



Curriculum for Students and Train-the-Trainer for Support Staff

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Table of Contents

Table of Contents

Introduction	3
Curriculum Module 1: Academic Burnout Overview, Assessment, and Early Identification	4
TRAINING DAY 1 – Academic Burnout.....	4
TRAINING DAY 2 – Academic Burnout Assessment.....	8
TRAINING DAY 3 – Early Identification and Prevention of Academic Burnout.....	11
Curriculum Module 2: Academic Burnout Intervention and Resources	15
TRAINING DAY 4 – Academic Burnout Intervention.....	15
TRAINING DAY 5 – Systems of Supports of Academic Burnout.....	19
Train-the-Trainer Resource Guide: Mentoring Support Staff.....	23
Preparing for the Training	23
During the Training.....	24
Training Follow-Up	25
Additional resources	26
Worksheets	29

Introduction

The BENDiT-EU Curriculum for students and the Train-the-trainer for support staff has been created as part of a wider project, funded by ERASMUS+2020 (Agreement number 2020-1-RO-10-KA203-080261), that aims to develop an extensive panel of skills, tools and normatives, which would enable their users to efficiently manage issues related to academic burnout, early in their professional formation.

The research team consists of European partners from Bulgaria, Cyprus, Italy, Portugal, Romania and Spain. The project began in December 2020 and will conclude in May 2023.

Throughout the two and a half years the research will address four main objectives: 1. Raising awareness about burnout and providing on a wide scale up-to-date, evidence based information focused on the identification, prevention and interventions for academic burnout; 2. Improving the wellbeing of medical and allied health students who are at risk of developing academic burnout and developing accessible online self-assessment tools; 3. Improving the skills of medical and allied health students who directly experience burnout and of staff working in university support services to whom they may address; and 4. Drive policy changes: providing recommendations for developing normatives and regulations designed to address and/or prevent academic burnout.

To achieve these objectives, the project will deliver four intellectual outputs (IOs), of which this curriculum represents the third.

The other IOs are:

- 1) IO2: Burnout web platform - a self-screening and self-help web-based application for students;
- 2) IO3: Curriculum for students and Train-the-trainer for support staff-teaching students and academic/ administrative staff essential information about burnout symptoms, risk factors and resources, prevention, and available counseling and psychotherapeutic options;
- 3) IO4: Policy toolkit - a set of recommendations for addressing academic burnout at the university level, along with a methodology for the adaptation of these recommendations.

The curriculum is divided into two modules. Module 1 is designed to provide a theoretical overview of the academic burnout in academia, its main characteristics, ways of assessing them, and identifying risk factors early on. Module 1 is introduced across three training days among students and academic support staff. Module 2 is designed to give practical ideas on managing academic burnout and exploring individual and organization resources to seek support services. Module 2 is introduced across two training days among students and academic support staff. Each Module consists of lesson plans, PowerPoint presentations, as well as worksheets in order to engage the learners in activities related to the curriculum.

Curriculum Module 1: Academic Burnout Overview, Assessment, and Early Identification

Introduction to Module 1:

This module is designed to provide a theoretical overview of the academic burnout in academia, its main characteristics, ways of assessing them, and identifying risk factors early on. Module 1 is introduced across three training days among students and academic support staff.

TRAINING DAY 1 – Academic Burnout

Training Day 1' s Aim:

- To introduce academic burnout, its characteristics, and phases of burnout progression

Participant Learning Outcomes:

- Define academic burnout and its main characteristics
- Describe the burnout progression phases
- Identify personal life instances of academic burnout

Training Materials:

- Laptop
- Projector
- Projection screen
- PowerPoint presentation for day 1
- Name tags
- Paper sheets
- Pens
- Markers
- Flipchart OR Whiteboard
- Round paper plates (for activity 1.3)
- Worksheets
 - Worksheet for activity 1.1: Introductory questionnaire (in pairs)
 - Worksheet for activity 1.2: Group questionnaire
 - Worksheet for activities 1.4 and 1.5: Case studies handout (1 handout per group)
 - Worksheet for activity 1.6: Burnout-anxiety circle
 - Worksheet for activity 1.7: Burnout-depression circle

Training Time: 6 hours (including one lunch break of 1 hour, and two breaks of 15 minutes each)

Training Day 1:

1. Welcome and introduction by the trainer (5 minutes)

2. Participant introductions (in pairs)

Interactive activity 1.1. (30 minutes) (Worksheet for activity 1.1):

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 based on the following questions:

- What is your name?
- What country are you from?
- What is your field of study?
- What hobbies do you have?
- What is your reason for attending this course?
- What is something interesting about you, that you believe is unique to this group?

3. Exploring perceptions of burnout

Interactive activity 1.2 (30 minutes) (Worksheet for activity 1.2)

To take a first step in introducing Burnout, all participants will engage in small group discussions to answer the questions listed below. 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 1-10)?
- Do you believe that an international student can experience burnout due to culture shock, language, financial issues, and academic demand?

4. What's on your plate?

Interactive activity 1.3 (45 minutes)

On round paper plates, students should individually write or draw words or phrases that describe the activities and responsibilities that fill up their time (e.g. job tasks, learning or training activities, household chores, parental activities, taking care of others, hobbies, leisure activities). Once completed, students will describe their plates to the whole group

Break (15 minutes)

5. PowerPoint presentation (Part 1) "What is academic burnout?" (20 minutes)

- Definition and characteristics of academic burnout
- Brief presentation on the factors that can generally lead to burnout (slides 8-19)

6. Characteristics, signs, symptoms of each component of academic burnout

Interactive activity 1.4 (30 minutes) (Worksheet for activity 1.4)

Students should be divided in 4 heterogeneous groups to review one of the four case studies included in 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, and a whole group discussion will follow.

7. PowerPoint presentation (Part 2) “What is academic burnout?”

- Signs and symptoms of burnout
(slides 21-22)

Break (15 minutes)

8. What are the consequences of academic burnout?

Interactive activity 1.5 (30 minutes)

In the previously formed four groups, the students should re-read the case study assigned to them to identify the consequences of burnout. Their answers should be written on the flipchart/ whiteboard and shared with the other groups. The participants from the other group will be invited to ask questions or make additions to their responses.

9. PowerPoint presentation (Part 3) “What is academic burnout?” (5 minutes)

- Consequences of burnout
- Progression of burnout
(slides 24-30)

Lunch break (1 hour)

10. Is there a difference between stress and burnout?

Interactive activity 1.6 (30 minutes) (Worksheet for activity 1.6)

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.

11. PowerPoint presentation (Part 4) “What is academic burnout?”

- Stress vs. Burnout – similarities and differences
(slide 32)

12. Identifying/ describing the scenario of burnout – anxiety circle and of burnout – depression circle.

Interactive activity 7 (20 minutes) (Worksheet for activity 1.7)

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.

13. PowerPoint presentation (Part 5) “What is academic burnout?” (5 minutes)

- Anxiety vs Burnout
- Depression vs Burnout
(slides 34-36)

14. Evaluation of day 1

Interactive activity 1.8 (20 minutes)

Whole group discussion:

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

15. 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>

Adaptations for international students

- Make sure to include international students with native students in each group

TRAINING DAY 2 – Academic Burnout Assessment

Training Day's 2 Aim:

- To introduce assessment measures of academic burnout

Participant Learning Outcomes:

- ZA burnout
- Assess academic burnout by completing the assessment instruments via the online BENDit-EU platform
- Analyze and interpret the assessment results

Training Materials:

- Laptop
- Projector
- Projection screen
- PowerPoint presentation for day 2
- Cell phones or laptops
- Bag of small trinkets of various types (e.g. action figures, small toys, stationary, household items)

Training Time: 5.30 hours (including one lunch break of 1 hour, and one break of 30 min.)

Training Day's 2 Outline:

1. Brief introduction to the content and aims of Day 2 (5 minutes)

2. Warm-up activity (15 minutes)

Ask students to take turns sharing their reflection summary from Day's 1 activities and homework

3. Burnout connections with everyday life

Interactive activity 2.1 (60 minutes)

Part a) Participants should be asked to select one item from a bag of small trinkets (e.g. action figures, small toys, stationary, household items) that symbolizes or represents the role of burnout in their lives.

Part b) Participants should be divided in five heterogeneous groups where they will present the object they selected, and answer the following questions:

- Why did you select the specific object?
- What does this object symbolize for you?
- How is this object related to burnout in your life?
- Does this help you in relation to burnout or not, and in what way?

Part c) The groups should identify the common themes that have been discussed in their groups

Part d) A member from each group should share the selected objects and present the common themes that were identified among the group members. A whole group discussion will follow.

4. PowerPoint presentation (Part 1) "Academic burnout assessment" (30 minutes)

- Academic burnout self-evaluation
- Available assessment tools for assessing academic burnout (slides 3-7)

Break (30 minutes)

5. PowerPoint presentation (Part 2) "Academic burnout assessment" (30 minutes)

- Bendit-EU assessment platform and use (slides 8-16)
- Assessment scoring and results interpretation (slides 17-22)

6. Assessment activity (50 minutes)

Using their cell phones or laptops, participants should sign into the platform and complete the assessment tools on the BENDIT-EU platform to obtain burnout results

Lunch (1 hour)

7. Reflection activity and discussion (50 minutes)

Participants should reflect on their results from the self-assessment questionnaires and share their impressions on whether the results they obtained were similar or different from their self-perceptions regarding their own levels of burnout. (The participants are NOT required to share their results with the group.) Based on their results they should answer the questions in a whole group discussion:

- How many of you expected the results that you obtained regarding burnout?
- On a scale from 1-5, to what extent did you expect the results that you obtained, and why?
- What were some unexpected outcomes of your results?
- Is there any part of the results that you strongly disagree with?

8. Homework Activity:

Invite a friend or colleague, preferably from a different field than your own, to respond to the burnout assessment instruments on the Bendit-EU platform and discuss with them their assessment results and interpretation. Then, reflect on your experience with your friend by identifying any similarities and differences. Be prepared to share your thoughts at our next training session.

Adaptations for international students

- Make sure to include international students with native students in each group
- International students could take the test in the language they feel most comfortable with

TRAINING DAY 3 – Early Identification and Prevention of Academic Burnout

Training Day's 3 Aim:

- To identify ways to prevent early and intervene on academic burnout

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 via a case study

Training Materials:

- Laptop
- Projector
- Projection screen
- PowerPoint presentation for day 3
- Materials from interactive activities
- Poster boards
- Markers, crayons, or coloring pencils
- Highlighters
- Materials related to interactive activities
 - Self-Check List (Slide 7; Worksheet for activity 3.1)
 - Identifying Risk/Protective Factor worksheet (Slides 15-17; Worksheet for activity 3.2)
 - Student plate from day 1 (Slides 18-19)
 - Week calendar (Worksheet for activity 3.4)
 - Eisenhower Matrix (Worksheet for activity 3.6)

Training Time: 6.30 hours (including one lunch break of 1 hour, and two breaks of 15 min.)

Training Day's 3 Outline:

1. Brief introduction to the content and aims of Day 3 (5 minutes)

(slides 2-3)

2. Warm-up activity – (25 minutes)

Group discussion: Based on Day's 2 homework activity, please share with the group your answers to the following questions:

- 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?
- If no friends have responded to the burnout instruments, what differences did you observe in the results shared by the group participants yesterday, in relation to their field of study?

(slides 4-6)

3. Self-assessment and burnout

Interactive activity 3.1 – (30 minutes) (slide 7); **(worksheet 3.1)**

Self-assessment and group discussion: After finishing the previous reflection, congratulate the students for their sharing's and ask them:

- 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?
- After discussing the possible reasons, ask them to fulfill the checklist (*worksheet 3.1*).
- After completion of the checklist ask them what they realized about themselves by completing the checklist and discuss with them about some topics. (e.g.):
 - Personality traits favorable to burnout.
 - a. Perfectionism, study addiction, Type A personality pattern, coping with failure: challenge or frustration?
 - b. Social influences
 - c. Family expectations about your studies? Peer influences? Etc.
 - d. Expectations
 - e. The power of influence and sense of reality, empathy.
 - f. Some heuristics (cognitive biases).
 - g. Optimism, pessimism, "duty of honor," denial.

4. PowerPoint presentation (Part 1) "Risks factors, identification, preventive factors of burnout" (30 minutes)

- Risk factors for burnout
 - Preventative factors for academic burnout
 - Early signs of academic burnout identification at individual and group level
- (slides 8-14)

Break (15 minutes)

5. Identifying individual, social and organizational risk and protective factors for burnout

Interactive activity 3.2 (30 minutes) (worksheet 3.2)

(Slides 15-17)

Part a) Ask participants to individually write down as many of their self-perceived risk and protective factors related to burnout at the individual, social and organizational levels by reflecting on the following questions (worksheet 3.2):

- At what moments of the day do you feel highly distressed/ overwhelmed?
- What do you believe are the reasons that lead you to the feelings of high stress?
- How do you try to relieve those uncomfortable feelings?

Part b) 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.

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

- Which of the two columns has more factors listed, and why do you think this is the case?
- Which of your two columns have more factors listed, and why do you think this is the case?
- What additional risk factors do you have that you had not originally listed?
- What additional protective factors do you have that you had not originally listed?

6. Focusing on protective factors in daily activities

Interactive Activity 3.3 (30 minutes)

In heterogeneous groups of 3, select one protective factor against burnout from the list on the board, and create a poster to promote this factor. When the poster is complete, it will be posted to the board, and presented to the whole group.

7. Getting conscious of a regular day/week work

Interactive activity 3.4 (60 minutes) (worksheet 3.4) (slides 18-20)

Ask participants to use the plate they created on day 1, and add any additional work, family, and school activities, along with activities such as their morning routine, meal times, social media time, phone calls, etc. Then ask the participants to allocate all their daily activities for the following week into the calendar using the worksheet 3.4 or on their digital calendars. After all of their tasks have been listed, ask them to color each task/ activity/ appointment into different categories based on the following color scheme:

- **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) (for participants that have a job besides academic duties)**
- **Parental activities**
- **Taking care or helping others (parents, grandparents, friends)**
- **Any other category**

Invite the participants to share their calendars with each other while they are creating them to make sure they did not forget any activities or tasks.

When all of the calendars are completed, initiate a whole group discussion based on the following questions:

- What was your biggest insight while filling the calendar?
- What were your main difficulties in filling the calendar?

Lunch break (1 hour)

8. Gaining consciousness - Calendar group discussion

Interactive activity 3.5 (30 minutes) (Slides 21-22)

Initiate a whole group discussion based on the following questions:

- Is there a mismatch between the activities on your calendar and the activities that you can actually do each day?
- How can you adjust your calendars in order to try to prevent burnout?
- How can planning your calendar ahead of time help you to prevent burnout?
- The decision fatigue concept

9. How to plan – The Eisenhower Matrix

Interactive activity 3.6 (30 minutes) (worksheet 3.6)

Briefly explain what the Eisenhower matrix consists of (Slides 23-29)

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 (worksheet 3.6). 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.).

Break (15 minutes)

10. PowerPoint presentation “Early signs of burnout” – (30 minutes)

- How to identify Early Signs of Burnout
(slides 30-37)

11. Homework Activities:

- Start creating a personalized plan for burnout prevention. Be prepared to share your plan at our next training session.
- Read chapter 2 of the Burnout manual
- Try out at least one prevention strategy.

Adaptations for international students

- Make sure to include international students with native students in each group
- International students could specifically be asked about additional difficulties they face that could lead to burnout.

Curriculum Module 2: Academic Burnout Intervention and Resources

Introduction to Module 2:

This module purports to give practical ideas on managing academic burnout and exploring individual and organization resources to seek support services. Module 2 is introduced across two training days among students and academic support staff.

TRAINING DAY 4 – Academic Burnout Intervention

Training Day's 4 Aim

- Develop the academic burnout intervention strategy toolkit

Participant Learning Outcomes:

- Describe available strategies for primary and secondary prevention of academic burnout
- Describe the strategies available for academic burnout intervention.

Training Materials:

- Laptop
- Projector
- Projection screen
- PowerPoint presentation for day 4
- Paper sheets
- Pens
- Markers
- Flipchart OR Whiteboard
- Materials related to interactive activities
 - Box breathing (Slide 5)
 - List values final (Slide 10; Worksheet for activity 4.3.a)
 - List values instrumental (Slide 11; Worksheet for activity 4.3.b)
 - Jacobson`s progressive muscle relaxation (Slide 27)
 - List 15 cognitive distortion in CBT (Slide 31; Worksheet for activity 4.6)
 - Mindfulness (Slide 5)
 - Toolbox (Slides 38-39; Worksheet for activity 4.8)

Recommendations

- Please wear comfortable, loose-fitting clothes (e.g. a sports tracksuit).

Training Time: 6 hours (including one lunch break of 1 hour, and one break of 30 min.)

Outline of Training Day 4:

1. Brief introduction to the content and aims of Day 4 (5 minutes)

2. Warm-up activities

Breathing exercise in a BOX

Interactive activity 4.1. (5 minutes)

The instructor should guide the participants through the following steps of the Breathing Exercise Box:

- 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.

3. Burnout prevention draft plan

Interactive activity 4.2. (20 minutes)

Invite the participants to share with the group their draft personalized plan to prevent burnout for themselves that was developed from the Homework of day 3.

4. PowerPoint presentation “The main burnout prevention strategies” (20 minutes)

- Burnout prevention
- Classification of intervention strategies (slides 1-7)

5. Saying no (Part 1)

Interactive Activity 4.3 (30 minutes) (Worksheet 4.3a & 4.3b)

This activity consists of helping students to set their priorities according to their values in order to plan their time effectively. To do this, we will use slides 8-14. And we will perform the following sequence:

- Open with three open questions (slide 8)
- Show a list of final values (according to Rockeach's theory) and ask students to select from most to least important the top five values (slide 10, worksheet 4.3.a)
- Show a list of instrumental values (according to Rockeach's theory) and ask students to select from most to least important the top five values (slide 11, worksheet 4.3.b)
- With these two exercises ask students to recall the planning they did the day before and ask them to reflect on how their actions are in sync with their value system.

Break (30 minutes)

6. Saying No (Part 2)

Interactive activity 4.4 (20 minutes)

Finish the above exercise after the break with a group discussion on how to say no, using the hierarchy of the value system as a principle.

7. PowerPoint presentation “Burnout interventions” (20 minutes)

- Health and fitness
- Relaxation strategies
- Coping skills
- Self-understanding
- Services provided by your university.
- (Particular emphasis will be placed on cognitive therapy techniques and mindfulness) (slide 15)

8. PowerPoint presentation “Relaxation strategies” (10 minutes)

- Relaxation strategies: Progressive muscle-relaxation (PRM), Autogenic training (AT), Box breathing (BB) / Square breathing and Visualization

9. Practice the Progressive muscle-relaxation (PRM) (20 minutes).

Interactive Activity 4.5

- Invite the participants to sit on the chair as indicated on the sheet and will work on each muscle group in order to experience the sensation of the technique and comment on its possible effects (slide 27).

Lunch break (1 hour)

10. PowerPoint presentation “Self understanding” (10 minutes)

- Individual psychotherapy, CBT, Mindfulness, Self-development groups (slide 23)

11. Practice the Cognitive Behavioral Therapy

Interactive Activity 4.6 (20 minutes) (worksheet 4.6)

The instructor will present cognitive techniques as the most effective form of stress (and burnout) therapy. They are based on recognizing the cognitive biases that make us get upset, have an irrational fear, generate anxiety or feelings of incompetence (slide 31)

- Show the list of Beck's 15 distorted thoughts.
- Each student will identify their major cognitive biases (at least three)
- Students will share their cognitive biases.

12. Practicing Mindfulness

Interactive Activity 4.7 (25 minutes)

The instructor will present it as a very simple technique to use and propose some demonstrative exercise like the one shown in the next slide.

- At this point it can be very useful to repeat the exercise with which we started the session "Breathing exercise in a BOX". It combines very successfully relaxation techniques with visualization techniques (slide 5).

13. PowerPoint presentation “Coping skills and social support” (15 minutes)

- Interventions to increase the perceived control
 - Interventions to improve emotional competence
 - University support
 - Home support
- (slides 28-29)

14. PowerPoint presentation “Toolbox” (10 minutes)

(Slides 30-32)

Interactive Activity 4.8 (40 minutes) (worksheet 4.8):

Based on the following questions, the participants should fill their “toolbox” to improve their wellbeing and reduce academic stress based on the following sample questions:

- Should I improve my nutrition?
- Should I increase my weekly physical exercise?
- How can I master some relaxation techniques?
- How does it help to recognize my distorted thoughts, and which ones do I need to work on?
- Am I aware of the situations that make me lose control and make me very nervous?
- Do I have skills to help me solve day-to-day problems related to my studies?
- Do I need professional or university help?

Homework Activity:

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?
- A movement: do it yourself

Adaptations for international students

Make sure to include international students with native students in each group

TRAINING DAY 5 – Systems of Supports of Academic Burnout

Training Day's 5 Aim:

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

Learning Outcomes:

- Map of social network based on closeness and type of support
- Explore campus/organizational resources for support
- Identify ways to address cultural diversity in academic burnout assessment and intervention materials

Training Materials:

- Laptop
- Projector
- Projection screen
- PowerPoint presentation for day 5
- Materials from interactive activities
- Post-social validity assessment
- Worksheet for activity 5.1
- Worksheet for activity 5.2
- Worksheet for activity 5.4

Training Time: 6 hours (including one lunch break of 1 hour, and one break of 30 min.)

Training Day's 5 Outline:

1. **Brief introduction to the content and aims of Day 5 (5 minutes)**
2. **Warm-up activity (25 minutes)**
Invite participants to take turns sharing their experience with the intervention strategy selected from chapter 3 of the Burnout manual and individually tested (i.e. Day's 4 homework activities).
3. **PowerPoint presentation (Part 1) "Systems of support for burnout" (60 minutes)**
 - What is social support and what role it plays in burnout prevention and interventions (slides 1-12)

Start by defining social support and discuss the areas where social support can be found. Then 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 on a flipchart/whiteboard four different areas and label them as follows: emotional support, information/advice, social support and practical support. Briefly define these categories, 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. After the exercise, go through slides with examples for each category of support and explain that these four categories can be grouped under two broader dimensions as follows: Information and Practical support under Action - facilitating support and Emotional and Social Support under Nurturant support; in this way. Action facilitating support is recommended in situations where the person can do something to reduce the level of stress/is in control of the situation while nurturant support is adequate when the person can't change the situation but needs support with accepting it.

4. **Drawing a map of the social network (Slides 13 - 14)**

Interactive activity 5.1: (30 minutes) (Worksheet 5.1)

Invite the participants to take some time and make a list of all the people from their social network and then to draw a map of their social network. They can do that by drawing a circle in the middle of a blank page (representing themselves) and adding all the persons they interact with on a map on three concentric circles representing the following perceived levels of closeness: very close, somehow close, not close. For each person on the map, participants should also indicate the type of support they provide by using next to their names the letters: E for empathy, A for advice, S for social and P for practical. The participants can also use a digital tool to create their map, available at:

<https://ssnmctl.columbia.edu/map/interactive/>

A short tutorial for using the tool that can support you use this tool is available at

<https://ssnmctl.columbia.edu/map/tutorial/>

Break (30 minutes) - slide 15

5. Strengthening your support network (Slides 16-18)

Interactive activity 5.2 (30 minutes) (Worksheet 5.2)

In heterogeneous groups of 4, ask participants to discuss their social/support networks (their maps), based on the following questions:

- Does your network support your needs?
- Are you lacking adequate support in certain areas?
- Are there new relationships you would like to develop? If so, what types of relationships?
- Can you think of ways you could improve any of your problematic or strained relationships?
- In general, how can you strengthen your support networks?

At the end of this activity, a speaker selected by each group will present to the larger group ideas of their group related to how they can strengthen their support network. These ideas will also be written on the board.

6. PowerPoint presentation: “Systems of support for burnout” (30 minutes)

- Mentoring and support by a tutor; formal mentoring for stress reduction;
- Peer mentoring: describe what peer mentoring is and present the example of the sibs program (slides 19-25)

7. Experiencing peer-mentoring

Interactive activity 5.3 (30 minutes) -

Ask participants to find someone with the same background as them (e.g. medicine, psychology) but from a different year of study (e.g. first year and second year medicine; second year and third year psychology, etc.) to explore what a peer mentorship experience could look like. Encourage them to discuss issues they have encountered during the study years that would have been easier dealt with if they had certain information a peer mentor could provide. (slide 26)

Lunch break (1 hour) - slide 27

8. Presentation on “Balint groups” and Interactive activities: (30 minutes)

- Structure of the Balint groups
- Adaptations for students
- Topics most frequently discussed during a student Balint group.
- A testimonial on the impact of student Balint groups available at: <https://balint.co.uk/medical-students/> (slides 28-31)

9. Planning for support after returning home

Interactive activity 5.4 (20 minutes) (Worksheet 5.4)

- Part a) In groups of participants from the same country, invite participants to map out systems of support available within their university, city or country; they can individually brainstorm ideas or search for available local support on the internet. To help them get started, you can encourage them to find out whether there is a Balint group in their country and what are the requirements for attending (<https://www.balintinternational.com/ibf-application-for-registration/membership/member-societies-and-countries/>).
- Part b) A selected speaker from each group will present their findings to the whole group.
- Part c) Conclude the session by leading a discussion so that the participants can reflect on the ideas they have learned from their peers and invite them to identify ways of contextually fitting the interventions they have learned about, to match their value and needs.

10. Closing session (10 minutes): Participants will be asked to complete a post social validity assessment to assess their views on goals, procedures and expected training outcomes. Participants will also be able to directly provide feedback as part of a final feedback round.

Adaptations for international students

- Make sure to include international students with native students in each group

Train-the-Trainer Resource Guide: Mentoring Support Staff

Lefki Kourea
Elena C. Papanastasiou

The aim of this guide is to provide support trainers and staff with competencies and resources that will allow them to effectively train university students on burnout prevention and intervention. To this end, the current resource guide serves as a supplement to the BENDiT-EU Curriculum for students.

The Train-the-Trainer resource guide includes important information that can be used for the preparation, delivery, and for the follow up to the training. Moreover, it provides hints and teaching tips that can be applied when training university students about burnout prevention and intervention.

Preparing for the Training

This section focuses on key adult learning principles and preparation tactics prior to the delivery of the training.

Adult Learning Principles

There are many learning theories when it comes to adult learners, and each theory has its related applications and techniques. Here we identify some key adult learning principles based on the theory of andragogy, as introduced by Knowles (1978).

- Adult learners are ready to learn when they have identified a specific need.
- Internal motivation plays a critical role in adult learning.
- Adult learners have the need to pace themselves throughout the learning process by incorporating their life's experiences.
- During the learning process, adults feel the need to be exposed immediately to applications and examples.

Preparation Tactics

Effective trainers are the ones who spend hours of preparation to familiarize themselves with the content they will deliver, and organize it in a way that participants obtain positive learning experiences. There are a number of preparation tactics to consider when getting ready to train adults:

- Study all the material very well. For every hour of training, trainers should typically spend about three hours in studying the material. In order to obtain a better understanding of the material that will be taught, it is important to situate the content by using your own examples and teaching language.
- Develop a time management plan and allocate time for activities and breaks.
- Practice content delivery prior to the actual delivery to ensure fluency and tension release.
- Ensure that each session starts with clear objectives and ends with a summary of the main ideas introduced.

During the Training

This section covers the following areas that aim to provide a stimulating and conducive-to-learning training environment: greeting, ice-breaking activities, time management and group rules, teaching strategies, and resources on burnout prevention.

Greeting

A group trainer must ensure to provide a positive first impression to trainees so that their interest and participation will remain positive throughout their training. It is important that the trainer is physically present, approaches participants, and introduces him/herself. Participants may be prompted to pick up their name tags and sign the attendance list as they enter the room. The greeting gesture sets the tone of a welcoming and safe environment, in which trainer and trainees can develop a trusting relationship during the learning process.

Ice-Breaking Activities

Ice breakers are short introductory activities that help adults to become energized and develop a sense of comfort prior to the start of training. During the ice-breaking activities, it is important to accommodate all learner needs when sharing something with their group. Careful consideration should be given to people with physical and sensory disabilities as they may experience accessibility issues when asked to participate fully in the interactive activities.

Some ice-breaking questions that can be used for team building, can be administered randomly from the website <https://teambuilding.com/blog/random-question-generator>. Additional icebreaker questions based on various themes can be found here <https://teambuilding.com/blog/icebreaker-questions#fun>

Time Management and Group Rules

Effective trainers delineate clearly their group expectation rules and manage time efficiently so that participants can experience a productive training. Trainers should state the group expectations from the first training session. Examples of group rules include:

- Set your cell phone on mute
- Listen to others carefully
- Participate actively
- Be collaborative in group work
- Respect others' views

Expectation rules should be presented via a PowerPoint format or a poster and should be reminded at the beginning of each presentation. This allows participants to think of their own future trainings and how they should apply expectations. Trainers should develop a time management plan for each training and inform participants about the length of each session and its breaks, session requirements, and follow-up activities.

Teaching Strategies

It is important that trainers should come to each training session prepared to facilitate a stimulating discussion. To this end, it is good practice to have their curriculum content developed into a lesson plan format and their training materials ready to use. Using PowerPoint presentations with annotated slides allows trainers to maintain a brisk pace and manage time efficiently.

When training adults, it is critical to engage the participants in the training process rather than lecturing to them. Some strategies that promote participants' active engagement are the following:

1. Facilitate group discussions in a way that people's voices are heard. Adults have the tendency to want to express their opinions so it is important to provide space and boundaries for them to do so rather than directing the discussion for them. Trainers may encourage questions and invite adults to share their own examples. Trainers' personal beliefs and opinions should be kept brief. When asking participants to express their thoughts, trainers may provide specific time (e.g., 20s) to think about their response, then share it either to the whole group or to the person next to them.
2. Make an effort to actively engage all participants in the interactive activities by referring to the less engaged participants by name, and by approaching and standing close to them during parts of the day. Such methods might increase their participation levels throughout the training.
3. Use high-tech and/or low-tech strategies to promote participants' engagement with training content. For instance, low-tech strategies include flashcards and individual white erase boards. Examples of high-tech strategies are kahoot, quizziz, mentimeter, playbuzz, plickers, etc.
4. Prefer asking open-ended rather than close-ended questions that elicit participants' views.
5. Respond to incorrect responses with grace and re-direct the question to the whole group. Avoid any confrontations with participants. Instead, acknowledge their effort to participate and respond to their incorrect answer by saying something like "That's interesting. Let's hear some additional thoughts on this" or "I appreciate your comments on this."
6. Manage interpersonal conflict between two or more people early on by interjecting and defusing with humor or reframing participants' views and move on to the next part.

Burnout intervention resources

Resources for self-directed practice:

- The Dietary Guidelines for Americans: <https://bit.ly/3dpQ6EC>
- The Dietary Guidelines for your country: <https://bit.ly/2UEFj2z>
- Exercise, stress and anxiety: <https://bit.ly/3jqnxdR>
- Yoga for better mental health: <https://bit.ly/3h2dKZK>

Other resources:

- How can a nutritionist help with stress and diet: <https://bit.ly/3jw85wZ>
- Nutrition and stress: <https://unc.live/3AdfJlu>
- Useful apps for tracking food intake: e.g., MyFitnessPal, Calorie Counter & Food Diary, MyPlate Calories Tracker.

Training Follow-Up

When completing the training, it is important to bring a positive closure so that participants are left with enthusiasm. Trainers should provide opportunities for participant reflection and evaluation. It is also advisable to develop and administer an anonymous evaluation form to obtain written feedback from participants about the goals, procedures, and outcomes of the training.

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Additional resources

For additional resources regarding Burnout identification, prevention, and intervention, please refer to the references below.

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Worksheets

WORKSHEET FOR ACTIVITY 1.1.

Based on the following questions, introduce yourself to your pair:

1. What is your name?

.....

2. What country are you from?

.....

3. Which is your field of study?

.....

4. What hobbies do you have?

.....

5. What is the reason for attending this course?

.....

6. Is there something interesting about yourself that you would like to share with the group?

.....

WORKSHEET FOR ACTIVITY 1.2.

Please discuss the following questions in your groups, to take the first steps in talking about Burnout:

- 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?

WORKSHEET FOR ACTIVITY 1.4 (for Group 1)

Please, read the following study case and answer the following questions:

- 1) Could the scenario presented in the case study below be considered as burnout?*
- 2) What signs and symptoms from the case study could indicate burnout?*

After you answer the questions above, then present the case study and your conclusions to the whole group.

Case study 1

Jane is in her 1st year of medical school. She was born and raised in a provincial town where she was admitted to high school with very good scores. Jane was always among the top 50 students during her studies. She was awarded with the first prize every year during high school and she rapidly became aware of the fact that she is a very good student.

As the years passed, she decided to pursue for a medical career, as this was her childhood dream.

When she started medical school, she enjoyed to attend all the courses and seminars, because everything was new and interesting. She was learning and studying every day for her academic activities with pleasure, even on weekends. Despite her busy schedule, she always found time to visit her parents and catch up with her friends from high school. After her first session of exams, Jane received very good grades and her hard work was very appreciated by her fellow doctors.

Soon after the session ended, she started feeling tired all the time, even if she tried to rest and sleep more on the weekends. She started visiting her parents and friends less often. When she once went to her hometown, she did not even have the strength and proper mood to meet with her friends. This led to a certain disappointment coming from her friends.

Her study activity soon started to be dramatically affected. She would easily get irritated, was less focused and took her a considerably longer period of time to go through the study materials. Her grades started to drop as well and her academic performance was clearly in danger. What used to be easy and fun for her now became a struggle. She had to put more effort into her studying

activities, but by the end of the process she would realize that her studying methods were useless.

The second exam session is approaching. Jane really starts to worry about her performance and health, especially because all of the upcoming exams are very difficult to pass.

WORKSHEET FOR ACTIVITY 1.4 (for Group 2)

Please, read the following study case and answer the following questions:

- 1) Could the scenario presented in the case study below be considered as burnout?*
- 2) What signs and symptoms from the case study could indicate burnout?*

After you answer the questions above, then present the case study and your conclusions to the whole group.

Case study 2

George is a 4th-year medical student. He started accusing headaches, insomnia, and fatigue for 2-3 months by now. During his clinical rotations, he underwent various lab tests which came back within normal limits. He felt so tired sometimes, he had to leave the hospital earlier, which was not something he would normally do.

He was a 3rd year medical student when he became a volunteer at a nursing home. He wanted to learn more about the medical needs of the elderly. To his surprise, he noticed he had some behavioral changes. He became more grumpy, irritated, detached and less involved with his patients.

He started arguing with his girlfriend too. When she preferred to go out and enjoy being with their friends, George preferred to stay at home, isolated.

He also got into arguments with his partner because he was feeling overwhelmed and tired. He couldn't go out to the movies and to the club anymore because he was constantly feeling dread. Analyzing the situation, he felt like things got out of control. He was trapped and he couldn't find a way out. Studying became more and more difficult, as he could not find any source of motivation. This was reflected in the lower grades he obtained during his exams.

He thinks he is in a hopeless situation and he lacks the will and power to do something about it. He started drinking more than usual and thinks he is not strong enough to become a doctor. He started considering dropping out of Medical School.

WORKSHEET FOR ACTIVITY 1.4 (for Group 3)

Please, read the following study case and answer the following questions:

- 1) *Could the scenario presented in the case study below be considered as burnout?*
- 2) *What signs and symptoms from the case study could indicate burnout?*

After you answer the questions above, then present the case study and your conclusions to the whole group.

Case study 3

Helen is a 6th year medical student. She is working on her undergraduate thesis where she is almost done with the theoretical part. She still has work to do for the practical part, gather her data collection and sort out the sample of patients. She has spent too much time designing the introductory section and theoretical part, while allocating too little time for the data and statistics.

She has a very demanding schedule because she is preparing thoroughly for the residency exam. She is worried that she will not succeed in combining both academic activities. To be more precise, she is not satisfied with her studying process. She believes she is not assimilating any information, although Helen is studying during weekends and gave up all social gatherings. She invests all her free time in the studying process with no success.

She started drinking more coffee and taking painkillers for the occasional headaches she had recently. She thought these things might help her cope with the situation. In addition, she feels the need of eating more sweets, which sometimes gave her a feeling of temporary satisfaction. Sometimes she feels so tired, she cannot wake up in time to attend her classes. Her friends and parents warn her about possible exhaustion, but she considers they do not understand her and do not support her.

WORKSHEET FOR ACTIVITY 1.4 (for Group 3)

Please, read the following study case and answer the following questions:

- 1) Could the scenario presented in the case study below be considered as burnout?*
- 2) What signs and symptoms from the case study could indicate burnout?*

After you answer the questions above, then present the case study and your conclusions to the whole group.

Case study 4

One year ago, Mira moved from a small town in Lebanon in Bucharest, Romania to study medicine. Soon after she arrived in the country, she had to take a 1 year long preparatory course in order to learn the country's language and to become more familiar with the culture. She was the only one from Lebanon in her studying group and she lived in a rented studio apartment together with her cousin, who was a 3rd year medical student at the same university.

Mira is now officially a 1st year medical student. She belongs to a group formed by 10 local students and one male student from Congo. She has not made any friends yet, but she keeps in touch with 2 colleagues who help her out with aspects related to her studies (they explain / translate some words to her; they give her notes from the classes).

Mira still finds it difficult to understand the language, especially when people talk fast, therefore it is very challenging for her to write in Romanian and she requires longer time to read, sometimes using a dictionary as well.

Although she took the preparatory year, she still didn't get used to the culture of this country and she feels reluctant to go alone to visit different places (e.g. to the mall, to the supermarket). She sometimes goes out with her cousin, but their busy schedules cannot allow them to perform activities together all the time. She strongly misses her home country and she talks on the phone with her parents and siblings on a daily basis, however, due to financial reasons, she cannot visit very often.

She was a prominent student during her high school years, receiving good grades and a scholarship to study abroad. She invested a lot of time in her studies during her first year of med school, feeling exhausted at the end of the semester and although she passed most of the exams in first attempt, she failed the anatomy exam, being the last one in the session. This unhappy event added a lot of negative emotions and stress in her life, especially because she cannot fail the exam again in the remarking session due to conditions imposed by her scholarship.

She became even more sensitive and irritated during the past weeks and finds it very difficult to focus on studying. She lost her appetite; she missed her mother's home cooked food and she started experiencing insomnia. She began to question her motivation to become a doctor and she feels she should quit as she believes it is not her call to care for patients, since she failed one exam.

ONLY FOR TRAINERS

Interactive activity 1.4 – Indicative answers (signs/ symptoms of burnout)

Signs/ Symptoms	Case study 1	Case study 2	Case study 3	Case study 4
Physical:	Exhaustion – feeling tired all the time	fatigue, headaches, insomnia	fatigue, headaches	loss of appetite, insomnias
Emotional:	- lack of motivation -Irritability, frustration about inability to focus - Inability to focus	- overwhelmed -helplessness - feeling of failure -irritability -negative / cynical attitude towards patients	- overwhelmed -lack of self- confidence - feeling of failure	- irritability, feelings of failure
Behavioral	-withdrawal from activities (loss of interest, inability to meet the friends - trouble completing tasks that didn't give you trouble previously	- withdrawal from activities with girlfriend -loss of interest -shortening the daily schedule	- isolation from others -withdrawal from recreational activities -loss of interest -risk of absenteeism -study-life imbalance	-study-life imbalance

ONLY FOR TRAINERS

Interactive activity 1.5 - Indicative answers (consequences of burnout)

Consequences:	Case study 1	Case study 2	Case study 3	Case study 4
On mental life	anxiety	depression substance abuse	- anxiety - substance abuse	anxiety
On academic performance	-poor academic achievement -decrease in study motivation	- poor academic achievement - decrease in study motivation	- low academic satisfaction	-low academic satisfaction
On social life:	social withdrawal - poor/ broken relationship - loss of interest in activities outside faculty	- social withdrawal -poor relationship -loss of interest in activities outside faculty -loneliness	-social withdrawal -poor relationship -loss of interest in activities outside faculty -loneliness	-poor relationship

WORKSHEET FOR ACTIVITY 1.6. (for Group 1)

Instructions: Think of a scenario and play out the role of a person with stress or a situation that can lead to stress without mentioning the word “stress”.

You have 20 minutes to prepare. 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.

WORKSHEET FOR ACTIVITY 1.6. (for Group 2)

Instructions: Think of a scenario and play out the role of a person with burnout or a situation that can lead to burnout without mentioning the word “burnout”.

You have 20 minutes to prepare. All the participants should be involved in the activity. There can be a director, leading actors, supporting actors.

WORKSHEET FOR ACTIVITY 1.7. (for Group 1)

Group 1: Burnout – anxiety circle

In your groups, discuss the relationship between burnout and anxiety and then try to identify some scenarios in which such a relationship can be formed.

WORKSHEET FOR ACTIVITY 1.7. (for Group 2)

Group 2: Burnout – depression circle

In your groups, discuss the relationship between burnout and depression, and then try to identify some scenarios in which such a relationship can be formed.



Self-check: Does anything predispose me to burnout?

Do you agree with the following?
1 = NO, that's not me 10 = YES, that's so me

Personal

notes

I consider myself a perfectionist

I consider myself a study addict

I can't stand failure

I lack self-confidence

I lack control over what I do

Academic

I feel overloaded with my studies

I lack proper organization

I have some projects I do not understand

I lack skills for professional practice

Social

My classmates are a source of tension

My family is a source of tension

My teachers are a source of tension

Share your results with your classmates in this course.
What do they think?

Identifying my Individual Factors

Risk Factors	Protective Factors
INDIVIDUAL	
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

Identifying my Social Factors

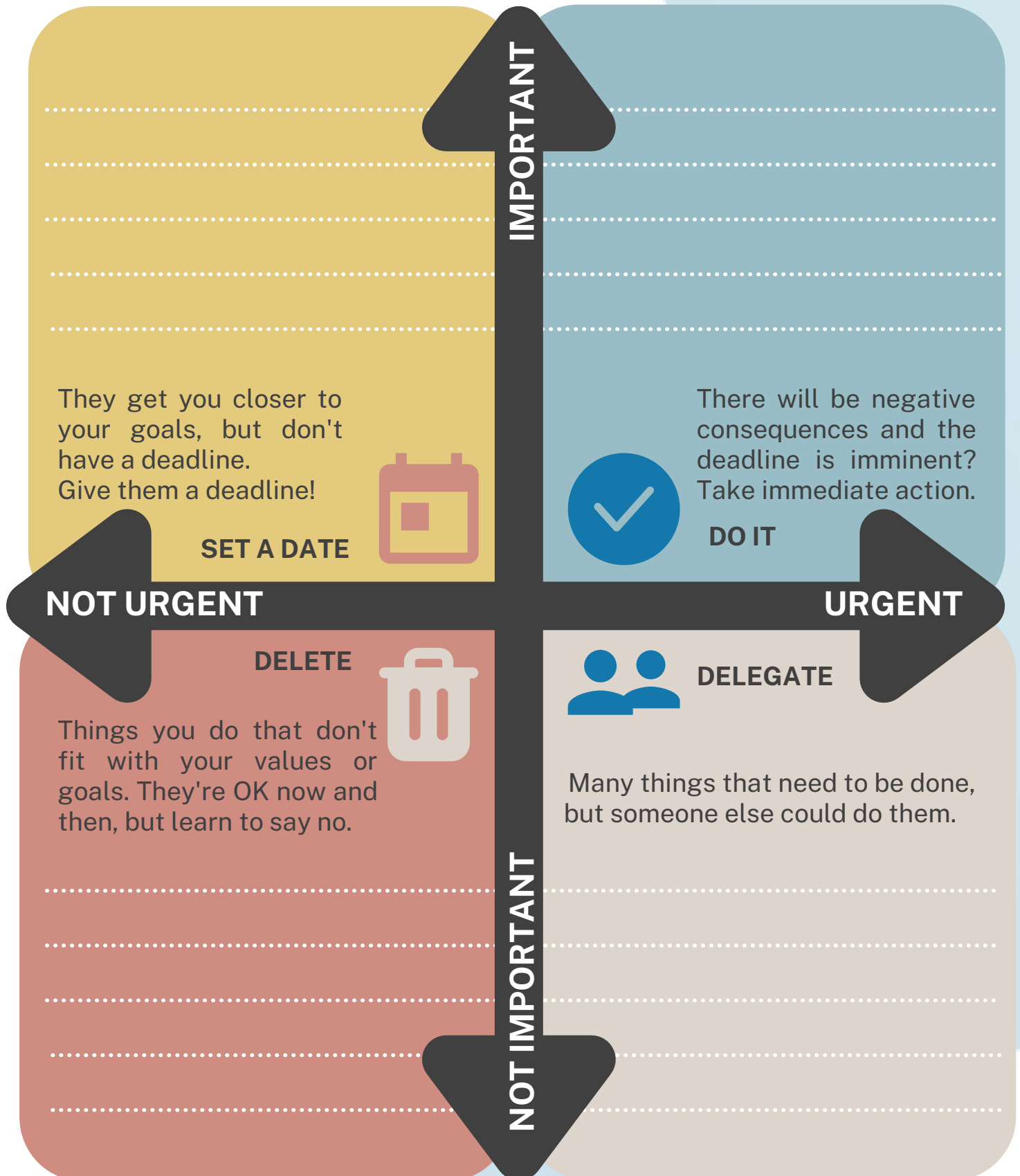
Risk Factors	Protective Factors
SOCIAL	
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

Identifying my Organizational Factors

Risk Factors	Protective Factors
ORGANIZATIONAL	
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

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16:00							
17:00							

Eisenhower Matrix



WORKSHEET FOR ACTIVITY 4.3.a.

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

Final Values	Orders hierarchically
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	

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Benvenuti!

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Добре дошли!

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Bem-vindos!



WORKSHEET FOR ACTIVITY 4.3.b

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

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

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WORKSHEET FOR ACTIVITY 4.6

15 cognitive distortions in CBT

Cognitiv disortions	Definition	Exams	Public speaking	Internships
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 labelling	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.'			

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WORKSHEET FOR ACTIVITY 4.8

My Toolbox

Intervention	Degree of interest to me	Where could I apply it? (Examen, public speaking, Internships, future career, etc.).
Box breathing	1 2 3 4 5 6 7 8 9 10	
Value final and instrumental	1 2 3 4 5 6 7 8 9 10	
Healthy eating and exercise	1 2 3 4 5 6 7 8 9 10	
Progressive muscle-relaxation	1 2 3 4 5 6 7 8 9 10	
Cognitive distortions	1 2 3 4 5 6 7 8 9 10	
Other: support social, coping skills, etc.	1 2 3 4 5 6 7 8 9 10	

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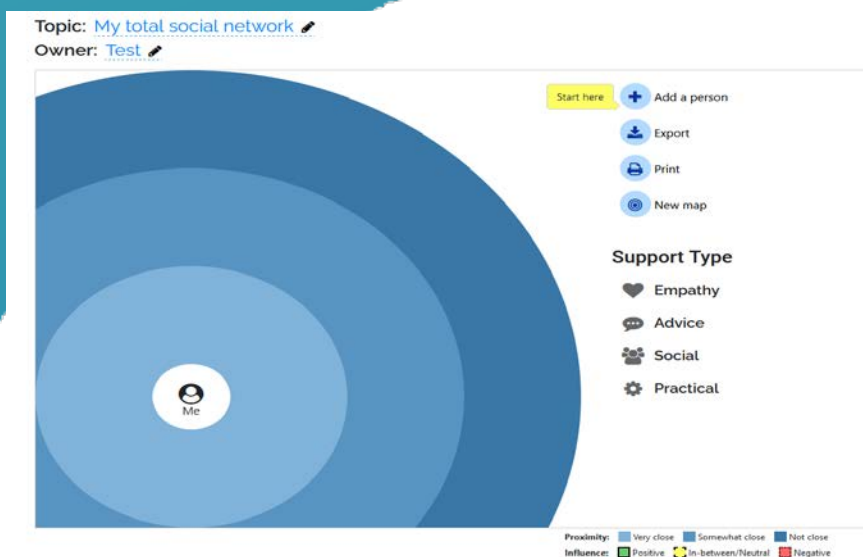


WORKSHEET FOR ACTIVITY 5.1.

- 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.ctl.columbia.edu/map/interactive/>

Here are few suggestions to get you started:

1. Make a list with all the persons in your social network.
2. Draw yourself (a point, small circle or other symbol that can represent you is fine).
3. Draw three 3 concentric circles around yourself.
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).
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).



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WORKSHEET FOR ACTIVITY 5.2.

In heterogeneous groups, discuss your their social/support networks (based on your maps), based on the following questions:

- Does your network support your needs?
- Are you lacking adequate support in certain areas?
- Are there new relationships you would like to develop? If so, what types of relationships?
- Can you think of ways you could improve any of your problematic or strained relationships?
- In general, how can you strengthen your support networks?

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WORKSHEET FOR ACTIVITY 5.4.

Systems of support available within your university, city or country

1. Start by checking out whether there is a Balint group in your country

<https://www.balintinternational.com/ibf-application-for-registration/membership/member-societies-and-countries/>

2. Then search on the internet for systems of support available within your university, city or country;
3. Map out the systems of support available under these four categories:
 - A. Emotional support
 - B. Information/Advice
 - C. Social support
 - D. Practical support
4. Split in groups of 4 and discuss your findings with colleagues from other countries. Reflect on the cultural diversity within your university and identify ways of contextually fitting interventions to match your values and needs.

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