense of dissatisfaction with a career
- signs – underload, frustration, bored, apathy, disengagement



Burnout is also described as a dynamic process.

Interactive activity 6 (30minutes)



Role-playing



- Participants should be divided into 2 heterogeneous groups. Each group will receive the instructions for this activity:
- Instructions for group 1: Imagine a scenario and play out the role of a person with stress or a situation that can lead to stress.
- Instructions for group 2: Imagine a scenario and play out the role of a person with burnout or a situation that can lead to burnout.
- You have 15 minutes to prepare the role playing. All the participants should be involved in the activity. There can be a director, leading actors, supporting actors. Then, each group will present/ show their play. Don't mention what was your task, the other group has to guess.

Stress vs. Burnout

Stress

- characterized by excessive involvement;
- emotions are reactive or overreactive ("excitement");
- produces urgency and hyperactivity ("everything is urgent and ultra-necessary");
- loss / decrease of physical energy;
- often leads to anxiety disorders;
- is often perceived as a physical discomfort;
- can lead to premature death (via psychosomatic diseases).

Burnout

- characterized by disengagement, non-involvement;
- emotions are blunt (flattened) ("emotional stupor");
- produces helplessness and hopelessness;
- loss of motivation and hope ("loss of meaning");
- often leads to detachment and depression;
- is most often perceived as an emotional discomfort;
- can make life seem worthless and even trigger suicide.



Even if an attempt was made to find differences between stress and burnout, it is difficult to identify these differences.

Be aware of the following:

- If the perceived stress is not properly managed it will lead to burnout
- Some people think that is only stress and will pass after a while, without being aware that there can actually be signs of burnout.



Interactive activity 7 (20 minutes)



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- The participants will be divided into 2 groups to discuss the following topics:
- *Group 1* will discuss the relationship between burnout and anxiety as well as identify some scenarios in which such a relationship can be formed. So participants will be encouraged to reflect on situations where anxiety can lead to burnout and how burnout can lead to symptoms of anxiety in order to understand the burnout-anxiety circle.
- *Group 2* will discuss the relationship between burnout and depression as well as identify some scenarios in which such a relationship can be formed. So the participants will be encouraged to reflect on situations when feeling depressed in relation to work can lead to burnout and how burnout can lead to sadness, depressive ideas and other symptoms of depression in order to understand the burnout-depression circle.
- At the end of the discussions a designated group representative will go to the flipchart/ whiteboard to draw or describe the respective scenarios they developed. Participants from the other group are invited to discuss and add comments.

Should I contact a psychiatrist if I think I have symptoms of burnout?

Anxiety

Physical:

- palpitations, trouble breathing, tremor of the extremities or generalized tremor, sweating, cold skin, dry mouth, dizziness, nausea, muscle tension;

Psychological:

- intense fear, feelings of dread and threat, psychological terror, irritability, panic, difficulties in concentrating, insomnia

Burnout

Exhaustion

- feeling extremely tired, without an immediate reason.

Cynicism / Depersonalization

- Indifference about what you are doing at the faculty and the people around you;
- feelings of detachment from your true self;

Low sense of accomplishment

- acute self-perception of lack of sense, inefficiency and failure.



In normal circumstances, anxiety is a necessary emotion, which can represent an adaptive response to stress. In long-term stressed individuals, anxiety could represent both a premise and a consequence of burnout. In this case, the individual may experience multiple symptoms.

You can see that the definition of burnout comprises feelings of exhaustion, depersonalization and low sense of accomplishment that may be accompanied by feelings of worry, fear, even panic attacks, but we should keep in mind that these are in relation with work/academic stressors

Should I contact a psychiatrist if I think I have symptoms of burnout?

Depression

Mentally

- sadness;
- anhedonia – trouble getting pleasure from any of the things in your life that have made you feel good in the past;
- ideas of devaluation, hopelessness, helplessness, suicidal thoughts.

Physically:

- insomnia;
- increased / decreased appetite;
- low energy level.

Burnout

Exhaustion

- feeling extremely tired, without an immediate reason.

Cynicism / Depersonalization

- Indifference about what you are doing at the faculty and the people around you;
- feelings of detachment from your true self;

Low sense of accomplishment

- acute self-perception of lack of sense, inefficiency and failure.

- While anxiety is generally considered a high-energy state and depression a low-energy state, anxiety and depression are more closely related than you might think. A person with depression often experiences a lot of anxiety, possibly even to the extent of having panic attacks.
- When you get anxious, you tend to have this pervasive thinking about some worry or some problem. You feel bad about it. Then you feel like you've failed. You move to depression.
- Is defined as a mood disorder, characterized by persistent feelings of sadness, emptiness, and hopelessness. It permeates not only school or work life, but also social life, and enjoyment of own hobbies and interests.
- Symptoms of depression...

You can see that the definition of burnout comprises feelings of exhaustion, depersonalization and low sense of accomplishment that may be accompanied by feelings of sadness, lack of pleasure, but we should keep in mind that these are in relation with work/academic stressors and, very important, when depression is the case, those symptoms are pervasive, across all contexts, not only in relation with profession/student life.



We have to become aware of this vicious circle and break it. How? You will find out in the Training Day 4



Even if there are factors or situations that can predispose students to burnout, there is always at least one way to prevent it, and the first step is awareness. Therefore, a helpful tool for this purpose is the *Burnout platform* which will be presented in Training Day 2.

- **Homework Activity:**

- At home, please view the following video links before our next meeting

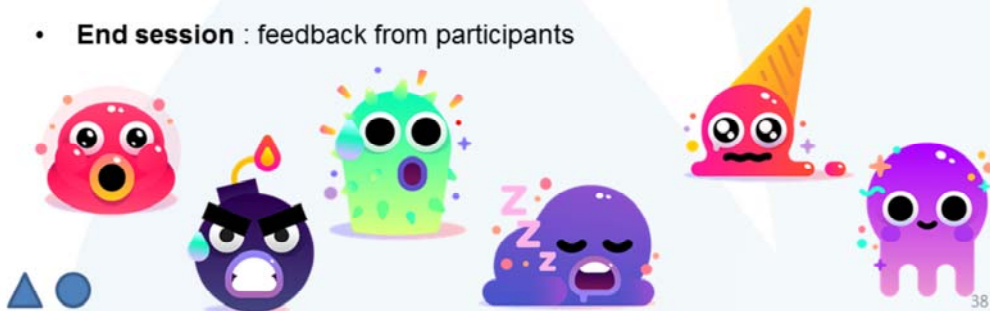
Depression

<https://www.youtube.com/watch?v=z-IR48Mb3W0>

Anxiety, panic

<https://www.youtube.com/watch?v=lzFObkVRSV0>

- **End session** : feedback from participants



Evaluation questions for the participants:

- How would you evaluate day 1 of this workshop?
- What issues or topics are still unclear to you?

Thank you!



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KA203: Strategic Partnership for Higher Education

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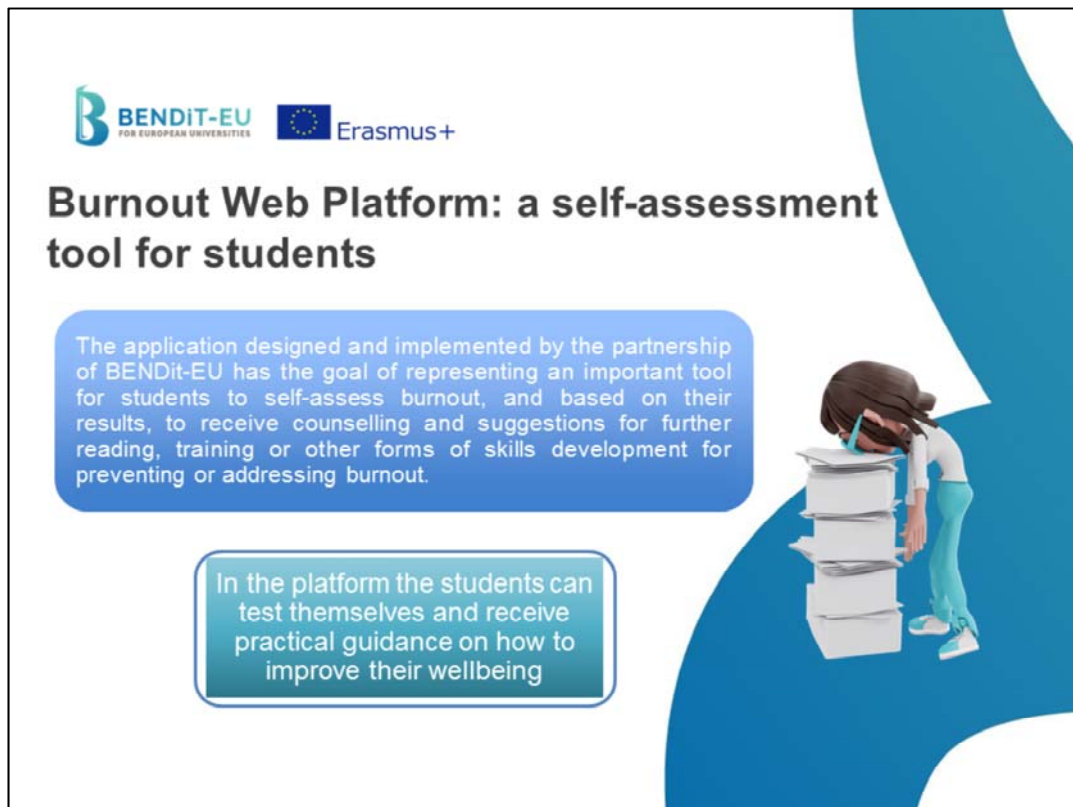
BENDit-EU IO3: Curriculum for Students and Train-the-Trainer for Support Staff

Module 1: Training Day 2

VITALE TECNOLOGIE COMUNICAZIONE - VITECO
SRL

Andrea Puglisi

Presentation of the trainers



The platform developed for our project BENDit-EU, has the **double goal** of being both an instrument for fostering the **well-being** of students (in particular from the medical fields) and **analyzing** the trends and possible root causes of burnout.

The goal related to the improvement of their well-being is achieved by providing them with self-assessment resources aimed at helping them to develop their awareness about their psychological conditions. The results of the self-assessments provided by our platform are in no way a medical diagnosis, although they do provide customized suggestions and access to materials and useful resources that can support individuals and improve their well-being.

At the same time, the data collected by the platform (which respect all the privacy regulations and GDPR rules) can be analyzed unanimously for research purposes.

The selected instruments



In the platform you will find several «tests» based on **validated scientific instruments**, selected by our team of experts:

- **Copenhagen Burnout Inventory for Students (CBI-S).** The CBI scale was first introduced by Kristensesn et al in 2005 [1], but based on the original CBI scale, Campos et al [2] tested and validated a new CBI scale for students in 2012, by publishing their outcome in the scientific journal *Psicologia*.

The CBI-S scale consists of **4 dimensions**, as follows:

Personal Burnout- 6 items;
Studies-related Burnout- 7 items;
Colleagues-related Burnout- 6 items;
Teachers-related Burnout- 6 items.



The selected instruments



In the platform you will find several «tests» based on **validated scientific instruments**, selected by our team of experts:

- **The 5-WHO well-being index scale** [3]. The scale was first introduced in 1998 by the WHO Regional Office in Europe. The WHO-5 has been found to have adequate validity in measuring the wellbeing in both younger persons and elderly persons. The WHO-5 consists of five statements, which respondents rate accordingly.



The selected instruments



In the platform you will find several «tests» based on **validated scientific instruments**, selected by our team of experts:

- **PHQ-9-** The Patient Health Questionnaire is an instrument for measuring depression. This 9-version questionnaire was introduced in 2001 by Kroenke et al.



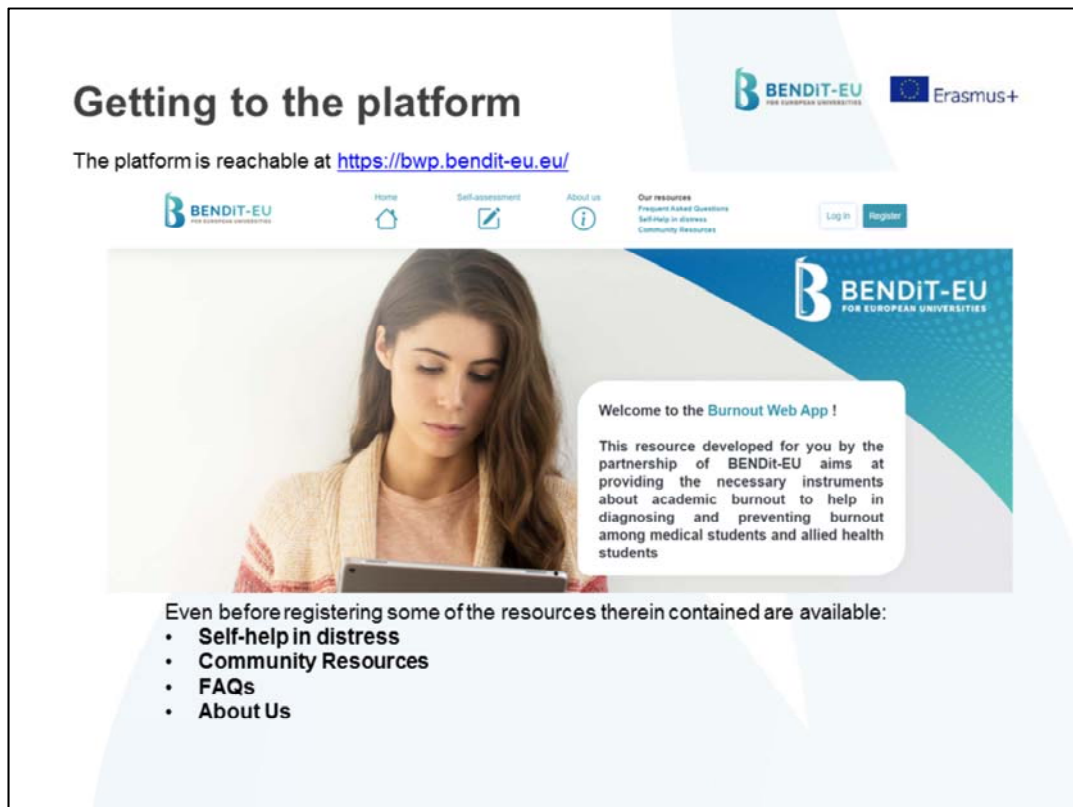
The selected instruments



In the platform you will find several «tests» based on **validated scientific instruments**, selected by our team of experts:

- **The Brief Resilience Scale** is an instrument to assess a person's ability to bounce back or to recover from stress. It was first introduced in 2008 by Smith et. al [5] and it consists of 6 statements.





The platform includes some sections who require users to be registered and logged in in order to be accessed. Others, instead are addressed, and potentially useful, for everyone so we wanted to have them as accessible as possible by leaving them openly viewable by anyone. Let's see them together.

Resources for everyone



- **Self-help in distress** – useful suggestions about activities which have been to alleviate the symptoms of burnout.

Self-help in distress

INDIVIDUAL AND GROUP ACTIVITIES THAT ARE EFFECTIVE IN ALLEVIATING BURNOUT SYMPTOMS

Although preventing burnout is by far the approach that should be preferred, it is not always possible. Sometimes an intervention is needed if the burnout is recognised only after the first symptoms emerged and someone is already going through it. The following are among the activities proven to be effective in alleviating burnout symptoms.

Health

Relaxation strategies

Self understanding

Coping skills

Social support



The platform is thought not just for assessing the burnout of users, but also to **give “solutions”** against burnout: for this reason we have the self-help in distress section, the community resources and things as the “encouraging” video by other students (which will grow in number over time). Contents of this page are taken from the “Burnout Manual”, another resource developed by the partnership of BENDit-EU. It provides methods, techniques and suggestions that can prevent and alleviate burnout syndromes whose effectiveness is already demonstrated.

Resources for everyone

[Home](#)
[Self-assessment](#)
[About us](#)
[Our resources](#)
[Find out more](#)
[Log in](#)
[Register](#)

- Community Resources**— here you can find Counselling Centers, NGOs, Student associations and Help-Lines coming from the 5 countries (Romania, Cyprus, Spain, Portugal and Bulgaria)

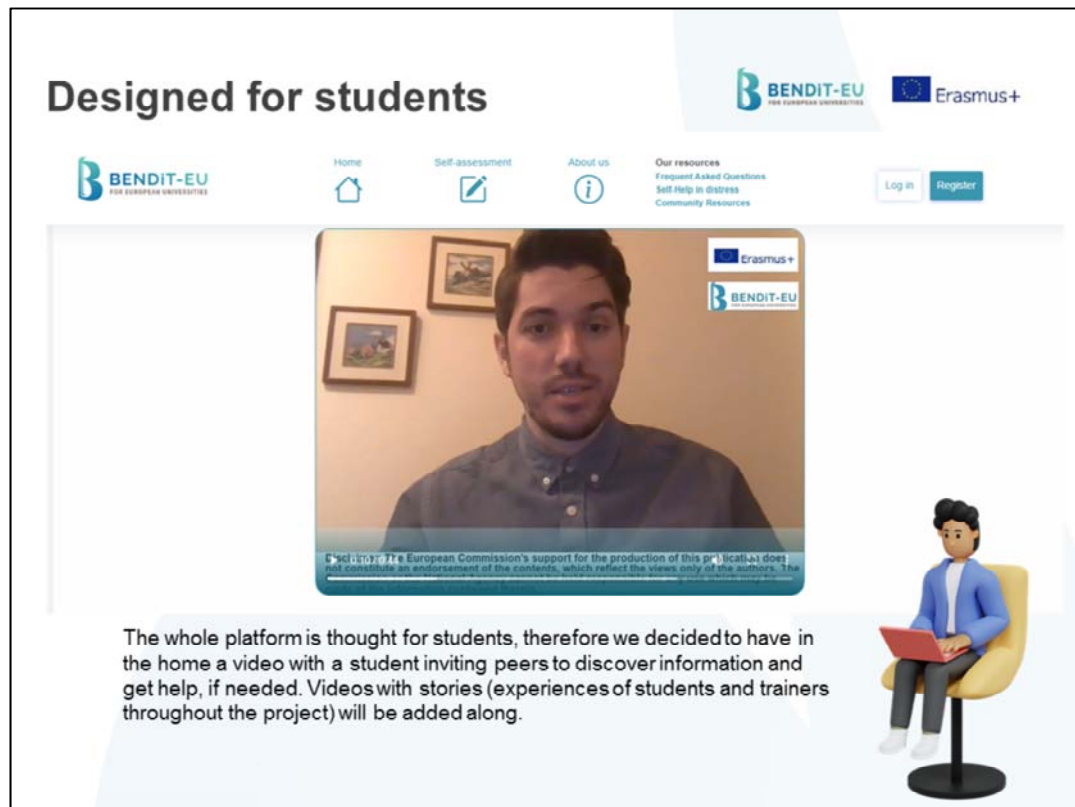
Counselling centers

Show 10 entries

Search:

Country	Name
Romania	Centrul de Consiliere și Dezvoltare Personală - RETHINK
Romania	Centrul Psiho-Armonie
Romania	CDUMP Counseling Center
Romania	Centrul de Consiliere și Orientare în Carieră offered by UPE
Romania	Centrul de Psihoterapie COGNITROM
Cyprus	UNIC- Centre for therapy, training and research-
Cyprus	European University-Cyprus, Medical School

Getting real-life support can be essential when someone is experiencing burnout. For this reason, in “Community Resources” we have collected contact information from several potentially helpful entities as Counselling centers, NGOs, Student Associations and Help-Lines from the countries involved in the project.



Peers are the most reliable “resource” for young people. Therefore, we decided to include messages directly from medical students and students from other related fields that invite users to take advantage of the Bendit resources

The «core» of the platform



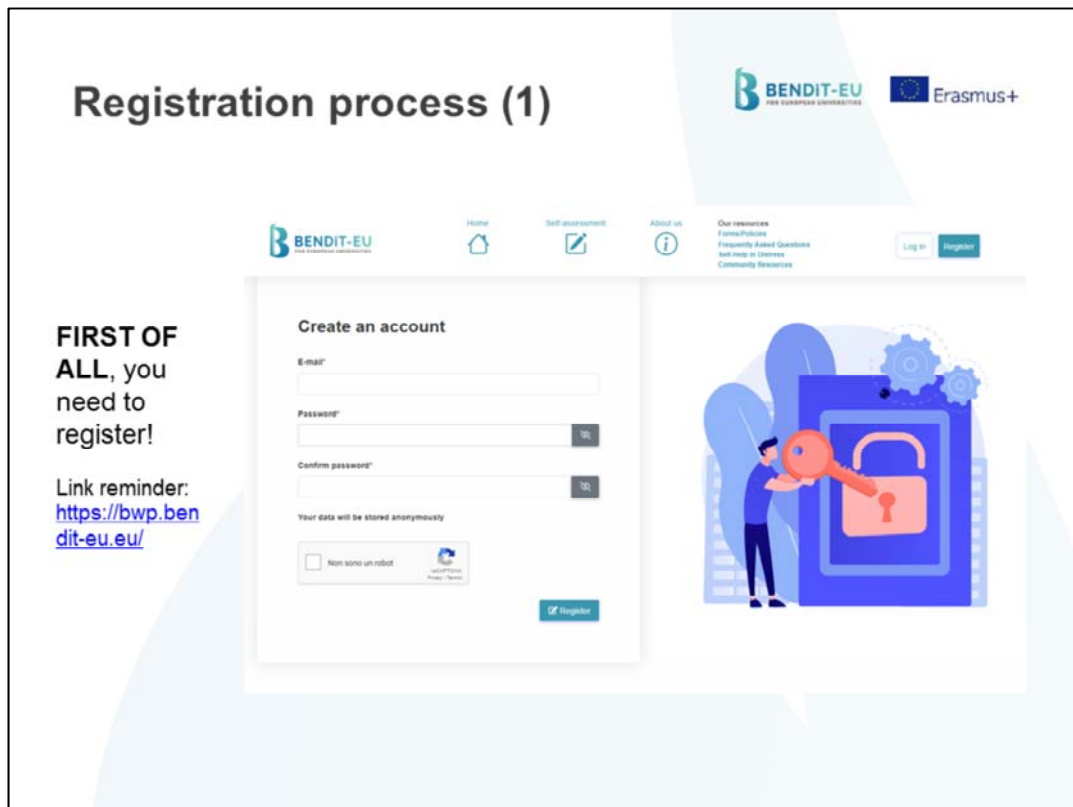
This is not a clinical diagnosis; it is an evaluation of your self-report of the questionnaires you have filled in. It is only an estimation of your burnout status, level of well-being and indicators of depression !

[Go to the Self-assessment area!](#)



On the right side of the home-page you will be able to access the **Self-assessment area** of our platform! From there you will be able to access the test (or tests) that we have prepared for you!

The self-assessment area is arguably the most important section of the platform. From here users can access to all the assessment instruments that BENDit-EU has prepared.



But first, before taking our assessment questionnaires you should register on the platform. The process is as easy as possible: you just need to provide a valid email and choose your password.

Registration process (2)



After the first registration form, you will need to complete your profile with other information about yourself!

Further information
Further information Required fields are marked with an *

Gender <input type="text" value="Male"/>	Date of birth * <input type="text" value="07/10/2022"/>
What is your home country?* <input type="text" value="Italy"/>	Are you an international student?* <input type="text" value="Yes"/>
What is the language you are studying in? * <input type="text" value="Italiano"/>	Study year * <input type="text" value="5"/>
University attendance * <input type="text" value="On campus"/>	University where you are studying * <input type="text" value="University of Murcia Murcia Spain"/>
Living situation * <input type="text" value="Parents"/>	Your perception of your physical health now is: * <input type="text" value="Excellent"/>
What is your field of study? * <input type="text" value="Other"/>	How satisfied are you with your actual university? <input type="text" value="Unsatisfied"/>
How satisfied are you with your academic results? * <input type="text" value="Satisfied"/>	Healthy habits (ex. exercise, eat healthy food, meditate) <input type="text" value="Daily"/>
Chronic diseases or other medical conditions <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other <input type="text"/>	Psychological or psychiatric conditions <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other <input type="text"/>

In a second phase we will need some further information from you that will help us to understand better the burnout phenomenon. Don't worry all information are anonymous and strictly confidential!

Now it's time to take the test!



Click on **Self-Assessment** and take the test!



Our resources
Factsheets
Frequent Asked Questions
Self-help to address
Community Resources

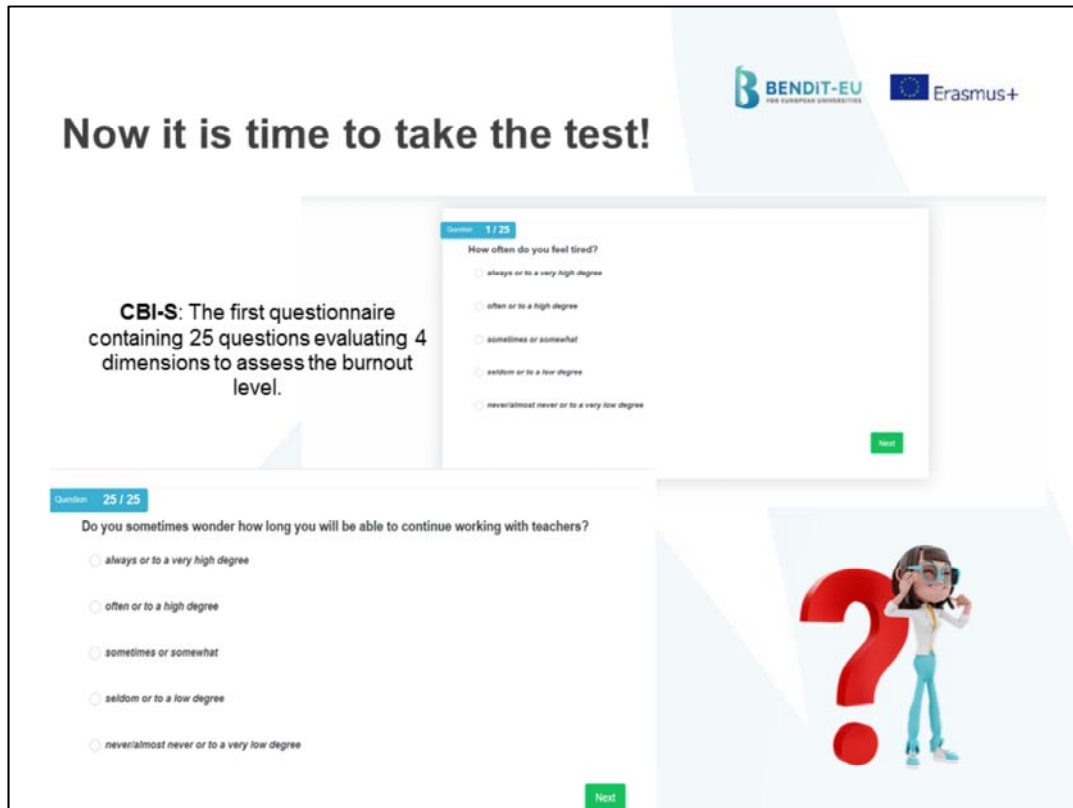


Reset my Progress



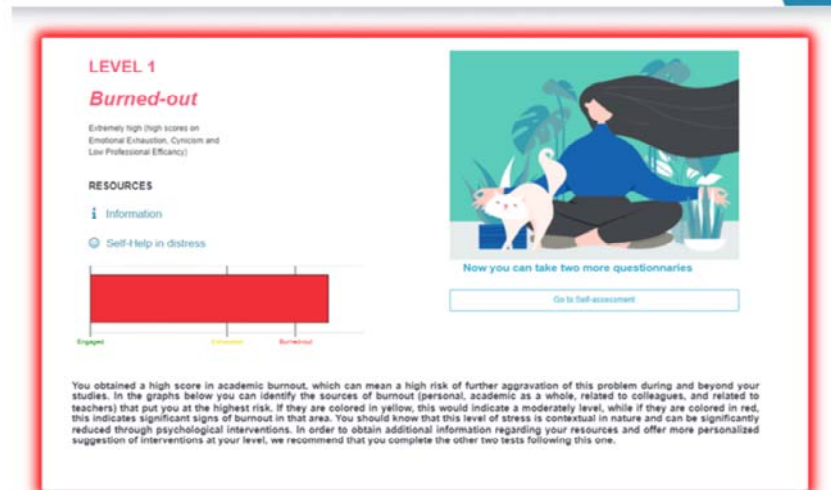
HOW BIG IS YOUR BURNOUT SCORE? IF YOUR BURNOUT SCORE IS A REASON OF CONCERN, WHAT ARE ITS MAIN CAUSES?

START QUESTIONNAIRE



The Copenhagen Burnout Inventory (Students version) is the first questionnaire that is presented to users. It is the “main pillar” of our assessment area. The results users will get from the platform depend on their answers to the questions on this questionnaire which covers 4 dimensions of burnout.

After answering the questions,
the BWP will lead you to the
page of results, where you will
be offered your **personal color-**
coded result.



The results that users get are color-coded, ranging from “red” (the worst scenario of burnout) to “green”. Once users complete each questionnaire, they get to a page like the one shown here complete with their results, an explanation and links to useful resources (adapted to the “gravity” of the burnout detected).

LEVEL 2

Exhausted

Moderately / high levels of Emotional Exhaustion, moderate Cynicism and Low Professional Efficacy

RESOURCES

 Information

 Self-Help in distress



Now you can take two more questionnaires

[Go to Self-assessment](#)

Your academic burnout score is moderately elevated, this reflecting a process of emotional exhaustion as a consequence of your current studies. In the graphs below you can identify the sources of burnout (personal, academic as a whole, related to colleagues, and related to teachers) that put you at the highest risk. If they are colored in yellow, this would indicate a moderately level, while if they are colored in red, this indicates significant signs of burnout in that area. You should know that this level of stress is contextual and can be significantly reduced by psychological work, including relaxation techniques, self-control and a healthy lifestyle. We offer you a manual that explains in a detailed way what burnout is, its origins, the most effective preventive measures and several possible interventions. You can download it in your own language [Here](#). In order to obtain additional information regarding your resources and offer more personalized suggestion of interventions at your level, we recommend that you complete the other two tests following this one.

LEVEL 3

Engaged

Low/normal Emotional
Exhaustion, low/normal
Cynicism, and high/normal
Professional Efficacy

RESOURCES

 Information

 Self-Help in distress



You obtained an overall low academic burnout score, which means that you do not display major signs of discomfort or fatigue related to your studies. However, it may be of interest for you to look also at the attached graph below, where you can observe if there are any sources of burnout (personal, academic as a whole, related to colleagues, and related to teachers) that you handle worse (yellow areas) or poor (red areas). If this is the case, you should be aware that this phenomenon can occur throughout studies or even in your future job. To prevent being affected by such circumstances or better cope with them, we offer you a manual that explains in a detailed way what burnout is, its origins, the most effective preventive measures and several possible interventions. You can download it in your own language [Here](#)

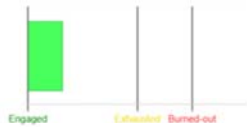


Your results in greater detail!

Below your CBI-S result you will find the details of your results in the 4 dimensions assessed by the questionnaire

Personal Burnout

User:



Studies- related Burnout

User:



Colleagues-related Burnout

User:



Teachers-related Burnout

User:



This questionnaire covers 4 different dimensions.

Taking the WHO-5 and the PHQ-9

If you get a **yellow** or **red** result in the CBI-S you will “unlock” the possibility of going further in the analysis of the causes of your mental status through the **WHO-5** and the **PHQ-9** questionnaires

LEVEL 1

Burned-out

Extremely high stress levels on Emotional Exhaustion, Cynicism and Low Professional Efficacy

RESOURCES

Information

Self-Help in distress



Now you can take two more questionnaires

Go to Self-assessment

HOW BIG IS YOUR BURNOUT SCORE? IF YOUR BURNOUT SCORE IS A REASON OF CONCERN, WHAT ARE ITS MAIN CAUSES?

COMPLETED

HOW MUCH IS YOUR HEALTH AFFECTED?

START QUESTIONNAIRE

WHO WELL-BEING SCALE

START QUESTIONNAIRE

You are free to take only the tests you are of interest to you and proceed in the order you prefer!

As said, the result of users in CBI questionnaire determines how their experience in the platform continues. In fact, if somebody gets a green or “engaged” result, further analysis of psychological well-being within the framework of BWP will not be needed. On the contrary, if somebody gets a “yellow” (exhausted) or “red” (Burned-out) result we will invite them to also respond to the the WHO-5 and/or the PHQ-9 questionnaires. They can obtain obtain to these questionnaires via the button shown in the results page of the CBI.



Users who complete all questionnaires will get more detailed results (in the result page of the third questionnaire). This more accurate degree of advice that we are able to provide users is the reason why we encourage them to respond to all the questionnaires available.

Another test waiting for you...

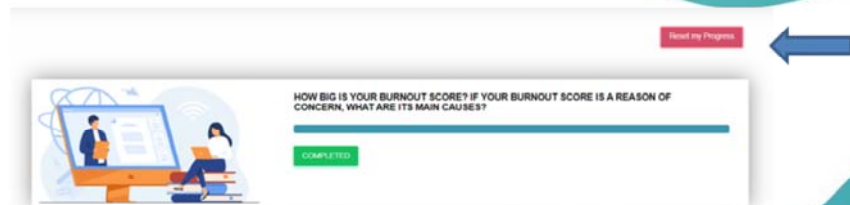


In the FAQs and in the Self-Assessment section you can find out more about some predispositions that might help against burnout; from there you can start our test **evaluating your Resilience!**



Do you want to try again?

You can **delete** your results at any time if you like.



Before doing so, you can **save your results as PDFs** for future reference.

Save your progress

PDF n° 0

PDF n° 1

Close

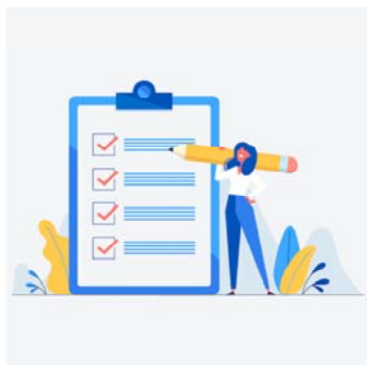
Delete



Users logging in will have **their results saved** and accessible to them. Users can also retake the questionnaires or **delete** the results if they want to. Previous results can be saved as PDFs.

**Now it's time to get your hands on our
Burnout Web Platform!**

bwp.bendit-eu.eu



Let's reflect on you results!

- To what extent **did you expect** the results that you obtained?
- What were some **unexpected** outcomes of your results?
- Is there anything that you **strongly disagree** with?





Thank you!
Any doubt or question?

bendit-eu.eu





Burnout Education, Normatives and Digital Tools for European Universities

KA2: Cooperation for Innovation and the Exchange of Good Practices

KA203: Strategic Partnership for Higher Education

Project reference: 2020-1-RO01-KA203-080261

December 1st, 2020 - May 31st, 2023



BENDit-EU IO3: Curriculum for Students and Train-the-Trainer for Support Staff

Module 1: Training Day 3

University Lusófona

*Patrícia Correia-Santos
Filipa Teixeira*

Hello, and welcome to day 3 of our training on Burnout prevention curriculum.
I am .. and I will be the facilitator for this day!

Training Day 3



- **Aim:**

- To identify risk and protective factors of burnout;
- To gain awareness of burnout risk and protective factors on daily life.

- **Participant Learning Outcomes:**

- Identify risk and protective factors for burnout in academic environment
- Describe early signs of academic burnout identification
- Apply early signs, protective and risk factors of academic burnout

Today we're going to talk about risk and protective factors for burnout and by the end of this day we aim that you you'll be able to be more aware of these, so you know how to avoid or overcome the risk factors, and also for you to know how to use or increase the usage of protective factors.

Before starting...



Day 2 Homework - Reflection

- . Please remind me...
- . Your University and Academic Field

So, let's start with some reflection, regarding the previous days.

- Please reminding me of your academic field and your University.

Before starting...



Day 2 Homework - Reflection

- Considering this diversity ...
 - What were some similarities you found across different study areas?
 - And what differences ...?
 - How do you explain any differences in relations to your different fields of study?

- Considering this diversity and the results you obtained from the platform on burnout yesterday
 - What were some similarities that the results of you and your friend have in common, and how was this related to your fields of study?
 - What differences in the results did you and your friend obtain?
 - How do you explain any differences in relations to your different fields of study?

Before starting...





Day 2 Homework - Reflection

Are you aware of what may predispose you to burnout?

What do you believe to be the reasons that may predispose people to develop burnout?

- Are you aware of what may predispose you to burnout?
- What do you believe to be the reasons that may predispose people to develop burn-out?

Your ideas about you

Personal

Do you find yourself a...

- I consider myself a perfectionist
- I consider myself a study addict
- I can't stand failure
- I'm not very self-confident
- I have no control over what I do

Academic


- I feel overloaded with my studies
- I do not organize myself properly
- I do not understand some projects
- I do not have the skills for professional practice

Social

Are your social relationships a source of tension?

- My classmates
- My teachers
- My family

Self-check: Does anything predispose me to burnout?



Personal

Do you find yourself a...?

I consider myself a perfectionist

I consider myself a study addict

I can't stand failure

I'm not very self-confident

I have no control over what I do

	1	2	3	4	5	6	7	8	9	10
I consider myself a perfectionist										
I consider myself a study addict										
I can't stand failure										
I'm not very self-confident										
I have no control over what I do										

Academic

I feel overloaded with my studies

I do not organize myself properly

I do not understand some projects

I do not have the skills for professional practice

Social

Are your social relationships a source of tension?

My classmates

My teachers

My family

Share your results with your classmates in this course

After discussing the possible reasons, ask them to fulfill the checklist (*worksheet 3.1*).

So now, I would like to invite you to complete a checklist that may help us to reflect through the lens of personal, academic and social factors.

Please rate each sentence from 1 – 10, where 1 means NO and 10 means Yes.

While doing so... pay attention if some feelings arise when you think about the sentences.... Take note of those feelings on the side.

When putting the cross, don't think about the sentence... feel the sentence... How do you feel about

the sentence?

After completion ask the participants: What did you realize about yourselves from this activity?

Are these characteristics that you have protective or risk factors for burnout development?

Risk/Protective Factors

Now let's take a deeper look into what may constitute risk or protective factors for burnout.

INDIVIDUAL RISK FACTORS



Perfectionism
High self-demand and competitiveness (regardless personal conditions)
Workaholism
Low tolerance to frustration
Vulnerability to failure
Low self-perceived efficacy
Lack of adequate coping strategies
Suppression of emotional expressions of unwanted thoughts
Low sense of control and autonomy

Discuss with the students the individual risk factors. How does each risk factor link to burnout? Provide strategies that may help them diminish the odds of developing burnout. Emphasize the fact that Individual factors are those that students have agency on. Emphasize that being fully aware of these factors allows them to act against these factors.

Emphasize that AGENCY is the key word!

SOCIAL RISK FACTORS



Social isolation

Social vulnerability

Insufficient development of professional identity

Discuss with the students social risk factors. Debate with them how does each risk factor link to burnout. Provide strategies that may help them diminish their odds of developing burnout

ORGANIZATIONAL RISK FACTORS






B BENDIT-EU
FOR EUROPEAN UNIVERSITIES

Erasmus+

High academic demands
Academic overload / vast curriculum;
Curricular rigidity
Highly competitive environment
Daily schedule (courses, hospital practice)
The need to commute between courses, hospital practices, and other duties

Discuss with the students organizational risk factors. Debate with them how does each risk factor links to burnout. Provide strategies that may help them diminish their odds of developing burnout

INDIVIDUAL PROTECTIVE FACTORS				
	Self-efficacy			
	Optimism			
	Hope			
	Resilience			
	Emotional regulation strategies for adaptive behavior			
	Reappraisal Skills			
	Problem solving skills			
	Internal Locus of Control			
	Positive reinforcement attitude			
	(Good) Humor			

Discuss with the students individual protective factors. Debate with them how does each protective factor help diminishing burnout. Debate with students by raising some questions such as:

- If you have to assess yourself on each of these factors, which ones are those that you are struggling with the most, at the moment?
- How can you increase or develop these protective factors ?

Emphasize the fact that Individual factors are those that students have agency on.

Discuss with them how each of these factors counteracts the risk factors.

Emphasize that AGENCY is the key word!

SOCIAL PROTECTIVE FACTORS



BENDIT-EU
FOR EUROPEAN UNIVERSITIES

Erasmus+

(Positive) Social Skills
Broad and strong support networks
Participation in extracurricular activities (which are not energy draining)

Discuss with the students social protective factors. Debate with them how does each protective factor help diminish burnout.

ORGANIZATIONAL PROTECTIVE FACTORS



BENDIT-EU
FOR EUROPEAN UNIVERSITIES

Erasmus+

Good educational climate
Teacher training in wellness and prevention
Adequate teacher / student ratio
Educational program evaluation system
Early screening of students for burnout
Coaching opportunities
Short inter-campus travel times

Discuss with the students social protective factors. Debate with them how does each protective factor help diminish burnout.

Emphasize that these are “Good to Have” protective factors, but that these may be out of their control. “What else” can they bring to their lives to minimize the impact of this lack of protective factors?

Emphasize that if their organization/university does not have early screening for burnout, they can do that by themselves with the support of the platform and its resources.

Interactive activity 2

Identifying Risk and Protective Factors

ORGANIZATIONAL LEVEL	
Risk Factors	Protective Factors
SOCIAL LEVEL	
Risk Factors	Protective Factors
INDIVIDUAL LEVEL	
Risk Factors	Protective Factors

- **Think about and write...**
 - The moments you feel highly distressed/overwhelmed
 - The reasons that lead you there (to high distress)
 - The things you do (behaviors) that help you to relieve those uncomfortable feelings

Activity 2 - Identifying individual, social and organizational risk and protective factors for burnout

- **General activity description:**

For 15 minutes, participants will be asked to think of and register in a provided A4 sheet, risk and protective factors at an individual, social and organizational levels related to burnout. To complete this activity students will be asked to think about:

- The moments they feel highly distressed/overwhelmed
- The reasons that lead them there (to the high distress/overwhelming)
- The things they do that help them to relieve those uncomfortable feelings

Interactive activity 2

Identifying Risk and Protective Factors

ORGANIZATIONAL LEVEL	
Risk Factors	Protective Factors
SOCIAL LEVEL	
Risk Factors	Protective Factors
INDIVIDUAL LEVEL	
Risk Factors	Protective Factors

- Think about and write...



- The moments you feel highly distressed/overwhelmed
- The reasons that lead you there (to the high distress/overwhelming)



- The things you do (behaviors) that help you to relieve those uncomfortable feelings

After finishing the previous task, participants will be invited to share their reflections/notes with the group, for the next 15 minutes. Discuss with them the ruminating thoughts that entrap them and the actions that release them from that trap and provides them an exit from the burnout path.

Interactive activity 2

Identifying Risk
and Protective
Factors

New Risk Factors?

New Protective
Factors?



Image licensed under [CC BY-SA](#)

Ask the participants (one at a time) to come to the board and write down their risk factors in one column, and protective factors in another column to make a comprehensive list of all risk and protective factors identified in the group.

Based on the two lists written on the board, start a discussion based on the following questions:

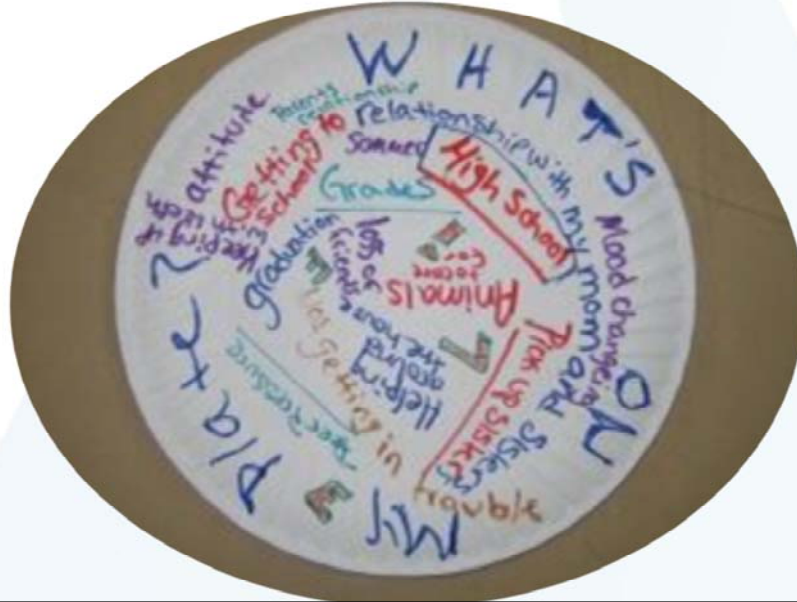
Who identified “new” **risk** factors from those on the board (factor that weren’t initially in your list, and now you “remember you have them as well?)

Who identified “new” **protective** factors from those on the board (factor that weren’t initially in your list, and now you “remember you have them as well?)

What reflections arise from this activity?

Interactive activity 3

Gaining Consciousness



So far we've identified factors related to burnout... Now we need to identify how these factors are being operationalized in our lives.
So grab you plate from day 1 activities

Interactive activity 4

Gaining Consciousness

- YELLOW - Self-care or personal activities – e.g. exercise; leisure time;
- RED - Lectures/Classes
- GREEN - Studying, learning or training activities
- BLUE - Attending conference/seminars
- ORANGE - Internship
- DARK BLUE - Group work;
- Household chores
- Job tasks (not academic related) (for participants that have a job besides academic duties)
- Parental activities
- Taking care or helping others (parents, grandparents, friends)
- Other type that you remember



Let's see how pervasive burnout may become, by taking a close look at your schedule

For the next activity I'm going ask you to color your activities by type. You can either color it straight on your plate, or you can rewrite those activities that you have on your plate on a blank sheet by color.

Interactive activity 4

Gaining Consciousness



Tema	Estágio	Estágio	Tese	Social	Familiar
	Segunda	Terça	Quarta	Quinta	Sexta
					Sábado
					Domingo
06:30 - 07:00	Rotina Matinal ☞ (Acordar; Levantar; Banho; Vestir/Maquilhar; Pequeno-Almoço)				
07:00 - 07:30					
07:30 - 08:00					
08:00 - 08:30					
08:30 - 09:00	Deslocação ☞				
09:00 - 09:30					
09:30 - 10:00	Estágio Consultas/Práticas	Estágio Consultas/Práticas	Tempo Social Tese - Pesquisa Artigos	Tempo Social Tese - Pesquisa Artigos	Seminário
10:00 - 10:30					
10:30 - 11:00			Leitura e Recolha de dados de 1 Artigo	Leitura e Recolha de dados de 1 Artigo	Reunião de Equipa
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					
12:30 - 01:00	Ensaio e R.S.	Ensaio e R.S.	Ensaio e R.S.	Ensaio e R.S.	Ensaio e R.S.
13:00 - 13:30					
13:30 - 14:00					
14:00 - 14:30					
14:30 - 15:00	Estágio Planeamento Sessões	Estágio Planeamento Sessões	Leitura e Recolha de dados de 1 Artigo	Leitura e Recolha de dados de 1 Artigo	Supervisão Estágio
15:00 - 15:30					
15:30 - 16:00					
16:00 - 16:30					
16:30 - 17:00					
17:00 - 17:30	Planeamento do dia seguinte				
17:30 - 18:00	Ensaio e R.S.	Ensaio e R.S.	Ensaio e R.S.	Ensaio e R.S.	Ensaio e R.S.
18:00 - 18:30	Deslocação	Deslocação	Deslocação	Deslocação	Deslocação
18:30 - 19:00					
19:00 - 19:30	Ginásio		Ginásio		
19:30 - 20:00					
20:00 - 20:30	Jantar com família	Jantar com família	Jantar com família	Jantar com família	Jantar com família
20:30 - 21:00					
21:00 - 21:30					
21:30 - 22:00	Leitura Recreativa				
22:00 - 22:30					
22:30 - 23:00	DORMIR				
23:00 - 23:30					
23:30 - 00:00					

Now, allocate those tasks to your calendar (using worksheet 3.4)

Your schedule may look something like this example.

Gaining Consciousness - Discussion

1) Number of different types of activities per day/week

- Planned vs Not planned
- Identify if there are tasks that can be done in batches
- ⚠ Implications of studying without breaks
 - “Individuals with burnout often report to experience cognitive problems, such as the inability to concentrate and memory impairments (e.g. Weber & Jaekel-Reinhard, 2000)”

Discuss this, based on students' schedules

Gaining Consciousness - Discussion

2) Implications of lack of planning

3) Implications of constant shifting – decision fatigue

- leads to procrastination – which
- leads to overwhelm – which
- leads to vulnerability to failure; low-self-perceived efficacy - which
- leads to poor/inefficient coping strategies - which
- leads to social isolation (due to try to cover everything that was procrastinated)

How to plan?

Instructions

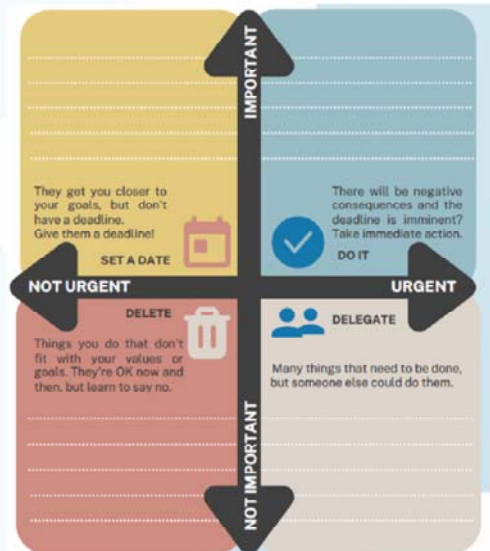
We are now aware that planning is crucial to prevent burnout, but usually, we are not told how to plan, so... How to plan?

Eisenhower's matrix (definition)

- Eisenhower created a matrix for quick and efficient decision-making.
- What it is based on: distinguishing the *urgent* from the **important**.
- Stephen R. Covey (in his famous book *The 7 Habits of Highly Effective People*) reflects that it is not about **time** management per se, but about managing where we should put our **attention** at any given moment.
 - It's not time management, it's attention and energy management.

Discuss this concepts with students

Interactive activity 6

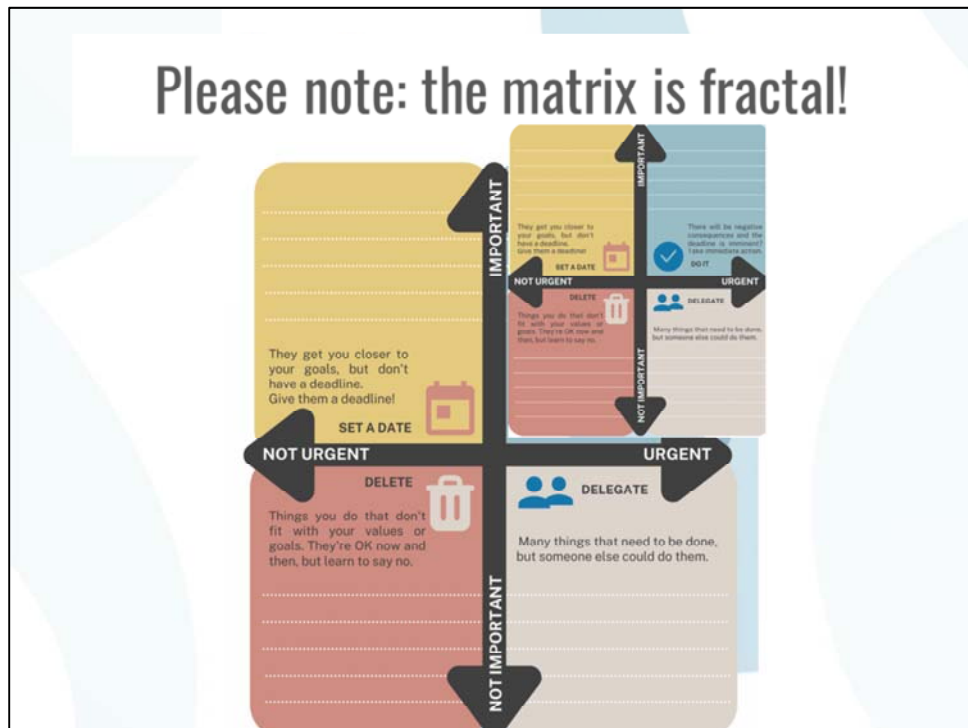


- Mark the important ones with (!) and the urgent ones with (X)
- Distribute them in this matrix

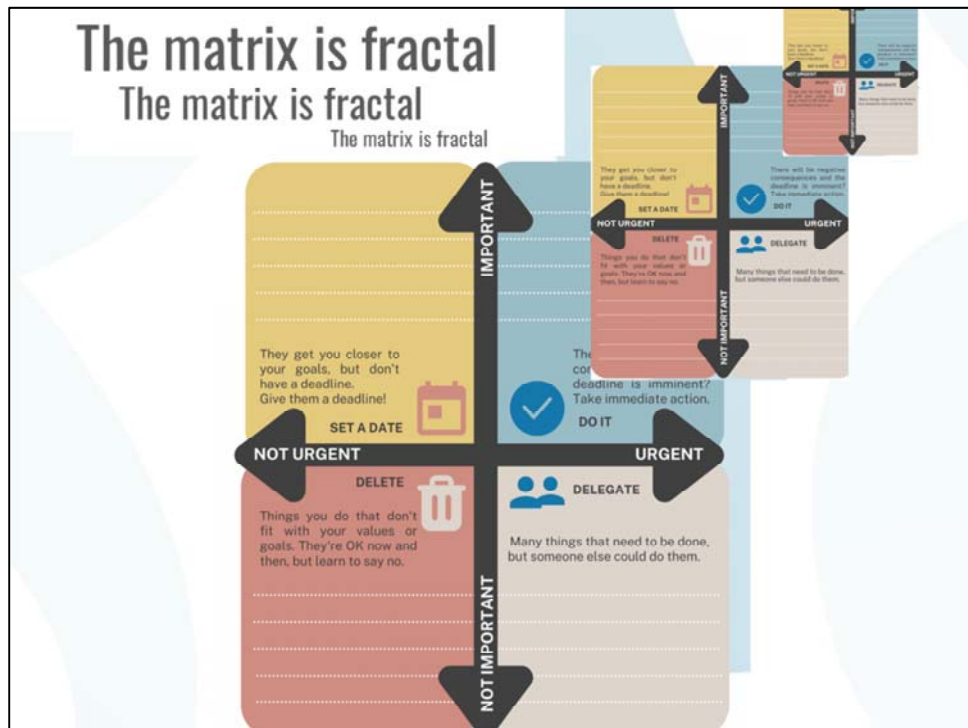
Activity 5

Briefly explain what the Eisenhower matrix consists of and hand out a sheet with which the trainee will make his/her division of daily tasks by dividing them into urgent and non-urgent, and important and unimportant. Give some daily examples on what are important tasks and what are urgent tasks (e.g. preparation for an exam, how to deal with an oral presentation, etc.).

After this activity, at the end, ask for a round of participation on how to improve time management.



For example, you may have included "To write paper X or Y" as an urgent task. But in order for a paper to be fully written there are several parts: Introduction; methods; Results; Discussion. So... then you can do the same for each part. Maybe you cannot delete any part of the paper, but if you're writing the paper with other co-authors, you can delegate some parts of it.



And this can go even further...

If you're the one running the analysis, but other person will write the results, then, doing the analysis may "become" urgent, so the other person can have the information ASAP, so they can write their part as well.

But... what does important mean to me?



Put your own mask first?

- How do I choose?
- How do I say no?
- How do I deal with backlash?
- Think about it at home, this will **BE CONTINUED TOMORROW!**

However, it's important to be able to categorize properly what is important... for instance
(*read the slide*)

“The ultimate reason for setting goals is to entice you to become the person it takes to achieve them”

Jim Rhon

Jim Rohn says that (*read the slide*)

This is true for planning as well. The purpose of planning is to have “a *map*”, to help us diminish the need of making decisions at every “minute”. It is NOT to be our hangman, our torturer of all the things we did not do. This tool is for us to know when and where we should redirect our efforts in order to help us reach our goal and finish our course without Burning out!

Early Signs of Burnout

Besides planning it's also important to be able to identify Early Signs of Burnout. Not only for yourself, but also to be able to identify other colleagues that may be in that path, and aren't aware of it.

Identifying Early Signs of Burnout



Emotional Exhaustion

Feeling emotionally overextended and fatigued when arising in the morning to face another day; often mistakenly interpreted as a “normal” part of a surgical residency

Dissatisfaction with the balance between personal and professional life; the risk is heightened for female residents supporting others at work and home

Retrieved from: Rosenbluth et al., 2017

Read the examples and discuss with the students. Ask them to share some “real” situations that could “look like” each example

Identifying Early Signs of Burnout



Depersonalization

Feeling detached and cynical; indifferent to others, with reduced concern for outcomes of one's own behavior; often using sarcasm in an attempt to relieve stress

Objectifying patients, treating them impersonally and without empathy

Retrieved from: Rosenbluth et al., 2017

Read the examples and discuss with the students. Ask them to share some “real” situations that could “look like” each example

Identifying Early Signs of Burnout



Reduced accomplishment

Poor professional esteem, doubting the quality and efficacy of the clinical care one provides

Lack of faith in the value of one's professional contributions

Retrieved from: Rosenbluth et al., 2017

Read the examples and discuss with the students. Ask them to share some “real” situations that could “look like” each example

Identifying Early Signs of Burnout



Professional Consequences

Impaired professionalism

Decreased productivity

Decreased patient satisfaction

Provision of suboptimal patient care

Increased medical errors

Increased malpractice litigation

Retrieved from: Rosenbluth et al., 2017

Identifying Early Signs of Burnout

Personal Consequences

Decreased confidence

Diminished satisfaction with career choice

Disrupted interpersonal relationships

Increased anxiety, depression, sleep disturbances

Substance abuse

Suicidal ideation

Retrieved from: Rosenbluth et al., 2017

Take home message...

- Emotional Exhaustion and Depersonalization are the most reported dimensions.
- Health Science students' express **pride** in their academic skills and abilities.
 - Low expression of “Reduce Accomplishment” dimension
- **Females** are more prone to both emotion exhaustion and depersonalization

Rosenbluth, S. C., Freymiller, E. G., Hemphill, R., Paull, D. E., Stuber, M., & Friedlander, A. H. (2017). Resident well-being and patient safety: Recognizing the signs and symptoms of burnout. *Journal of Oral and Maxillofacial Surgery*, 75(4), 657-659.

The fact that students report pride in their newly acquired medical skills, may be a bias for the acknowledgement of burnout signs.

About gender differences:

Female residents, more often than the males, ascribed adverse patient outcomes and work conflicts to self-perceived errors (often inaccurately), ruminating and engaging in self-blame. They attributed the reasons for the overuse of self-blame by female residents to gender-based differences in the perceived expectations and perception of stressors and to societal gender roles.

*“Treat Yourself Like Someone You Are
Responsible For Helping”*

Jordan Peterson



- For the fourth session it is advisable to wear comfortable, loose-fitting clothes.
- It is best to wear a sports tracksuit.
- Positive attitude towards change

BENDit-EU IO3: Curriculum for Students and Train-the-Trainer for Support Staff

Module 1: Training Day 4

University of Murcia
María Isabel Soler Sánchez
Begoña Martínez Pagán
Mariano Meseguer de Pedro

Hello, and welcome to day 4 of our training on Burnout prevention curriculum.

Training Day 4

- **Aim**
 - Developing intervention strategies against academic burnout
- **Participant Learning Outcomes**
 - Describe available **strategies** for tertiary **intervention** against academic burnout

The key to intervention in burnout ON INDIVIDUALS is based on SELF-CONTROLLING YOUR MIND, BASED ON FOUR ELEMENTS:

- Your body (tension, acceleration, heart rate,...).
- Your emotionality
- Your beliefs and values
- Your flow of thought

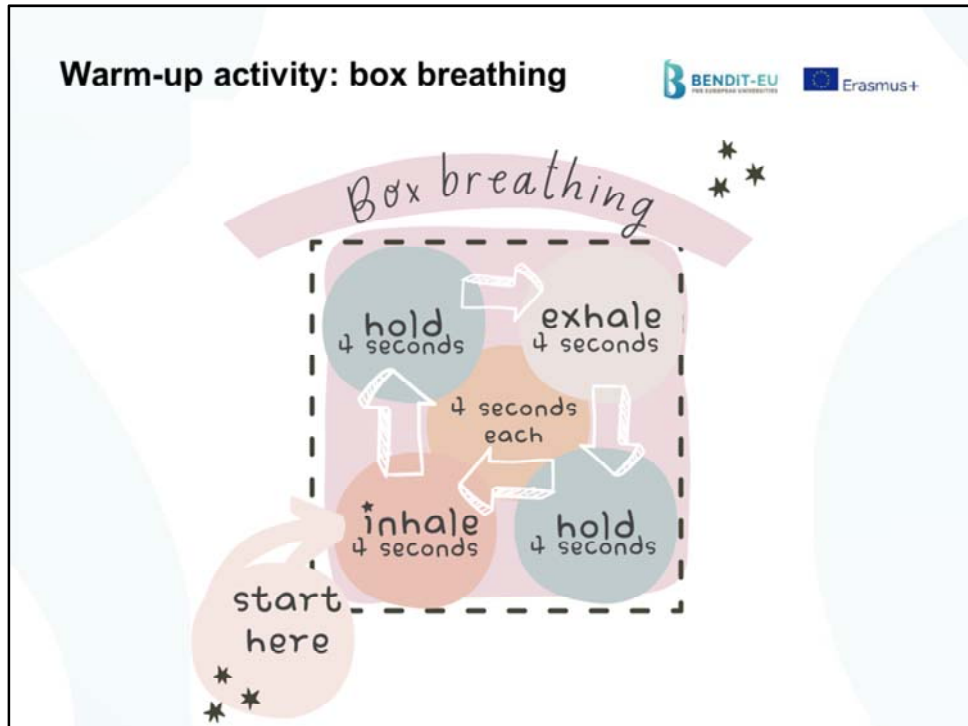
Just the idea that a situation is interpreted (perceived) as a CHALLENGE versus a THREAT, orients our cognitive effort to generate sufficient resources to successfully resolve a situation.

If we also visualize the goal (the objective), we reduce the uncertainty of change and orient the objectives towards SUCCESS.

Those are two of the big keys: CHALLENGE and SUCCESS.

Let's start by training the mind and the body simultaneously

Warm-up activity: box breathing



- o Activity 1.-Breathing exercise in a BOX
 - Instructions for the trainer: Start the session with the square breathing exercise.
 - This exercise should not last more than five minutes.
 - Sit with your spine straight with your feet flat on the floor.
 - Close your eyes and inhale for a count of 4. As you do so, visualize the top side of the imaginary box or square.
 - Hold your breath for a count of 4. Visualize the right side.
 - Release the air from your lungs for a count of 4 and visualize the bottom side of the box.
 - Hold your breath for 4 seconds while visualizing the left side.
 - Inhale the air slowly and repeat the whole process until you have completed 5 minutes and have gone around the square several times.

Academic Burnout Intervention

How to intervene in academic burnout?

TECHNIQUES FOR SAYING "NO"



Continuing the session of day 3, it is important to be able to distinguish productive activities from NON-PRODUCTIVE ones.

- Saying NO helps to discern between important and unimportant, between urgent and non-urgent.
- Saying NO increases our confidence and self-esteem.
- Saying NO liberates, it is an emotional release.

TECHNIQUES FOR SAYING "NO"



But...what does important mean to me?

Say No!



How do I choose?
How do I say no?
How do I deal with
backslash?

This is true for planning as well. The purpose of planning is to have "*a map*", to help us diminish the need of making decisions at every "minute". It is NOT to be our hangman, our torturer of all the thing we did not do. This tool is for us to know when and where we should redirect our efforts in order to help us reach our goal – finish our course without Burning out!

But... what does important mean to me?

- **Value-based decision making**
 - **Terminal values**
 - **Instrumental values**

For psychology, values are the nexus of union between the person and their environment.

Rokeach defines values as the general beliefs that guide our actions.

Moreover, they are very stable elements in the psychological structure of people.

Today I am nothing like I was when I was 18 years old, but I am certainly supported by the same value system. That is why they are so important for personal SELF-KNOWLEDGE and our growth.

True Friendship	Mature Love	Self-Respect
Happiness	Inner Harmony	Equality
Freedom	Pleasure	Social Recognition
Wisdom	Salvation	Family Security
National Security	A Sense of Accomplishment	A World of Beauty
A World at Peace	A Comfortable Life	An Exciting Life



Select your final values: what are the five most important to you?

We are going to give them this list of values so that they can select the most important ones for them, in hierarchical order. The most important is 1, the next most important is 2, and so on up to 5.

**Select your instrumental
values: what are the FIVE most
important values for you?**



Cheerfulness	Ambition	Love	Cleanliness
Self-Control	Capability	Courage	Politeness
Honesty	Imagination	Independence	Intellect
Broad-Mindedness	Logic	Obedience	Helpfulness
	Responsibility	Forgiveness	

Align values and tasks: divide the yes' and the no's.



TECHNIQUES FOR SAYING "NO"

- Just say "NO".
- Decide which commitments are really important to you.

Some techniques for saying NO.

There are many techniques for saying NO (No...but, broken record, silence,). The most effective method is simply saying NO.

Regarding decisions that involve reorganizing your daily life (e.g. joining a theater or sports group, extracurricular language training,), do it in a way that is in accord with your ultimate, instrumental values.

YES" INCREASES YOUR WORKLOAD, AND
"NO" INCREASES YOUR EFFECTIVENESS.

Some techniques on how say NO.

There are many techniques on how to say NO (No...but, broken record, silence,...).

In the case of decisions that imply a reorganization of your daily life (joining a theater or sports group, extracurricular language training,...), do it in a way that is synchronized with your ultimate and instrumental values.

Synchronize your schedule with your values

Tema	Estágio	Estágio	Tese	Social	Familiar
	Segunda	Terça	Quarta	Quinta	Sexta
06:30 - 07:00	Rotina Matinal (Acorde, Levantar; Banho; Vestir/Mequilar; Pequeno-Almoço)				
07:00 - 07:30					
07:30 - 08:00					
08:00 - 08:30	Deslocação				
08:30 - 09:00					
09:00 - 09:30					
09:30 - 10:00					
10:00 - 10:30	Estágio Consultas/Prática	Estágio Consultas/Prática	Tempo Social Pesquisa Artigos	Tempo Social Pesquisa Artigos	Seminário
10:30 - 11:00			Leitura e Recolha de dados de 1 Artigo	Leitura e Recolha de dados de 1 Artigo	Reunião de Equipa
11:00 - 11:30					Almoço
11:30 - 12:00					Almoço
12:00 - 12:30					Almoço
12:30 - 01:00					Almoço
13:00 - 13:30					Almoço
13:30 - 14:00					Almoço
14:00 - 14:30					Almoço
14:30 - 15:00	Estágio Planeamento Sessões	Estágio Planeamento Sessões	Leitura e Recolha de dados de 1 Artigo	Leitura e Recolha de dados de 1 Artigo	Supervisão Estágio
15:00 - 15:30					
15:30 - 16:00					
16:00 - 16:30					
16:30 - 17:00					
17:00 - 17:30					
17:30 - 18:00					
18:00 - 18:30					
18:30 - 19:00					
19:00 - 19:30					
19:30 - 20:00					
20:00 - 20:30					
20:30 - 21:00					
21:00 - 21:30					
21:30 - 22:00					
22:00 - 22:30					

Now that you are more aware of the risk factors, how can you reorganize your schedule to better fit your values?

Prepare your work week

Tema	Estágio	Estágio	Tese	Tese	Social	Familiar
	Segunda	Terça	Quarta	Quinta	Sexta	Sábado
06:30 - 07:00	Rotina Matinal (Acorde: Levantar: Banho: Vestir/Maquilhar: Pequeno-Almoco)					
07:00 - 07:30						
07:30 - 08:00						
08:00 - 08:30						
08:30 - 09:00						
09:00 - 09:30						
09:30 - 10:00	Estágio Consultas/Prática	Estágio Consultas/Prática	Tese - Pesquisa Artigos	Tese - Pesquisa Artigos	Seminário	Caminhada e Café com amigos
10:00 - 10:30			Leitura e Recolha de dados de 1 Artigo	Leitura e Recolha de dados de 1 Artigo	Reunião de Equipa	Emails e R.S.
10:30 - 11:00						
11:00 - 11:30						
11:30 - 12:00						
12:00 - 12:30	Emails e R.S.	Emails e R.S.	Emails e R.S.	Emails e R.S.		
12:30 - 01:00						
13:00 - 13:30						
13:30 - 14:00			Leitura e Recolha de dados de 1 Artigo	Leitura e Recolha de dados de 1 Artigo	Almoço	Almoço em família
14:00 - 14:30	Estágio Planeamento Sessões	Estágio Planeamento Sessões	Leitura e Recolha de dados de 1 Artigo	Leitura e Recolha de dados de 1 Artigo	Supervisão Estágio	Leitura Recreativa
14:30 - 15:00						
15:00 - 15:30						
15:30 - 16:00						
16:00 - 16:30						
16:30 - 17:00						
17:00 - 17:30						
17:30 - 18:00	Emails e R.S.	Emails e R.S.	Emails e R.S.	Emails e R.S.		
18:00 - 18:30	Deslocação	Deslocação	Deslocação	Supervisão Tese/Estágio	Ginásio	Emails e R.S.
18:30 - 19:00						
19:00 - 19:30	Ginásio		Ginásio			Planeamento da Semana
19:30 - 20:00						
20:00 - 20:30	Jantar com família	Jantar com família	Jantar com família	Jantar (com família)	Jantar com família	Planeamento amanhã
20:30 - 21:00						
21:00 - 21:30						
21:30 - 22:00						
22:00 - 22:30						
22:30 - 23:00						
23:00 - 23:30						
23:30 - 00:00						

Start by allocating the "non-negotiable" tasks that are those that cannot be moved to any other time/day.

E.g. – Internship time; scheduled clients appointments; Exams.

We suggest you schedule non-negotiable daily self-care time (remember your protective factors)

E.g. 5 minute meditation; 15 minute walk; 15 minute workout.

Tertiary preventions and interventions

How do we intervene according to one's level of burnout?

What techniques are useful and preventive?

How do we dominate the four elements of SELF-CONTROL: body, emotions, values and thinking?

When we speak about tertiary intervention, we refer to burnout.

Burnout has the characteristic that it develops over time and is a disease derived from STRESS. Therefore, interventions are applied as techniques used for stress and stress-related illnesses.

Levels of Burnout:

Level 1: Highly affected

Level 2: Moderately affected

Level 3: Not affected.

Tertiary preventions and interventions

Classification and techniques

Our intervention suggestions take into account the levels of affectation. Above all, we have to be very cautious when a student is classified as level 1: "having Burnout" since this is not an official diagnosis.

For all levels of burnout identified, a professional psychologist or psychiatrist are the ones who can provide official diagnoses.

Tertiary preventions and interventions

Classification and techniques

As a preventive measure, some of the therapeutic techniques have cognitive - emotional foundations that can be very useful for people NOT affected by burnout (such as Bell's Cognitive-Behavioral Therapy).

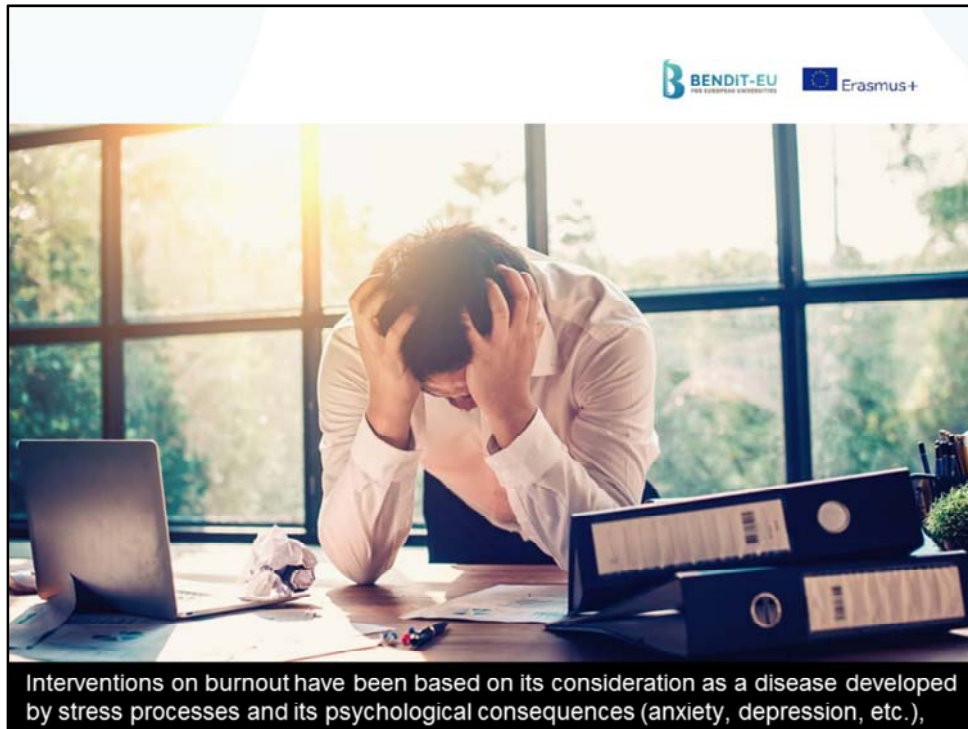
And that we will see throughout this training.

Intervention techniques, as listed in the Academic Burnout manual, are divided into FIVE categories: healthy eating and physical activity, relaxation techniques, self-understanding techniques, coping techniques and social support techniques.

Interven-tions	Technique	Bur- out I Level 1	Burn-out Level 2	Burn-out Level 3
Health and fitness	Healthy eating	✓	✓	✓
	Exercise	✓	✓	✓
Relaxation strategies	Progressive muscle-relaxation (PRM)	✓	✓	✓
	Autogenic training (AT)	✓	✓	
	Box breathing (BB) / Square breathing	✓	✓	
	Visualization			
Self-understanding	Individual psychotherapy	✓		
	Cognitive Behavioral Therapy (CBT) for burnout	✓		
	Mindfulness, Acceptance and Commitment	✓	✓	✓
	Self development groups	✓		
Coping skills	Interventions to increase the perceived control	✓	✓	✓
	Interventions to improve emotional competence	✓	✓	✓
Social support	Mentoring and support by a mentor	✓	✓	✓

In this summary table, you can see the dimension on which they act, the concrete techniques that can be applied, and at what levels of Burnout the expert committee of this project has proposed.

These categories and some of these techniques are detailed below.



Interventions on burnout have been based on its consideration as a disease developed by stress processes and its psychological consequences (anxiety, depression, etc.),

Intervention



Health
and
fitness

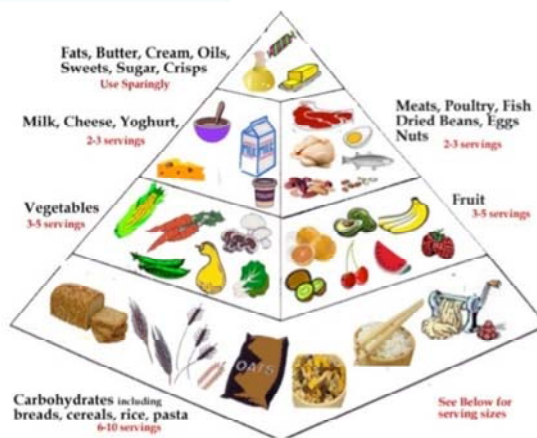
- Healthy eating
- Exercise

How much exercise do you do on average per week?

How many meals do you eat per day?

Do you eat a healthy diet?

As the Latin aphorism goes: "mens sana in corpore sano".



A healthy state of mental health requires a good diet, regular exercise and good sleep.

Numerous studies have shown the importance of a balanced diet on health. Did you know that stress stimulates the consumption of fats and sugars? Did you know the importance of probiotics on mood?

We should pay special attention to our diet, and it should be a priority because of its influence on our general health and our mental health in particular.





Exercise creates chemical releases of endorphins, dopamine, and serotonin, which can be helpful in stress release.

Numerous research studies show that regular exercise (150 minutes of aerobic exercise per week) contributes to fitness).

Biologically, exercise seems to give the body the ability to cope with stress. It forces the body's physiological systems, which are involved in the stress response, to communicate much more than usual. The cardiovascular system communicates with the renal system, which in turn communicates with the muscular system. All these systems are controlled by the central and sympathetic nervous system, which must also communicate with each other. This workout of the body's communication system may be the true value of exercise; the more sedentary we are, the less efficient our bodies are at responding to stress.

Intervention

Relaxation strategies

- Progressive muscle-relaxation (PRM)
- Autogenic training (AT)
- Box breathing (BB) / Square breathing
- Visualization

Burnout level 1	Burnout level 2	Burnout level 3
✓	✓	✓
✓	✓	
✓	✓	
✓	✓	

Relaxation techniques are important to achieve self-control over your body. As we said at the beginning of the session, burnout is part of the problems derived from stress. And, among the elements that we have to get a good command of is the tension that it generates in our "body". We will stop at the most important and used of these techniques, Jacobson's progressive muscle relaxation. Also, at the beginning of the session we did a box breathing exercise. The other two techniques can also be used such as autogenic training and visualization. The first of them is based on achieving relaxation with a combination of relaxation and self-hypnosis (better let it be done by a professional psychologist), and the second consists of creating normally positive mental images (a beach, a mountain , a clear night, etc.) and can be easily trained.

Jacobson's Progressive Muscle Relaxation



Make a reference to the author of the most famous muscle relaxation technique

PMR - how it's done



- Objective: "if you can deliberately tense certain muscles, when you are tense you will learn to identify them and learn to relax them".
- What it takes to master this technique:
 - Practice for two weeks for 15 to 20 minutes daily.

What to expect: wellbeing



- Decrease in blood pressure
- Decreased respiratory rate
- Improved digestion
- Decreased stress
- Increased blood flow to major muscles
- Maintenance of normal blood sugar levels
- Decreased muscle tension and chronic pain
- Improved concentration and mood
- Improved sleep quality
- Decreased fatigue
- Decreased heart rate
- Decreased anger and frustration
- Increased confidence to cope with problems

Step 1

1. **Tension-relaxation.** You should tense slowly for several seconds (5-8 seconds).
2. The position: seated and back straight
3. Muscle groups (in this order):

1. Forehead
2. Eyes
3. Nose
4. Smile
5. Tongue
6. Jaw
7. Lips
8. Neck
9. Arms
10. Legs
11. Back
12. Thorax
13. Stomach
14. Waist



Step 2



- Practice daily for 15 to 20 minutes.
- In 15 days you will master this tool.



I will reveal a secret: In all currents in psychology (psychoanalysis, behaviourists, cognitivists, gestalts, humanists,), all clinical interventions in psychology use relaxation techniques as a complement to their own techniques.

Intervention

Coping strategies are the specific cognitive and behavioral efforts we make to manage, reduce, minimize, control or tolerate external or internal situations that cause us stress.

The techniques applied here must be necessary when there is a high level of burnout. However, they can be very useful to prevent its development (given the processual nature of this syndrome).

The fundamentals of psychological therapy, regardless of the psychological current from which it is practised, can be summarised in three keys (Bruce Wampold):

- The empathy shown by the therapist from the beginning of therapy.
- The client's expectations of success in therapy
- The therapeutic alliance on the work that has been developed by applying evidence-based techniques.

(and some personal characteristics of the therapist)





Aaron Beck, 1921-2021



Cognitive Behavioral Therapy (CBT)

- Cognitive-behavioral therapy aims to change our thought patterns, our conscious and unconscious beliefs, our attitudes, and, ultimately, our behavior, in order to help us face difficulties and achieve our goals.



15 cognitive distortions in CBT

1. **Filtering.** Focusing on the negative. Ignoring the positive.
2. **Catastrophizing.** Expecting the worst-case scenario. Minimizing the positive.
3. **Heaven's reward fallacy.** Expecting self-sacrifice to be rewarded.
4. **Control fallacies.** Assumes only others to blame OR assumes only self to blame.
5. **Always being right.** Being wrong is unacceptable. Being right supersedes everything.
6. **Fallacy of fairness.** Assumes life should be fair.
7. **Personalization.** Always assuming self-responsibility.
8. **Overgeneralization.** Assumes a rule from ONE experience.
9. **Emotional reasoning.** If I feel it, it must be true.
10. **Blaming.** Assumes everyone else is at fault.
11. **Fallacy of change.** Expects others to change.
12. **Global labeling.** Extreme generalization.
13. **Should.** Holds tight to personal rules of behavior. Judges self and others if rules are broken.
14. **Polarized thinking.** All-or-nothing thinking. Ignoring complexity.
15. **Magnifying.** Exaggerating or blowing out of proportion. "Making a mountain out of a molehill."

- We are going to distribute the 15 categories of negative thinking and focus them on three stressors that are very common among university students: fear of exams, fear of public speaking and job uncertainty once they have finished their studies.
- Thus, it is common when facing exams to fall into "filtering" (I only see the negative aspects) or "overgeneralisation" (all exams will be the same". When it comes to public speaking, it is possible to "polarized thinking" (it will be good or bad) and when it comes to the future, to have catastrophic thinking (I see everything as very black).

What is mindfulness?



Mindfulness is a meditation-based practice that consists of training the attention to be aware of the present.

Benefits:

- Better emotional control and management
- Improved ability to concentrate
- Improved memory capacity
- Increased relaxation
- Reduced insomnia
- Protects against stress and anxiety
- Decreases blood cortisol levels and lowers blood pressure
- Promotes moments of creativity
- Promotes self-knowledge

Mindfulness exercises



- **Body sweep.** This mindfulness exercise consists of finding a comfortable position and doing a sweep of the whole body, paying attention and being aware of the state and position of each body part.
- **Breathing.** Pay attention to the breath in each step of the breathing process. Be aware of the inhalation, the sensation of air entering through the nose, filling the lungs and exiting through the mouth. Discover different breathing exercises.
- **The candle.** Light a candle and focus your attention on the flame. Observe its movement, its change and its colors.
- **Shower.** At the time of the bath or shower, pay attention to the sensation that occurs when the water touches the skin, be aware of the temperature of the water, the intensity, and so on.

Intervention

Coping skills

- Interventions to increase the perceived control
- Interventions to improve emotional competence

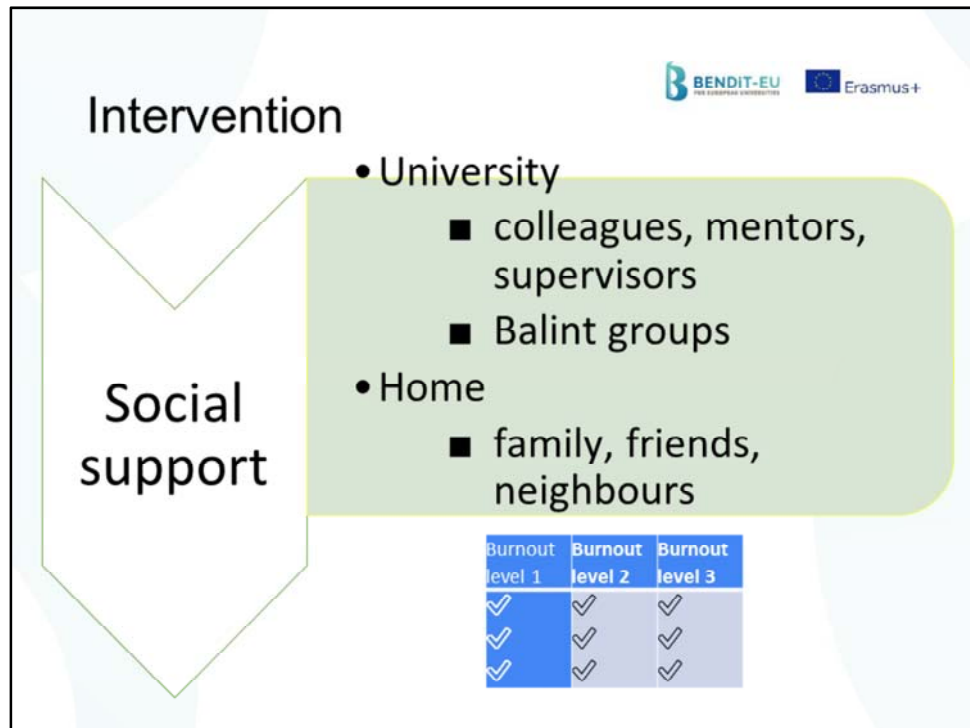
Burnout level 1	Burnout level 2	Burnout level 3
✓	✓	✓
✓	✓	✓

Coping skills are the concrete cognitive and behavioral efforts we make to manage, reduce, minimize, or tolerate external or internal situations that cause stress.

They are therefore considered basic aspects of emotion regulation and influence our psychological well-being.

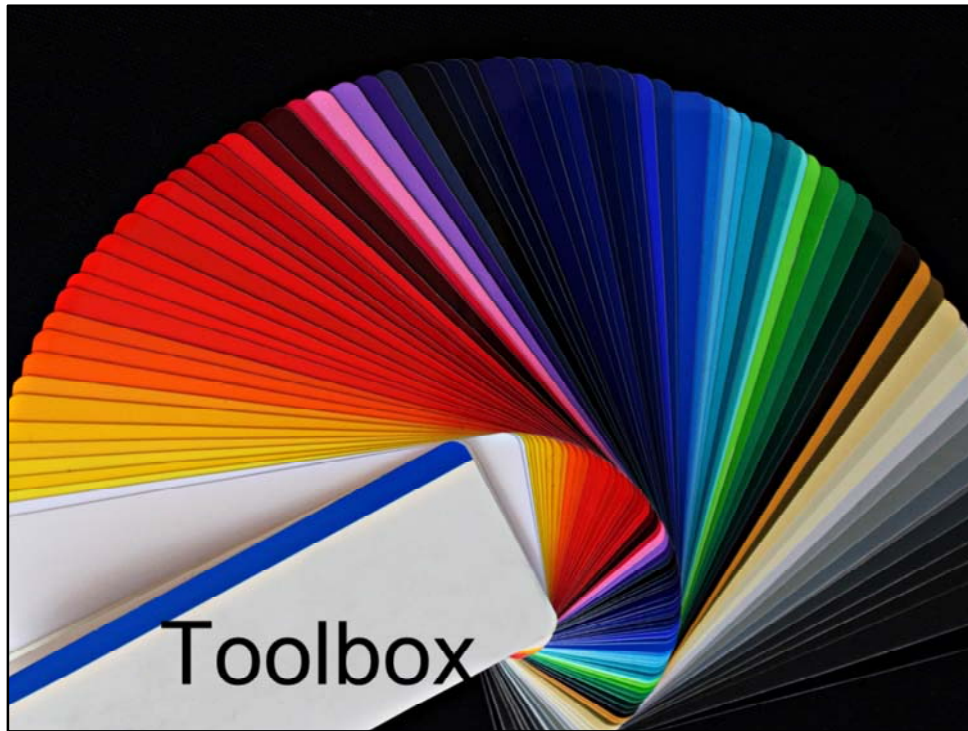
Regarding emotional control, train your emotional intelligence and work on basic emotions such as anger, sadness or, sometimes, euphoria. Don't forget that all emotions (including negative ones) have a functional role for us. Train yourself in self-regulation techniques such as recognizing your own emotions, identifying the emotions you want to control and strategies for change. In this change, what we have seen so far about mindfulness, relaxation, values, cognitive distortions, etc.



A final aspect to highlight is the need to "ask for help" to solve our problems. In the university environment and in our personal environment.

To this end, it is important that you know your university and take advantage of the services provided: psychological support service, teaching staff, dean's teams, etc.

And, within your environment: friends and family.



The session is coming to an end so we are going to build a toolbox of tools that you can incorporate to improve your well-being and reduce your academic stress, or prevent it. To do this, we will review the most important intervention techniques we have identified and you will evaluate them and apply them to your needs.

How do I create my toolbox?

- Create one tab per tool containing:

- Definition
- Self-application
- Benefits
- Feedback



- Tool

- Box breathing
- Value final and instrumental
- Healthy eating and exercise
- Progressive muscle-relaxation
- Cognitive distortions
- Mindfulness
- Other: support social, coping skills, etc.

TOOLBOX

- Should you improve your diet?
- Should you increase your weekly physical exercise?
- How can you master some relaxation techniques?
- How can you recognize your distorted thoughts and which ones should you work on?
- Do you know the benefits of mindfulness?

For the participants to complete their toolbox with techniques that they can apply, ask them the following questions:

For example:



Should you improve your diet?

Should you increase your weekly physical exercise?

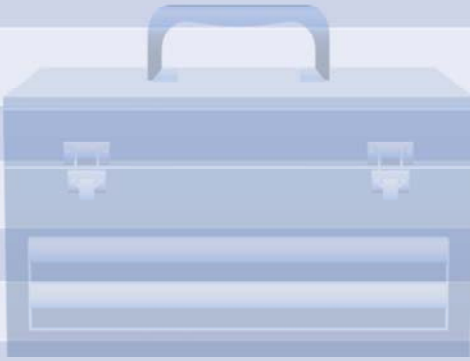
How can you master some relaxation techniques?

How can you recognize your distorted thoughts and which ones should you work on?

Do you know the benefits of mindfulness?

Toolbox

Interventions	Where could I apply it? (Exams, public speaking, Internships, future career, etc.).
Box breathing	
Value final and instrumental: SAY NO!	
Healthy eating and exercise	
Progressive muscle-relaxation	
Cognitive distortions	
Mindfulness	
Other: support social, coping skills, etc.	

For the participants to complete their toolbox with techniques that they can apply, ask them the following questions:

For example:

Should you improve your diet?

Should you increase your weekly physical exercise?

How can you master some relaxation techniques?

How can you recognize your distorted thoughts and which ones should you work on?

Do you know the benefits of mindfulness?

Evaluation of the session



- Read chapter 3 of the Burnout manual and try out at least one intervention strategy. Be prepared to share your thoughts on the effectiveness of the strategy you tried.
- Assess three aspects that are worth retaining.
- What is the point that has caused you the most interest?
- What would you improve about the session?

Thank you!



Burnout Education, Normatives and Digital Tools for European Universities

KA2: Cooperation for Innovation and the Exchange of Good Practices

KA203: Strategic Partnership for Higher Education

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BENDit-EU IO3: Curriculum for Students and Train-the-Trainer for Support Staff

**Training Day 5
Systems of Supports of Academic Burnout**

NSPHMPDSB

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Training Day's 5 Aim:

To identify and discuss systems of support available to students when dealing with academic burnout

Agenda for the session

- Map of social network based on closeness and type of support
- Explore campus/organisational resources for support

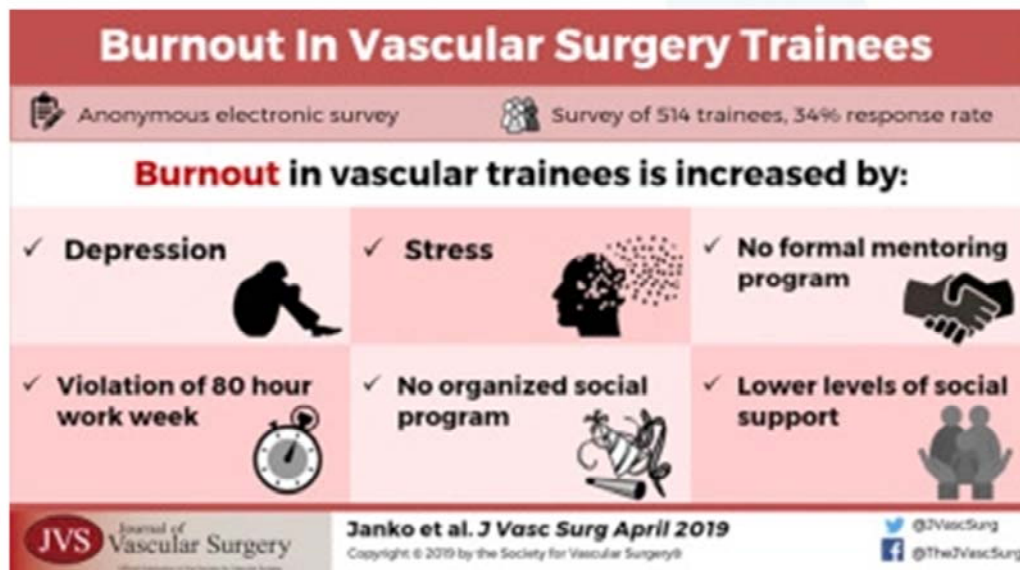
Present the aim of the module

Day 4 Warm up activity

Share your experience with the intervention strategy selected from chapter 3 of the Burnout manual which you have tested

Agenda day 5	
9.00 - 9.30	Welcome to day 5 + Homework day 4
9.30 - 10.30	What is social support and what role it plays (lecture)
10.30 - 11.00	Mapping social support (interactive activity in small groups)
11.00 - 11.30	Coffee break
11.30 - 12.00	Ways to strengthen social support (interactive activity - the whole group)
12.00 - 12.30	"Systems of support for burnout" (lecture)
12.30 - 13.00	Experience peer mentoring (interactive activity in pairs)
13.00 - 14.00	Lunch
14.00 - 14.30	Presentation on "Balint groups" and Interactive activities
14.30 - 14.50	Explore campus resources available for the prevention/intervention of burnout in their own country (internet search)
14.50 - 15.00	Closing and farewell

Present the agenda and remind participants of the rules for interaction



Together with other factors such as depression, stress, overworking and a lack of organised social program, the lack of a formal mentoring program and lower levels of support have been found to contribute to increased burnout. The example on the slide is from a survey of 514 vascular surgery trainees and it is shown here to illustrate that building systems of social support early can help you not only now, when dealing with academic burnout but also throughout the rest of your career.

SOCIAL SUPPORT

- Social support is an individual perception or experience in terms of **being involved in a social group where people mutually support each other**
- Social support can be found within both the university
 - colleagues
 - mentors
- and home
 - family
 - friends
 - neighbors

Different people in your life may provide different kinds of support, so it's unlikely that one person can provide all the support you need.

For example, your parents may be great with childcare, and your best friend may give great relationship advice.

WHAT COUNTS AS SOCIAL SUPPORT



- Write 3 examples of social support you have received; one per Post-it

Distribute 3 post-it notes to participants and ask them to write 3 examples of social support they have received (one per post-it).

In the meantime, prepare a on a flipchart/whiteboard four different areas and label them as follows:

Information/advice; practical support; emotional support; social support. Then invite the participants to come and place their examples in one of the four categories.

Ask them to comment on how these types of support are useful in increasing well-

being and decreasing burnout

Background information for the trainer:

Here are some examples for each category that you could use to discuss the contributions of the participants;

!!NOTE: do not present these in advance, just use them as an additional support for facilitating the conversation with the participants; in the following slides, each category will be detailed

- Information/advice: it can be very helpful when family, friends or even experts give factual information or share their point of view on a particular situation. For example, a friend who recently married might provide information on the cost of their wedding and tips on how to stick to your budget, someone who has previously lost their job may share resources for networking or tips on coping with the change, or a cancer survivor might provide information on different types of cancer treatments.
- Practical support: people who care about you might give you practical help or services, such as gifts of money or food, help with cooking or child care, or help moving house. This kind of support helps

you complete tasks in your daily life and ease some of the daily stressors you may experience

- Emotional support: this is what people often think of when they talk about social support. People are emotionally supportive when they listen to you, show empathy, and tell you that they care about you. For example, if you separated from your partner or lost your job, a close friend might offer you physical comfort, such as a hug or call every day for the first few weeks afterwards just to see how you are doing.
- social support: some people help by expressing their confidence in you or by encouraging you. They may remind you of your strengths and help you maintain a helpful and realistic perspective of the situation. For example, a classmate might remind you of your strengths as a speaker and your past successes before an important presentation at school.

IN ADDITION

Informational and practical support can be grouped in the category of **action-facilitating support** which is intended to assist the stressed individual to solve or eliminate the problem that

it's causing the distress; (these are recommended in situations where the person can do something/is in control of the situation => problem solving coping)

Emotional and social support can be grouped in the category of **nurturant support** which encompasses efforts to comfort or console, without direct efforts to solve the problem causing the stress (these are recommended in the situations which are/are perceived as uncontrollable/ the person can not do anything => emotion focused coping)

Reference: Cutona, Suhr (1992) Controllability of stressful events and satisfaction with spouse support behaviors

ACTION-FACILITATING SUPPORT



- Informational support:
 - suggestion/advice
 - referral
 - situation appraisal
 - teaching
- Practical support:
 - Loan
 - Direct task
 - Indirect task
 - Active participation
 - Willingness

Additional information for the trainer

Type of support communication

Suggestion /advice
suggests actions

Referral
recipient to some other source of help

Situation appraisal
redefines the situation

Teaching
detailed information, facts, or news about the situation or about the skills needed to deal with the situation

Loan
the recipient something (including money)

Direct task
a task directly related to stress

Indirect task
over one or more of the recipients other responsibilities while the recipient is under stress

Active participation

Purpose of

Offers ideas and

Refers the

Reassesses or

Provides

situation or about

the skills needed to deal with the situation

Offers to lend

Offers to perform

Offers to take

responsibilities while

the recipient is under stress

Offers to join the

recipient in action that reduces the stress
Willingness
willingness to help

Express

Reference: Cutona, Suhr (1992) Controllability of stressful events and satisfaction with spouse support behaviors

NURTURANT SUPPORT (1/2)



- Emotional support
 - Relationship
 - Physical affection
 - Confidentiality
 - Sympathy
 - Listening
 - Understanding/empathy
 - Encouragement
 - Prayer

Additional information for the trainer

Type of support communication

Purpose of

Relationship	Stresses the importance of closeness and love in relationship with recipient
Physical affection	Offers physical contact, including hugs, kisses, hand-holding, shoulder patting
Confidentiality	Promises to keep the recipient's problem in confidence
Sympathy	Expresses sorrow or regret for the recipient's situation or distress
Listening	Attentive comments as the recipient speaks
Understanding/Empathy	Expresses understanding of the situation or discloses a personal situation that communicate understanding
Encouragement	Provides the recipient with hope and confidence
Prayer	Prays with the recipient

Reference: Cutona, Suhr (1992) Controllability of stressful events and satisfaction with spouse support behaviors

NURTURANT SUPPORT (2/2)



- Social support

- Access
 - Presence
 - Companions
 - Compliment
 - Validation
 - Relief of blame
- Network support
- Esteem support

Additional information for the trainer

Type of support communication

Purpose of

Access	Offers to provide
the recipient with access to new companions	
Presence	Offers to spend
time with the person, to be there	
Companions	Reminds the
person of availability of companions, of others who are similar	
in interest or experience	
Compliment	Says positive
things about the recipient or emphasizes recipient's abilities	
Validation	Expresses
agreement with the recipients perspective on the situation	
Relief of blame	Tries to alleviate
the recipients feelings of guilt about the situation	

Reference: Cutona, Suhr (1992) Controllability of stressful events and satisfaction with spouse support behaviors

WHAT COUNTS AS SOCIAL SUPPORT

Summary

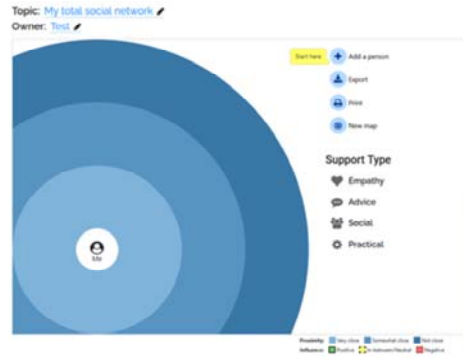
- It can take many forms, including
 - assistance
 - feedback
 - emotional comfort
 - encouragement
 - recognition
 - humor
- There is growing research evidence to show that actively connecting to others in positive and compassionate ways increases individual resilience
- Benefits are multiple and include
 - mutual appreciation and togetherness;
 - recharging batteries and acquiring a sense of vitality;
 - and positive physiological changes associated with the experience of well-being

This is just a summary of what was discussed before; In the next slide the first exercise is presented

Exercise 1



- For the next 15 minutes, draw a map of your social support network for burnout prevention/intervention



<https://ssnm.ctl.columbia.edu/map/interactive/>

STEPS:

Make a list with all the persons in your social network

Add all the persons in your social network on a map

Use three levels of closeness, represented by circles:

- very close
- somehow close
- not close

Map support by type:

- Empathy (E)
- Advice (A)
- Social (S)
- Practical (P)



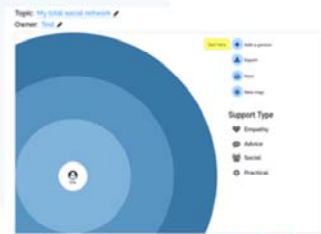
Exercise 1 – Handout

- For the next 15 minutes, draw a map of your social network
- You can draw it on a paper or use this online tool:
- <https://ssnm.cfl.columbia.edu/map/interactive/>

Below you will find an example but you can be creative when drawing your social support network.

Here are few suggestions to get you started:

1. Make a list with all the persons in your social network, regardless of your relationship with them
2. Draw yourself (a point, small circle or other symbol that can represent you would be fine)
3. Draw three concentric circles around your self
4. Add all the persons in your social network on the map based on their closeness to you (add the people you are feeling *closest* to in the inner circle, the *somehow close* in the second circle and the *not close* in the third); simply add their names on the appropriate circle
5. You can add additional information by adding a symbol/letter to indicate the type of support you are receiving from each individual person on your map. A few types of support you can use are: Empathy (E); Advice (A); Social (S); Practical (P)



Instruct participants to take the handout out of their folder and follow the instructions

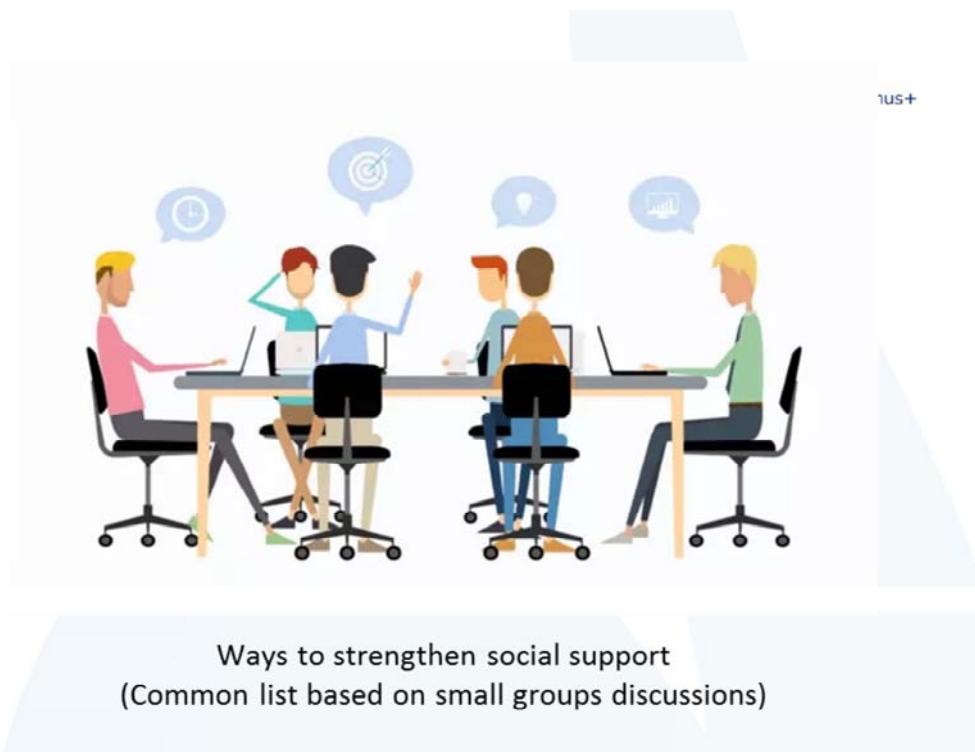


Coffee break (15 minutes)

Exercise 2



- In groups and discuss your experience with drawing the map:
 - Was it easy/difficult?
 - Does your network fit to your needs?
 - Are you missing support in one area? OR Do you have many people offering support in one area?
 - Are there relationships you want to develop or improve?
 - Can you think of ways you could improve the problematic or strained relationships?
- Take notes of useful ideas for strengthening your support network.
- At the end of the exercise, all groups will share these ideas.



Here you can collect the ideas from groups by writing them on the flipchart

Ways to increase your social support

- Three useful things to do are:
 - map and strengthen your social networks (i.e. you can assess the social resources available to you, and identify areas where they could be strengthened);
 - improve problematic or strained relationships (i.e. by having more fun together, by showing attention and interest, by offering support or showing trust);
 - respond actively and constructively to others instead of passively and negatively.

Mentoring and support by a tutor

- Mentoring = a nurturing process, in which *a more skilled or experienced* person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends *a less skilled person* for the purpose of promoting the latter's professional and personal development.
- Mentoring is promoted as a strategy for providing support, encouragement and professional vision for students
- Formal mentoring programs are designed to accomplish specific goals, have a coordinator to oversee operations and evaluate progress, and are of a finite duration.
- Informal mentoring is spontaneous, based on need and interpersonal attraction, and continues as long as needs are being met.

Present the definition of mentoring as is included in the slide and ask students if they have had mentors in the past. Then ask what type of mentors they were (formal or informal) and discuss the types of support these different categories can offer.

Formal mentoring for stress reduction

- Mentees are paired with mentors for a set time interval (e.g., for the duration of a semester/ 14 weeks)
- Mentors provide consultation to the mentees on different topics

BASIC NEEDS	CONTENT
Physiological needs	Accommodation, nutrition, scholarship
Safety needs	Information about the school and the university, awareness of student rights, use of health services, use the health center, clinical practice
Cognitive needs	Information about lecturers and lessons, motivation, information about effective study methods, organize the mentee's work schedule, accomplishment in lessons, stress regarding lessons, use of the library, computer and internet use
Social needs	Social activities, problems experienced in interpersonal relations, friendship
Self-esteem	Self-confidence
Self-actualization	Coping with stress, solving mentee's problems, awareness of mentee's personality traits
Profession	Mentee's views regarding the profession, anxiety regarding the profession, introduction regarding nursing profession, job possibilities after graduation

Content

In a mentoring program for stress reduction, mentees can be paired with mentors for a set time interval (e.g., for the duration of a semester) during which mentors can provide consultation to the mentees on a diverse number of topics.

For example, a program tested by Demir et al was built around the seven basic needs described by Maslow in his hierarchy. For a list of topics addressed in the mentorship relationship, let's look at the table on this slide.

Discussion

Underline the fact that Or a mentoring relationship helps students become successful in the education program and cope with school stress

V lkdwrqv#Edxvlqj #wlvv#Edq#h-##rxuhv#lqg#kh#wdv#r##
dfk.lhyhp hqw#kqfhuwlbwlv#Derxw#kh#ixwuh/#nfrgrp lf#
suredp v/#dp bdsuredp v/#suredp v#z lk#uhggv/#suredp v

z lk#hfwxuhw/#dgg#lffr p rgdwlrq#suredp vl#

By setting priorities, planning ahead by organizing oneself, one can minimize the impact of stress

Potential Interaction with students:

Ask students about their thoughts on this type of program?

Dvn#vxghqw#lkh#kqlyhw#l#v#suryghj#dq|#w|sh#r#p hqwrwks#
surjudp v#dgg#lkh|#ehqhilwg#urp #vxfk#l#surjudp
G lfxvv#srhqwld#duihw#dydlebw#r#vsdfh#rup hhwqj /dlp v#uh0
ghflghg/#hwf #dgg#ehqhilw#kdyghj#l#urd#p rgho#vrp hrqh#z kr#dwhqv#
w#rx/#riihw#vxjjhvwlrqv#dgg2ru#surygh#xssru#hwf ,l#

Resources for the trainer:

Dwlfch#e|#Ghp l#dgg#frondjxhv#
kwsv=22z z z lvflhqfghlhfwrp 2vflhqfh2dwlfch2s l2V4<:9464:473339
;4

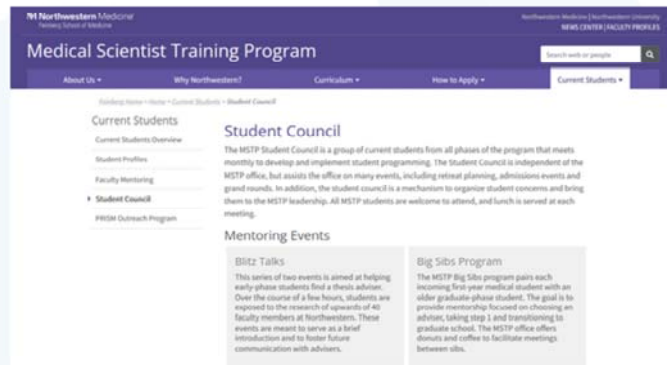
Peer mentoring



- Peer mentoring refers to a network of support in which a more skilled, or experienced person, serves as a role model to a less skilled person to promote professional and personal development for the latter (Dorsey & Baker, 2004).

Example

The “Sibs program”
at the
Feinberg School of
Medicine”



<https://www.feinberg.northwestern.edu/sites/mstp/current-students/student-council.html>

Peer mentoring is defined as being in a mentoring relationship where the mentor and mentee are similar in terms of age and/or status

What is the Sibs program

- A structured peer-mentorship program for incoming medical students (M1s) by second year medical students (M2s) with a goal of reducing risk factors for burnout;
- Incoming M1 students are randomly assigned into one of four societies by the medical school administration.
- A society represents a community of students across all years of training intended to facilitate interclass mentoring sessions and social events.
- Student leaders in the societies paired each M1 with an M2 based on similar undergraduate institutions and degree backgrounds.

How does the SibS program work? (1/2)

- Interaction is encouraged every four to six weeks based on following talking points
 - Setting expectations for mentoring and starting medical school
 - Selecting a research mentor, project, and dual degree discussions
 - Preparing for an objective skills clinical exam (OSCE)
 - Getting involved with and transitioning into student groups, research, and community service
 - Exploring different study strategies and academic resources
 - Exploring different specialties
 - Reflecting on the year and changes to make in the upcoming year

How does the Sibs program work? (2/2)

- These talking points are formulated by an ad hoc committee of students and faculty
- Are focused on addressing times of predictable stress in the M1 academic year
- Students are encouraged to interact in person.
- Other alternative modes of acceptable communication includes:
 - texting
 - calling
 - emailing
 - FaceTiming/other tools for videocalling

What are the benefits?

- First-year medical students are at risk for burnout despite commonly available resources to help them manage stress.
- Compared to an unstructured peer-mentoring program between first- and second-year medical students, a structured program was associated with
 - self-reported reductions in anxiety,
 - improved prioritization skills, and
 - greater awareness of the importance of striving for work-life balance among first-year medical students.
- Second-year medical students reported that serving as a peer-mentor motivated them to help their mentees and facilitated a sustained longitudinal mentorship.

Go through the points on the slides; no additional information is needed

Exercise 3



- Split in pairs
 - Find someone with the same background but from a different study year (e.g. first year and second year medicine; second year and third year psychology, etc.)
 - Explore what a peer mentorship experience could be for the next 30 minutes
 - Discuss issues you have encountered during your study years that would have been easier dealt with should you have known.

Read the assignment



Lunch break

Balint groups

- Balint groups involve six to twelve members plus one or two group leaders, who have had both experience of Balint groups and previous training in small group leadership
- A member presents a case involving patient-related emotional difficulty, which should be from memory
- Once finished, questions are allowed from the remaining participants.
- The presenter then pushes back their chair to remove themselves from discussion; other group members reflect on the case from the perspective of patient and doctor.
- The presenter re-joins the group for final discussion
- Each case should last between thirty minutes and one hour
- Groups typically meet on a weekly to monthly basis, running anywhere from a few weeks to several years

Student Balint groups

- In student groups, the themes discussed and the contexts of cases have tended to be broader.
- Students may present doctor–patient encounters or some problematic issues emerging during their studies rather than their own experiences with patients
- The duration of student Balint groups have been shorter than in traditional Balint groups, and the leader may be more active in describing her own experiences
- Key learning issues in students' groups have been
 - to gain understanding of the doctor–patient relationship
 - to support professional development,
 - to affirm physicians' identity and
 - to help resolve professional role conflicts

Topics discussed in student Balint groups

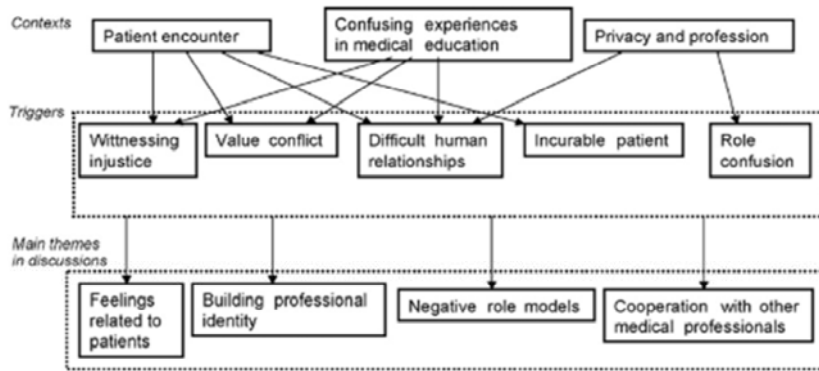


Fig. 1. Cases in student Balint group discussions: the contexts, the triggers of narration and the themes.

To explain the graph, you should start from the contexts move to triggers and then to themes

For example, you can point out that during a patient encounter with an incurable patient you might experience feelings related to that patient and this is a theme that can be discussed during the student Balint groups.

Generate your own examples by selecting different paths from contexts to triggers and then to themes; you do not need to discuss all possible pathways; just exemplify 2-3 of these and then just read through the unselected elements in each category

Impact



- Balint groups are believed to be useful in medical education for addressing
 - resilience
 - burnout
 - empathy
 - compassion fatigue and communication skills

<https://balint.co.uk/medical-students/>



Just briefly summarise with mentioning that these are positive impacts mentioned by research
Then play the video found at the link included in the slide

Exercise 4

- Check out whether there is a Balint group in your country
 - <https://www.balintinternational.com/ibf-application-for-registration/membership/member-societies-and-countries/>
- Search on the internet and map out systems of support available within your university, city or country; use handout 3 to clarify the type of support they offer (i.e. Empathy; Advice; Social; Practical)



Present the exercise to participants while prompting them to take the relevant Worksheet from their folders and follow the instructions.

Once the exercise is finalised have a final feedback round where all participants can share their thoughts and impressions on the day.

A few ideas for running this exercise are included below

Now, your task is to map out systems of support available within your university, please group the examples you find under the four categories we have used before (i.e. Empathy; Advice; Social; Practical). You could start by checking if there is a Balint group in your country and what are the requirements for attending (<https://www.balintinternational.com/ibf->

[application-for-registration/membership/member-societies-and-countries/](#)).

Once they have a few ideas on paper, split the participants in groups of 4 and instruct them to discuss the findings with colleagues from other countries. Conclude by leading a discussion where students can reflect on the ideas they have learned from their peers and invite them to identify ways of contextually fitting interventions to match their value and needs